

Effective Teaching of Teachers, Self-Regulation, and Study Habits among Students: Structural Equation Model on Learning of Filipino

ABSTRACT

Aims: To investigate the causal relationship between and among effective teaching, self-regulation, and study habits.

Study design: Causal Relationship Analysis

Place and Duration of Study: CARAGA Region, Philippines during the school year 2022-2023.

Methodology: A four-dimensional and validated survey questionnaire was used in gathering the data. Four hundred seventeen grade 12 Senior High School students were randomly chosen to be the respondents of the study.

Results: Both levels of perception of effective teaching and study habits of students obtained very high. Moreover, the levels of self-regulation, study habits, and learning Filipino were high. Further, it was revealed that effective teaching, self-regulation, and study habits had significant relationships with learning of Filipino. Among the model, model 5 generated the best fit model.

Conclusion: The very high levels of perception of effective teaching and study habits indicate that teachers fully demonstrate effective learning and regulation in learning the Filipino to students. Likewise that high levels of study habits and learning Filipino imply that students practice study habits and seriously learning Filipino. Moreover, the link between effective teaching, self-regulation, and study habits shows that these variables need to be considered by teacher in teaching Filipino. The results of this study proves that learning Filipino is similar with any other language.

Keywords: Effective teaching, self-regulation, study habits, Structural Equation Model, learning Filipino

1. INTRODUCTION

With the government's announcement on strengthening and deepening English learning as a language of globalization, it ignores the huge problem facing the Filipino subject that the Department of Education itself has admitted under K to 12 [1] [2]. This could be supported by studies that revealed low academic performance in subject Filipino among students [4] due to the lack of a learning method [4]. The complexity of comprehension is viewed as impeding the first language and Filipino proficiency; [5] [6] so is the grammar that students never wanted to learn [7] [8].

In addition, there is also a problem with producing the sounds of the word [9]; writing and reading with limited vocabulary [10] [11], and even speaking with shame when using a second language due to fear [12]. Because the senior year of high school determines a student's readiness for both college and the workforce, it is alarming that these issues are plaguing students [13].

On the positive side, since language is a powerful tool that people use for communication [14], learning it fully represents the confidence of a student [15] as reflected in the objective stated in Article XIV, Section 7 of the 1987 Constitution. This is adopted by the Department

of Education [16] to achieve the national level in Filipino, and to improve learning, as well as global. So, it is worth training more and more students, especially with four macro skills of language [17]. Because of students' low proficiency [18], the strengthening and development of excellence in Filipino is the key to responding to the student's poor performance, [19] as well as critical language teaching can also be applied to poor learning students [20].

As an educator, the researcher explores various colleges and universities in the province of Agusan del Sur and even the CARAGA region if there are researchers about the Structural Equation Modeling of Senior High Schools' literacy in Filipino that include independent variables of effective teaching, self-regulation, and study habits of students, found that no studies to be explicitly found to consist of 400 more respondents compared to the other study [21] with 286 total respondents of SEM. Even from a global perspective, no studies about SEM in learning Filipino compared to the study of [22] [23] in English, and [24] Physics.

There is also gap for learning in Filipino because students lack of vocabulary, grammar, language misuse, and even the use of English in the discussion [25]. The research also showed that students have weak foundations and no commitment and learning motivation due to the influence of a teacher with an inadequate teaching foundation and who does not plan classes [26]. Often these teachers have little teaching experience, are traditional, have poor teaching tools, and have too much work to do than teaching; therefore, they neglect proper planning for effective teaching [27] [28].

On the other hand, it is stressed that there is a need for related research into self-regulation [29] because when a student is less likely to be self-regulating, there is a significant influence on lower academic performance [30] [31]. The exact outcome is when students' academic study habit is poor, it will result in low academic performance [32]. One of the factors affecting study habits is spending on social media and other entertainment on the internet [33] [34]. These gaps mentioned motivate the researchers to conduct this kind of study, especially amid the pandemic and the exclusion of Filipino subjects in general education in tertiary education in the Philippines. So, this study was conducted to help fill those gaps in students' learning of Filipino among Grade 12 Senior High School students of the CARAGA region.

2. MATERIAL AND METHODS

2.1 Research Design

In this study, Causal Relationship Analysis research was used. This attempts to extract sustainable sources of cause and impact relationships from research data [35]. It is also a measure of the impact of a few variables on the performance of an action on the impact of other actions [36]. To get the best fit model of the study, the structural equation model was used. It aims to use different types of models to describe the relationship between the observed variables [37] [38].

