

**INFLUENCE OF STUDENTS' ATTITUDE ON SELF-PACED LANGUAGE
LEARNING STRATEGIES TO THEIR ACADEMIC PERFORMANCE**

**College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

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A Thesis
Presented to The Faculty of the
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In Partial Fulfillment
of the Requirement for the Degree
in Bachelor of Secondary Education Major in English

Cris Dyna T. Alvarado
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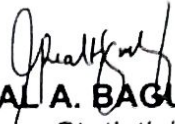
APPROVAL SHEET


This thesis entitled "INFLUENCE OF STUDENTS' ATTITUDE ON SELF-PACED LANGUAGE LEARNING STRATEGIES TO THEIR ACADEMIC PERFORMANCE", prepared and submitted by Cris Dyna T. Alvarado, Allen Clair T. Grepo, Miryl Fe D. Juaton, and Daneca C. Sanchez in partial fulfillment of the requirements for the degree Bachelor of Secondary Education major in English has been examined and recommended for acceptance and approval for oral defense.

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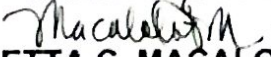

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ABSTRACT

The main thrust of the study was to determine if students' attitude on self-paced language learning strategies can significantly influence their academic performance in English, before and during the implementation of Flexible Learning Modality (FLM). The study employed descriptive correlative research design as it aimed to provide a descriptive interpretation of the respondents' attitude and their academic performance in English. The respondents of the study were the 28 sophomore BSEd English students identified through purposive sampling method. Survey questionnaires and documentary analysis were employed to gather the needed data which was thereafter interpreted statistically using weighted mean and Pearson R. The findings pointed out that students' academic performance was higher before the implementation of FLM. Meanwhile, findings also revealed that students had moderately influential attitude towards self-paced language learning strategies. It was concluded that students' attitude towards self-paced language learning does not significantly influence their academic performance in English before or during the implementation of Flexible Learning Modality. The p-value of 0.578 indicated that attitude towards self-paced language learning strategies does not influence academic performance in English subjects regardless if the same subjects are taught adopting the Flexible Learning Modality or in the conventional face-to-face setting. The absence of significant correlation of the two assessed variables prompted the researchers to recommend that other possible indicators or variables be explored to improve students' performance in English subjects in the New Normal.

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Chapter 1

THE PROBLEM AND ITS SCOPE

Rationale

Learning a language is one of the many skills that require a dynamic exchange of information and an equally dynamic and 'active' social environment to practice the same skills with. Being able to promote active communication is one of the strengths of traditional, face-to-face classroom instruction. However, due to the COVID-19 pandemic, traditional language learning methods have transformed into a new learning mode, requiring students to answer their modules and adopt self-paced learning strategies. Self-paced learning is a useful learning approach that allows students to customize learning to their own needs in their own choice of time and place.

By incorporating self-paced learning into language education, language learning has become a more interesting, dynamic, and student-centered experience, as well as a new manner of learning in a mobile environment that was previously difficult to achieve in traditional learning settings (Wang, 2017). With limited resources in the classroom, self-paced learning can augment classroom instruction by allowing students to study and learn outside of the class (Marshman, Devore, Singh, 2020).

Educators believe that students do not learn at the same rate and are not ready to study at the same time. In self-paced learning, student-learners have complete control over their learning pace and task (Bautista, 2015). Students benefit from self-paced learning because of its flexibility, cooperation, feedback, mastery, incentive, objectives, and recycling (Bautista, 2015).

However, the inclination of students to delay is a persistent issue for the quality of self-paced courses. According to a survey study of student behavior online, asynchronous distance learning may encourage procrastination since it demands higher degrees of self-regulation (Lim, 2016). Since self-paced learning requires time management, motivation, self-discipline, vision, and focus, students who have a favorable attitude toward self-paced learning may make better progress in terms of knowledge retention and understanding, which can help them improve their effective communication skills.

Since self-paced language learning (SPLL) was maximized within the Flexible Learning Modality (FLM) continuum, this study was conducted with the goal of describing in the local context, the attitude of the BSEd English students toward self-paced language learning strategies and examine further whether such attitude has influenced their academic performance in their English major subjects before and during the pandemic.

Literature Background

English has long been acknowledged and established as the most significant language in the world, not just because it is the most widely spoken language. According to Jugo (2020), it has a tremendous impact on people's academic and professional life, it acts as the worldwide corporate lingua franca, influencing operations and transactions both directly and indirectly. The English language has also a significant influence on a country's economy and educational system. Jyothi (2012) added that, the capacity to communicate effectively in a foreign language will be essential to remain employable.

