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OF EIGHTH GRADE STUDENTS' ACHIEVEMENT AND
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SELF-REGULATED LEARNING STRATEGIES: RELATIONSHIP OF EIGHTH GRADE STUDENTS' ACHIEVEMENT AND MOTIVATION FOR LEARNING ENGLISH IN PAKISTAN

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ABSTRACT

The purpose of the study was to determine the relationship between students' achievement and motivation for learning English by using SRL strategy. For this purpose, two classes (intact groups) were selected as experimental and control group from grade eighth by using simple random sampling. One of the classes was selected as an experimental group. They were provided with SRL strategies and control group received instruction by traditional strategy. The research method was experimental and its design was quasi experimental, pre-test, post-test. To measure variables achievement test and motivational questionnaire for English learning were used. The results of the study showed that positive but weak relationship exist between motivation and achievement of experimental group students. In the light of above findings, there is need to examine the effect of SRL strategies on students' achievement and motivation for learning English on larger experimental population of various grades.

Keywords: SRL strategies, Motivation

1. INTRODUCTION

Many researchers are focusing on the topic of Self-Regulated Learning (SRL) and students' academic achievements because self-regulated learners become aware weak and strong points of learning (Qavam & Tavakolizadeh, 2011; Eliserio, 2012). In addition, Self-regulated students are self-motivated because they have desire to achieve the academic goals so they make themselves engage in self-generated thoughts, actions, and feelings (Baharom, Saad, & Tek, 2013). Furthermore, many researchers defined self-regulation as it is consisted on self-generated thoughts, feelings and actions that are planned and regularly adapted to achieve the desired learning goals (Boekaerts, Pintrich, & Zeidner, 2000; Montalvo & Torres, 2004; Karabenick, Pintrich, & Wolters, 2003; Gholamreza, Parvin, Tavakoli, & Vahid, 2015). In addition, Paris and Paris (2001) stated that teachers should give clear instruction and direction about self-regulation strategy then ask students to perform and practice it. Likewise, self-regulated learning strategies increased the achievement score of students (Yusuf, 2011, Achufusi, Inomiesha, & Mgbemena, 2013; DuPuis, 2013; Habiba, Akhter & Batool, 2019). In conclusion, another study observed that SRSD instruction had positive influence on IEFL undergraduate students' creative writing in Iran (Marboyeh & Razmjoo, 2017; Barboza, Torres, Nunes & Martínez, 2017).

Consistently, findings of Olaoy (2012) and Tunde (2014) indicated that SRL strategies has also great impact on the chemistry and math scores of Nigerian students. Similarly, those students improve their writing skill who are more self-regulated during their writing process (Hamman, 2005). Likewise, study of Geduld (2017) shed light on the significance of SRL strategies in which researcher argued that it is necessary to develop knowledge about SRL among teachers and make them aware about use of SRL teaching strategies to foster SRL learning. In addition, Bakry and Alsamadani (2015) predicted about SRL strategies that these are very helpful skills for improving English language skill such as paragraph writing, creative writing skill, use of vocabulary, and making sentences grammatically correct. Moreover, results of study indicated that self-regulated learning strategies are very helpful for increasing achievement in English essay writing (Novriyani, 2017).

In line with previous studies, a strong, positive relationship was found between self-regulation and essay writing skill of EFL students in Iran (Soureshjani, 2013; Seberchts, 2013). In addition, study of Buettner, Dignath, and Langfeld (2008); Hosseinimehr and Nejhad (2015) proved achievement of learners (physical education) were increased when they were taught through SRL strategies in Iran. In line with the previous studies, Cekolin and Helen (2001); Magno, (2009) Pointed out experimental group taught through SRL strategies gained high scores as compared to other group of students. Furthermore, Ashouri, Enayati, and Nami (2012); Khatib's (2010; Chika, Obodo

and Okafor (2015) observed in their research studies that relationship between students achievement and self-regulation exist. As self-regulated learning strategies might be more useful for elementary school students because it help to prepare learners for lifelong learning (U.S. Department of Education, 2012). But, most of the culture of Ethiopian schools is authoritative, teacher centered, and teacher-dominated in which students are not allowed to plan, monitor and evaluate their own learning (Filate, 2012).

Motivation is an internal state that arouses, directs and maintains behavior. In addition, internal motivation included the interest, will, desire of people to participate in an activity (Deci & Gagné, 2005; Woolfolk, 2005). But, extrinsic motivation is based on factors not related to the activity itself. Moreover, people are not interested in the activity for its own sake, they care only about what it will gain them (Woolfolk, 2005).