To achieve interpretation from the data, the researchers used the following statistics: Mean, Pearson Product Moment Correlation, Multiple Regression; and Structural Equation Modelling. The respondents of this study are grade 12 senior high school students from the Caraga region's various public schools. The researchers used stratified random sampling in which the total population was divided into strata [39] [40]. Then, the random responders were selected with equal probability/chance to select the responders in a unit [41] [42]. It is also better to use because [43] says it reduces the use of representations and avoids the probability of bias in samplings. There are 417 samples in this study.

A contextualized, expert-validated survey questionnaire was used as the research tool in order to accomplish the study's goals. The four-dimensional questionnaire was created by credible scholars and researchers on the topics and was based on their existing materials and get the responding Cronbach alpha, to include effective teaching (.93), self-regulation (.90), study habits (.88), and learning of Filipino (.95). Because the respondents are minors, a copy of the informed consent and assent form was also given to them for the approval of their parents or guardians to participate in this study. Finally, the researchers followed all of the protocols established by the University of Mindanao Ethics Review Committee (UMERC Protocol Number – 2022 - 229) prior to collecting data from various schools in the Caraga region.

3. RESULTS AND DISCUSSIONS

Level of Perception of Effective Teaching

Presented in Table 1 is the Level of Perception of Learners in Effective Teaching. The total Mean=4.50 which is Very High. That means the level of perception of students regarding effective teacher teaching has consistently been demonstrated. The data exhibit "Inter-action among students" as the highest level of indicators with Mean=4.61 and SD=0.47 and was described as a Very high level of description, while "Marking and Evaluation" earned the lowest Mean=4.37 but still had a descriptive level of Very High. It means that teachers fully demonstrated effective teaching to students.

Table 1. Level of Students' Perception of Effective Teaching

Indicators	SD	Mean	Descriptive Level
Knowledge and Organization	0.46	4.57	Very High
Clear Explanation	0.51	4.41	Very High
Grading and Evaluation	0.55	4.37	Very High
Teaching Methods	0.41	4.53	Very High
Interaction with Students	0.47	4.61	Very High
Total	0.41	4.50	Very High

The teacher needs to expand his professional development so that he can be updated with effective teaching methods in the present and not just in one and back-and-forth activities [44] [45] [46]. A teacher should also be able to stimulate interest and encourage students to learn different concepts by using meaningful and appropriate feedback [47] [48] [49] [50]. Additionally, it turns out that "Interaction with students" have achieved the highest indicator and can be supported by the previous studies that having a teacher respond to students will encourage them and increase their motivation for learning especially among students with low academic performance [51] [52] [53]. Communication and respect also play an important factor in students for successful academic performance [54] [55] [56] [57]. Also, the data described "Grading and Evaluation" as the lowest level among all indicators with Mean=4.37 with has a very high level. Having a clear and orderly standard of marking will provide guidance to learners, help them to fill out the tasks properly, and also guide teachers to be fair in grade-giving [58] [59] [60] [61].

Level of Self-Regulation of Students

Table 2 presents the Level of Self-Regulation of Senior High School students. The data shows that the level of student self-regulation revealed a total of SD=.41, Mean=4.23 with a descriptive level of Very High. "Managing Physical Environment" is displayed as the highest with Mean=4.45 with a Very High-descriptive level, while "Goal Setting" demonstrate the lowest with Mean=4.14 with a descriptive level High. It means that students have fully demonstrated the regulation of their studies in Filipino.

Table 2. Level of Self-Regulation of Students

Indicators	SD	Mean	Descriptive Level
Goal setting	0.56	4.14	High
Help seeking	0.56	4.16	High
Self-study strategies	0.50	4.19	High
Managing physical environment	0.53	4.45	Very High
Effort Regulation	0.66	4.20	Very High
Total	0.41	4.23	Very High

Having high-level self-regulation impacts a successful learning experience. It turns out that students demonstrating metacognition strategies often achieve their academic goals but should be accompanied by help from a teacher [62] [63] [64] [65]. Moreover, it appears that "Managing physical environment" is the highest level of all indicators with Mean=4.45. That means improving the physical environment has a major factor in improving and improving academic performance [66] [67] [68] [69] [70].