Based on Executive Order No. 210, s. 2003 the enhancement of the overall educational system, notably in terms of educator training and the availability of learning materials and resources strengthen the use of the English language. With a goal to develop the aptitude, competence and proficiency of all students in the use of the English language to make them better prepared for the job opportunities emerging in the new technology- driven sectors of the economy.

This means that communication skills in such language are essential for success in a variety of situations. Many occupations need excellent communication abilities. People who are skilled communicators have stronger interpersonal ties with their friends and family.

As a result, effective communication is a crucial interpersonal ability, and learning to enhance one's communication skills that has several advantages. Many others, on the other hand, are unsure where to begin. According to Abraimova (2020), to help students create a communicative culture and to teach them how to master a foreign language in practice is the primary goal of teaching English.

Additionally, English in the Philippines is regarded as a second language. It is also a non-exclusive language of science and technology, with the goal of achieving national competency in both Filipino and English. The teaching of English as a medium of instruction is an important part of the Philippine educational system. Its use is so widespread that it has been entrenched in nearly every area of communication.

In the formal English language learning setting in the Philippines, traditional media (print, radio, and television) are currently in use while Internet resources are growing increasingly important. Information reaches a multilingual audience without the use of middlemen thanks to the media. As a result, some were able to establish relevant information that supports the study of Ferle, Edwards & Lee, (2000) entitled *Teens' Use of Traditional Media and the Internet*. Authenticity, relevance, informational richness, communicative orientation, and great potential for the development of foreign language speaking are all advantages of the media in the learning process. A study by Dermott (2013) stated that language teachers

should be encouraged to explore using these technologies to enrich their students' language learning experience in terms of real communication, as one of the major aims of language education which is to enable engagement and communication.

However, increased usage of virtual learning environments (VLEs) in higher education has allowed greater student involvement with online activities, and VLEs like modules contain numerous social networking technologies, allowing educators to easily incorporate them into the learning platform. Thus, Abraimova (2020) affirmed that without the use of effective, high-tech, and cheap instructional tools, mastering spoken English language communication is difficult.

Amidst the abrupt transition of educational system caused by the pandemic, many students from different institution had to adopt distance learning platforms. Section 3 of Republic Act (RA) No. 11448 also known as Transnational Higher Education Act defined Distance education as a mode of educational delivery whereby the teacher and the learner are physically separated from each other, and instruction is delivered through appropriate communication technologies using specially designed materials and methods, and supported by organizational and administrative arrangements and structures. By this, the use of the technologies like media was continued – and maximized- due to the transition of educational system from the traditional.

In connection to this, CHED Memorandum Order No. 04 series of 2020 stated the promulgation of the Guidelines on Flexible Learning (FL) to be implemented by public and private Higher Education Institutions (HEIs) as a response to the occurring pandemic to secure student's safety and health.

In addition, DepEd Order No. 018 series of 2020 developed the Basic Education Learning Continuity Plan (BE-LCP) to ensure that learning opportunities are provided to our learners in safe manner, through different learning delivery. Since the Covid-19 outbreak, students were required to study on their own pace in their respective homes for safety. One of the strategies of learning introduced in distance education is self-paced learning.

According to Hubauer (2018), self-paced learning is a type of learning in which the student has control over the amount of content they ingest as well as the length of time it takes to effectively acquire new knowledge. Hubauer (2018) added that knowledge retention is the consequence of a person's capacity to process the information they have learned. They have more control over what they have learned about and when they have studied their lessons with self-paced learning than with other learning techniques. Although learning at your own speed is not a new notion in general, it is still relatively new in the corporate world.

Additionally, (Kocdar, Abdulkadir, et al. 2018) stated that Self-regulated learners are more successful in distance learning. It is because students are free to choose what to study, how to study, when to study, and how long to study; and these self-regulated aspects of learning have important implications for the effectiveness of their learning efforts and achievement in education. Unlike the traditional face to face classes with real time pace, distant learning offer students extra time that allow them to think about course material more critically and reflectively, leading to deeper understanding of the course content (Kemp & Grieve, 2014). However, according to Tullis & Benjamin, 2011 being an effective student requires the ability to guide one's own learning activities.

Furthermore, self-directed or self-paced learning occurs when students learn to pick their own method, skills, material, learning routes, and results with the help of an interdependent community of peers, qualified educators, or occasionally loving adults, Suvin (2021).

Aside from that, self-paced learning also occurs when students assume full responsibility for their own learning, not by any type of magic, but through faculty/educators who successfully motivate, encourage, and hold students accountable to drive their own learning (Suvin, 2021).