2. RELATIONSHIP BETWEEN STUDENTS' ACHIEVEMENT AND MOTIVATION

At the heart of all educational motivation theories is the explanation and prediction of achievement (Anderman, Anderman, & Meece, 2006; Peng, 2012). On the other side, Daniela (2014); Mutua, (2014) revealed positive relationship between self-regulation and students' motivation at secondary school level in Romania and Kenya. Likewise, Saban and Yidizli (2016); Inan (2013); Beşoluk, Demirhan, İskender, Masal, and Önder (2014) indicated significant difference between mathematics achievements and motivational beliefs of six grade students and positive relationship in scores of EFL public university students in Turkey. In line with previous studies, Soheyla (2007); Martha and Vargas (2012) shed light on all elements of motivation influenced performance of eighth grade English medium school students in Pune and seventh grade students of Southern Arizona in subject of English. Similarly, Beni, Mega, and Ronconi (2014) pointed out positive influence of SRL strategies and motivation on academic performance of university students. In the same way, positive relationship was found between mathematics achievement and motivation of South-Western Nigerian students at elementary school level (Busari, 2013). Furthermore, Mansoor and Seifodin (2015) revealed in their study that motivation of students was increased in learning English language writing. Likewise, positive and strong relationship was found between self-regulation and motivation as well as between SRL and writing performance of students (Soureshjani, 2013). Consistently, findings of another study noted positive and strong relationships between the, self-efficacy beliefs, use of SRL strategies and achievement of English learners (Wang & Pape, 2005)

3. OBJECTIVES

Objective of the study was to find out the relationship between student's achievement and motivation for learning English at elementary level

4. NULL HYPOTHESES

Study was conducted to address following hypotheses:

- Ho₁ There is no significant relationship between students' achievement and motivation for learning English at elementary level.
- Ho₂ There is no significant relationship between students' achievement and motivation for learning English before experiment.
- Ho₃ There is no significant relationship between students' achievement and motivation for learning English after experiment
- Ho₄ There is no significant relationship between students' achievement and motivation of control group for learning English in pre-test.
- Ho₅ There is no significant relationship between students' achievement and motivation of control group for learning English in post-test.

5. METHODOLOGY

Quasi-experimental design (pre-test post-test control group design) was used in this research. An experimental group and a control group were included in this study.

5.1 Population and Sample of the Study

Population of the study was comprised of the 62 students of eighth grade studying in a voluntarily selected government school of Lahore. These students were studying into two sections namely, section A and section B (31 each intact classes). These two sections were randomly assigned as an experimental group and control group.

5.2 Research Instruments

Two research instruments were used in this research. One was achievement test and other was questionnaire of motivation for learning English.

5.3 Achievement Test

Achievement was measured by using subjective type test. Subjective test was scored by using the rubrics (Appendix F) adapted from Punjab Examination Commission (PEC).

5.4 Motivation for English Learning

Data was collected through motivation questionnaire twice a time at beginning (pre-test) and end of experiment (post-test) to measure change in students motivation towards English learning. This motivation questionnaire (Appendix D) was developed by Richard Schmidt, Deena Boraie, and Omneya Kassabgy in (1996) and they gave permission to use this tool in this study (Appendix J). The motivation questionnaire consisted of seven sections, intrinsic motivation, extrinsic motivation, personal goals, expectancy, attitudes, anxiety and motivational strength. Each section consisted of closed ended statements based 5-point likert scale according to need of present study, two sections (1) intrinsic motivation, (2) extrinsic motivation were taken from the original students' motivation towards English learning questionnaire. Thus, students' responses on two areas intrinsic and extrinsic motivation were recorded on this motivation questionnaire.

5.5 Experimental procedure

Experiment was carried out for a period of four months after getting the permission from school headmistress. Both sections were randomly assigned as experimental and control group. The researcher himself taught the experimental group and researcher attended the 1st period in school. Treatment was started in second week of the Month. On the first day, achievement test of essay writing was given as a pre-test and motivation questionnaire were administered to the students. In the first week of introduction, consent was taken from participants and the experimental group was introduced SRL strategies. At the end of the experiment that lasted 16 weeks the post-test was administered to the participants in both groups to determine the change in achievement.

5.6 Data Collection

Researcher conducted pre-test before starting the phase of intervention. Further, researcher collected writing samples from students during four months. Finally, after giving the intervention, post-test was administered.