Level of Study Habits of Students

Table 3 shows the Level of Student's Study Habits as a third independent variable with indicators of homework and assignment, time allocation, reading and note-taking, test preparation, and examinations/test taking. The data demonstrate that the level of students' study habits Mean=3.71 with a High descriptive level. Out of all indicators, "Reading and Note-taking" had the highest Mean=3.83 with a High Descriptive level, and "Test Preparation" was the lowest with Mean=3.46 but still garnered a High descriptive level. It means that students that senior high school students demonstrated their study habits in the study.

Table 3. Level of Student's Study Habits

Indicators	SD	Mean	Descriptive Level
Homework and assignment	0.53	4.13	High
Time allocation	0.67	3.58	High
Reading and note-taking	0.62	3.85	High
Student period procedures/test preparation	0.78	3.46	High
Examinations/test taking	0.68	3.54	High
Total	0.49	3.71	High

A study shows that students use different strategies to understand the text [71] [72] [73]. It is essential to take the necessary time to avoid having low academic performance in order to effectively achieve reading comprehension [74] [75] [76]. While another study reveals that in reading, women read more often than male students because male students prefer lecture handouts given by their teacher [77].

To be specific, the "Test Preparation" indicator had the lowest Mean=3.46 with a high level. It indicates that exam preparation is very essential for students to attain high scores [78] [79] [80] [81] [82]. Previous studies also discovered that the main reason why most students are unmotivated to study is that their parents put too much pressure on them to do so. Another issue with exam preparation is the limited time available, and another is the common occurrence of students studying right before an exam [83] [84] [85] [86].

Level of Learning in Filipino

Table 4 shows the Level of Learning in Filipino among students. The "Reading in Filipino" indicator indicated to have reached the highest level and had Mean=4.14 with a High descriptive level. While the "Vocabulary Learning" indicator gained its lowest level with

Mean=3.83 but is still described as a High descriptive level. Overall, the learning of Filipino level among students earned SD= 0.49 and Mean = 4.05, which is described as a High descriptive level. It means that students at the senior high school in Caraga have fully exhibited in learning Filipino.

Table 4. Level of Learning in Filipino

Indicators	SD	Mean	Descriptive Level
Improving the general level of Filipino	0.51	4.12	High
Vocabulary learning	0.66	3.83	High
Studying grammar	0.64	4.04	High
Reading in Filipino	0.45	4.14	High
Writing in Filipino	0.45	4.12	High
Speaking in Filipino (outside class)	0.45	4.06	High
Total	0.43	4.05	High

This could be supported by a study indicating that students are highly motivated [87] [88]. One of the reasons for increasing the factor in reading is the strategy used by the teacher to ensure that students read comprehensively from a reliable source [89] [90] [91] [92]. Vocabulary is also an important part of learning a new concept. It enables students to apply previous knowledge to a new concept in order to generate new knowledge. However, their effectiveness is dependent on how they are used [93] [94] [95].

Significant Relationship between Effective Teaching, Self-Regulation, Study Habits to Learning of Filipino

Table 5 shows the correlation between Effective Teaching, Self-Regulation, and Study Habits as latent exogenous variables to Learning Filipino as a latent endogenous variable. It can be gleaned from the result that effective teaching has a significant relationship to the learning of Filipino and can be supported by the previous studies [96] [97] [98] [99]. The p-value of 0.000 is less than the 0.05 level of significance. Thus, the null hypothesis is rejected. In addition, the correlation coefficient, $r=.229$, suggests that learning Filipino is related to and can be explained by effective teaching by approximately 23 percent. The other 77 percent can be explained by other variables not covered in this study and may be attributed to stochastic error.

Table 5. Significant Relationship between Effective Teaching, Self-Regulation, Study Habits and Learning of Filipino

Exogenous Variables	Learning of Filipino
Effective Teaching	.229*** .000
Self-Regulation	.601*** .000
Study Habits	.593*** .000

As for Self-Regulation, the results affirmed that self-regulation is significantly related to learning Filipino which confirms the previous studies of [100] [101] [102], as reflected by the p-value of 0.000, which is less than the 0.05 level of significance. Thus, the null hypothesis is rejected. Likewise, the correlation coefficient, $r=.601$, suggests that learning Filipino is also related to and can be explained by self-regulation by approximately 60 percent. The other 40 percent can be explained by other variables not covered in this study and may be attributed to stochastic error.

At the same time, with a p-value of 0.000, which is less than 0.05, the Study Habits results indicate that it is significantly related to learning Filipino. Thus, the null hypothesis is rejected. Correspondingly, the correlation coefficient, $r=.593$, suggests that learning Filipino is also related to and can be explained by study habits by approximately 59 percent. The other 41 percent can be explained by other variables not covered in this study and may be attributed to stochastic error. In other words, the relationship between the variables means that Study Habits and Learning of Filipino are significantly supported in these studies [103] [104] [105] [106], but this could be a source of concern in the research results of another study that there is no significant relationship between study habits and academic performance among senior high school students [107] [108].

Significant Influence of Effective Teaching, Self-Regulation, Study Habits in Learning of Filipino among Students

Table 6 shows the results of the regression analysis that describes the significant predictor of Learning Filipino among students to the observed variables of this study. The analysis shows that the standard coefficient of Self-Regulation has a maximum Beta garnered .450. This suggests that The Learning of Filipino Students is significantly influenced by Self-Regulation. This result agrees with the previous study's findings that self-regulation is a very important predictor of student learning [109] [110] [111]. It is observed that high achievers adopted a variety of self-regulation strategies compared to low achievers because their perceptions and knowledge are different regarding self-regulation. In addition, teachers must continue to provide explicit instruction and scaffolding to facilitate academic learning [112] [113].

Also, the findings about Study Habits among students accumulate a Beta of .416, meaning that there is a significant influence between study habits and learning Filipino. This result is aligned with and supports the study by [114] [115] [116]. In contrast, Effective Teaching in Filipino Learning with Beta -.032. That means that the relationship between the two variables is not direct, and it was accompanied by two interpretations. First, it means that high-quality teachers do not match the academic scores/performance of students who can be supported by the study [117] [118]. In contrast, the student learns quickly and independently, and he or she depends less on the teacher's instruction. If this is the case, a teacher must make modifications and carry out a variety of high-quality standard assessments to increase students' capacity for learning [119] [120] [121] [122].

While the F-value of 143.382 with the equivalent p-value of 0.000 suggests that the regression model is relevant, thus, it does not accept the null hypothesis in such observed latent variables. That means that a variable has been predicted in the learning of senior high school students in Filipino. R^2 has a value of .510, meaning that the combination of two variables contributed 51 percent to students' learning of Filipino. In contrast, the remaining 49 percent could be attributed to other variables not covered by the study.

Table 6. Significant Influence of Effective Teaching, Self-Regulation, Study Habits in Learning Filipino among Students

		Learning of Filipino			
Exogenous Variables		<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant		.871		4.458	.000
Effective Teaching		-.033	-.032	-.783	.434
Self-Regulation		.469	.450	10.299	.000
Study Habits		.362	.416	10.938	.000
R	.714				
R^2	.510				
ΔR	.507				

F	143.382
P	.000

Summary of Goodness of Fit of Measures of the Five Generated Models

The initially proposed model required some adjustments and modifications to adapt the data. There were five completed models presented in the study. A summary of the Goodness of Fit review of the five completed models is presented in Table 7.

In recognition of the best fit model, all the Indexes involved are in the accepted range. The chi-square/degree of freedom (CMIN/DF) value should be between 0 and 2, with its corresponding p-value greater or equal to 0.05. The Root Mean Square of Error Approximation (RMSEA) value must be less than 0.05, and its corresponding p-close value must be greater or equal to 0.05. The other indices, such as the Normed Fit Index, Tucker-Lewis Index, Comparative Fit Index, and Goodness of Fit Index, must be all greater than 0.95.

Table 7. Summary of Goodness of Fit Measures of the Five Generated Models

Model	p - value	CMIN / DF	GFI	CFI	NFI	TLI	RMSEA	P - close
1	.000	6.215	.794	.805	.777	.780	.112	.000
2	.000	6.010	.784	.814	.786	.789	.110	.000
3	.000	5.452	.814	.836	.808	.812	.103	.000
4	.000	5.425	.815	.836	.808	.813	.103	.000
5	.248	1.137	.981	.998	.981	.996	.018	.997

Legend: CMIN/DF – Chi-Square/Degrees of Freedom
 GFI – Goodness of Fit Index
 RMSEA – Root Mean Square of Error Approximation
 NFI – Normed Fit Index
 TLI – Tucker-Lewis Index
 CFI – Comparative Fit Index

The generated structural model 5 in the standardized solution, as portrayed in Table 7 is the generated best-fit model. Results indicate that the latent variables of Effective Teaching, Self-Regulation, and Study Habits significantly contribute to the latent variable Learning of Filipino. Model 5 has indices that consistently indicate a perfect fit to the data as indicated by p-value = .248, CMIN/DF = 1.137, GFI = .981, CFI = .998, NFI = .981, TLI = .996, RMSEA = .018, and p-close = .997. All of these fall within each criterion. Thus, there is no need to find another for testing because it is already the best fit among all tested models. Therefore, the null hypothesis is rejected. It could be stated that there is a model that best fits the learning of Filipino among Grade 12 students in Caraga.