6. DATA ANALYSIS

Achievement test and motivation questionnaire for learning English were used for data collection. To find relationship between students' motivation and achievement, correlation method Pearson 'r' was used in this study. In addition, t-test was applied in order to check difference between achievement and motivation of experimental and control group. Moreover, Pearson product moment correlation (r') was used to find relationship between students' achievement and motivation.

Table 1: Pearson correlation between achievement and motivation of students before experiment

Variables	N	r	p
Achievement score (pre-test)			
Motivation (pre-test)	31	.136	.465
$P < 0.01$ level (2 tailed)			

Above table revealed that no relationship was found between achievement and motivation of students ($r = .136$, $P = .46$). It is determined that a positive but weak relationship was found between achievement and motivation of students in pre-test.

Table 2: Pearson correlation between achievement and motivation of students after experiment

Variables	N	r	p
Achievement score (post-test)			
Motivation (post-test)	31	.182	.326
<i>P</i> <0.01 level (2 tailed)			

Above table indicated no relationship between achievement and motivation of students ($r = .18, P=.32$). It is determined that there is a positive but weak relationship was found between achievement and motivation of students in post-test.

Table 3: Pearson correlation between achievement and motivation of control group at pre-test

Variables	N	R	p
Achievement score (pre-test)			
Motivation (pre-test)	31	.226	.222
<i>P</i> <0.01 level (2 tailed)			

Table 3 revealed that there is no relationship found between achievement and motivation of students ($r = .226, P=.222$). It is determined, that a positive but weak relationship was found between achievement and motivation of students in pre-test.

Table 4: Pearson correlation between achievement and motivation of control group at post-test

Variables	N	R	p
Achievement score (post-test)			
Motivation (post-test)	31	.043	.820
<i>P</i> <0.01 level (2 tailed)			

Above table showed no significant relationship between achievement and motivation of students ($r = .043, P=.820$). It is concluded that positive and strong relationship was observed between students' achievement and motivation of control group in post-test.

7. DISCUSSION

The findings of present research showed positive but weak relationship between achievement and motivation of eighth class students. The study result that supports this finding is as follows, motivation was not correlated with academic achievement of students (Ballard, Schmidt, & Zdzinski, 2006). Likewise, findings of Habiba's (2018) study also revealed positive but weak relationship between achievement and motivation of eighth grade students in Pakistan. In addition, finding of research revealed that there was no correlation among students' score GPA and motivation and academic self-regulation learning in area of early education department in USA (Cetins, 2015). Likewise, Habiba, Batool, & Ayesha (2020) found that SRL strategies had no positive effect on students' motivation. Consistently, results of study highlighted that relationship between self-efficacy and use of SRL strategies of the learners was not high (Wang, Hu, & Xu, 2015). Furthermore, statistical difference was not found between SRSD and non-SRSD group regarding self-efficacy scores (Roohani, & Baghbadorani, 2012).

In line with previous studies, results of Fentie and Yigzaw's (2013) study shed light on correlation between motivation and reading performance of Euthopian learners. Likewise, a study indicated that motivation has no directly relation with the achievement of Polytechnic students in Singapore (Rotgans & Schimdt, 2012). Consistently, no significant relationship was found between learners' motivation and achievement in subject of mathematics at secondary school in Hong Kong (Moely, Rao, & Sach, 2000)

However, in contrast to the results of this study, Cheng (2011) proved that motivation towards learning increased the achievement scores of secondary school students in Hong Kong. Moreover, in some researchers at grade six, relationships was found between motivation and achievement in mathematics of learners (Shores, & Shannon, 2007; Dowing & Ning, 2010). Similarly, findings of Daniela's (2014) study revealed that SRL strategies increased academic performance and motivation of secondary school students. In addition, results of Mutua's (2014) findings in Kenya proved a positive relationship among secondary school learners' achievement and motivation. In brief, SRL strategies were helpful for building Korean students' self-efficacy beliefs in order to improve quality of their

creative essays writing (Jun, 2012). In conclusion, Soureshjani (2013) pointed out that motivation is a better predictor for improving writing performance of learners.

8. RECOMMENDATIONS

In present study, those students who received lectures through SRL strategies found positive but weak relationship between their achievement and motivation. For further improvement and get understanding among achievement and motivation of students, it is suggested that execute the same experiment on various classes, students and schools at the same time in Pakistan. Moreover, there is need to find out relationship between academic motivation and achievement through self- regulation strategies in other school subjects as well for example, Mathematics, Chemistry, Physics, Biology and Computer sciences.

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