Best Fit Model

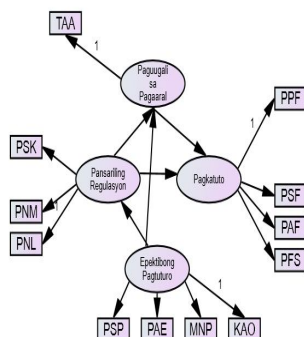


Fig.1: The Relationship of Study Habits, Self-Regulation, and Effective Teaching and the Direct Causal Relationship towards Filipino Learning with Final Remaining Indicators

Legend:
 TAA – takdang aralin (homework and assignment)

PSK	- pamamahala sa pisikal na kaligiran (<i>managing physical environment</i>)
PNM	- paghahanap ng makakatulong (<i>help seeking</i>)
PNL	- pagtatakda ng layunin (<i>goal setting</i>)
PSP	- pamamaraan sa pagtuturo (<i>teaching method</i>)
PAE	- pagmamarka at ebalwasyon (<i>grading and evaluation</i>)
MNP	- malinaw na pagpapaliwanag (<i>clear explanation</i>)
KAO	- kaalaman at organisasyon (<i>knowledge and organization</i>)
PFS	- pagsasalita ng Filipino sa labas ng silid-aralan (<i>speaking in Filipino outside class</i>)
PAF	- pagsusulat sa Filipino (<i>writing in Filipino</i>)
PSF	- pagbabasa sa Filipino (<i>reading in Filipino</i>)
PPF	- pagpapabuti ng pangkalahatang lebel sa Filipino (<i>improving general level of English</i>)

The model shows the importance of study habits and self-regulation in learning of senior high school students in Caraga region. The research results recommend that SHS students continue developing and strengthening their natural and learning initiatives by improving their metacognitive and learning strategies. By consistently learning and engaging in experience-based skills, successful academic performance can be achieved even in times of problems cause by academic, contextual, and personal factors.

In the study, it was shown that with all strategies, students often use metacognitive strategies, [123] [124] [125] [126], and social strategies [127] [128] [129] by often consulting fellow students for learning [130]. Therefore, teachers should be able only to consider what strategies students want to use to achieve learning because they are the ones who are better informed of their understanding [131] and the repetitive memorization of the concept to overcome learning difficulties [132].

CONCLUSION

Based on the data collected, the following conclusions are as given: the level of student perception regarding effective teacher teaching has very high level; the level of self-regulation of students is very high; the level of students' study habits is high, and the level of learning of Filipino among students is high. Recommended by results as a good response for students, teachers must provide tasks and activities for each student's critical thinking to improve their skills further in the learning of Filipino. Teachers or schools must also conduct seminars on physical and mental well-being so that they can instill and adapt to the problem of academics as it comes out with a moderate level in this study.

The relationship between effective teaching and learning in Filipino, self-regulation and learning in Filipino, and study habits and learning in Filipino has a significant relationship. While self-regulation has the highest beta of .450, it suggests it is highly influencing the learning of Filipino students. Therefore, it is recommended based on the results that students must be taught more to be successful in self-regulation. This can be achieved through a plan or program that will train learners and actively learn how to evaluate the task, creatively identify and implement strategies to meet the requirements, and evaluate the importance of specific strategies in context. To achieve the expected successful self-regulation, the system must support it by giving training to teachers first in order for them to have input on students on how to become metacognitive individuals.

And the fifth hypothesized model is the best fit model for learning in Filipino among students, so there is no need to examine an alternative model. The results of this study recommend that learning in Filipino in grade 12 senior high school of Caraga is best anchored in: Study Habits evaluated based on Homework and Assignments; Self-Regulation based on Managing Physical Environment, Help-Seeking, and Goal Setting; and Effective Teaching evaluated based on Teaching Method, Grading and Evaluation, Clear Explanation, and Knowledge and Organization. That means students need to be further reinforced with teacher assistance to make such indicators more likely to improve students' learning not only in Filipino but as well as in other subjects by providing high-quality tasks and evaluations.

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