One of the theories that backs up the concept of self-paced learning is the Self-directed Learning Theory (SDL) developed in 1997 by D.R. Garrison which builds on Malcolm Knowles' theory of andragogy. It folds in concepts of how adults self-manage, creating a theory with the premise that the adult learner takes the initiative to understand what they need to learn. The learner sets learning goals, finds the resources they need, creates, and follows a learning plan and evaluate their own results. From that, students will seek out those who can help them, including teachers, mentors, or peers. Students will respond positively to being in control of their own learning journey, putting in the time to make informed decisions, and incorporate learning on a daily basis.

According to Eun and Lim (2009), Vygotsky's sociocultural theory emphasizes meaningful connection among person as the most motivating force in human development and learning, and underpins the process of second language instruction. The notions of meaning and mediation are believed to be the two most important factors influencing a person's ability to acquire second language in this theoretical framework. By putting sociocultural ideas into reality, suggestions are made for improving students' second language acquisition in normal classes.

Additionally, the concept of zone of proximal development (ZPD) in every learner, is defined as the gap between a learner's current developmental stage and their future development, was one of Vygotsky's most prominent concepts.

The ZPD denotes tasks that a learner has not yet mastered but is capable of mastering with the right stimulus. "A learner cannot yet complete a task alone but could do with the support of more competent peers or adults" (Brown, 2000). This ZPD is an important aspect of Vygotsky's social constructivism and is used to foreign language training in a number of ways.

Despite the promising features offered by self-paced learning, the rapid increase of CoVid-19 cases in the Philippines caused a lot of young students to experience some disadvantages in learning English language on their own (Reimers & Schleicher, 2020).

Regardless of the fact that the Philippines remains one of the most popular destinations for international English learners owing to the cost and high quality of its English as a Second Language programs, there is a concerning trend of learners' declining English proficiency due to the attitude of the students' learning on their own (Guido, 2018). Oab and Faminial (2020) added that, the competence of college students in the remedial English Program was "poor" based on their performance in English Proficiency Test.

On the other hand, attitude may impact how information is seen and how well it is remembered. Ahmed (2015), stated that students' attitudes and interests could play a significant role in students' language learning. Conversely, Felix

(2001) as cited by Smidt, Bunk, McGrogy & Li 2014, pointed out how a student's lack of interest in distance learning would have a negative impact on their performance and happiness. The lack of a captive audience and the requirement to be physically present in front of a computer with all of its distractions are among the issues that students face.

Additionally, attitude is defined as a positive or negative evaluative reaction to something, events, programs, or other things expressed in an individual's beliefs, feelings, emotions, or intended behaviors (Oskamp & Schultz, 2005). It also demonstrates that students' favorable attitudes about language learning are strongly linked to their academic success in learning a language.

However, Abdallah (2016) also underlines several other factors that can affect students' achievements in English language learning including attitudinal, social, socio-economic and extracurricular. This suggests that a students' attitude is not the sole factor to determine how well they could achieve academically.

According to Guido (2013), students' attitudes about school, lessons, and academic performance are among the most important elements that influence their academic progress. Individuals who arrange their thoughts, feelings, and behaviors towards a psychological object have an attitude. Attitudes are not something that people are born with; they are acquired over time. Some attitudes

are formed based on people's personal experiences, knowledge, and abilities, while others are formed based on information obtained from other sources.

One's attitude, on the other hand, does not remain constant; it evolves through time. However, they experienced stress (Pascoe et.al, 2020), procrastination (Chavez & Gadong, 2016), lack of self-confidence (Vakoufari et al. 2014), and lack of motivation (Guido, 2013) which caused the rapid change of attitude of the students as they learn solely; without teacher's supervision or any guidance in distance education. This becomes a challenge to teachers, parents and especially students in maintaining their academic motivation to achieve success in learning the second language on their own pace.

One internal factor that affects the attitude of the students is stress. Stress is now acknowledged as having a negative influence on both the quality and duration of life (Kiecolt-Glaser, McGuire, Robles, & Glaser, 2002). Stress was defined by Jackson (2014) as the physiological reaction to unpleasant stimuli isn't described. Learning stress is still a mystery. If stress has an influence on physical and emotional well-being, and lifelong learning is required to thrive in the information age, a study of learning stress might have implications for nursing and educational practice.

Hence, stress is described as changes that occur as a result of both internal and external factors. According to Hamurcu (2018), these alterations may result in physical and psychological consequences that vary depending on personality and environmental factors. Academic processes may, understandably, be stressful. Attempts to adjust to and succeed in the academic environment like adapting the new distance education system in which students learn and study far from school can be stressful. As factors affecting stress in the school environment, Hamurcu (2018) listed familial pressure, high cognitive expectations, high personal expectations, anxiety about failure, exam pressure, heavy course loads, low mental capacity, financial problems, competitive classroom environment, and other problems arising from school environment.

Aside from stress, procrastination is a phenomenon linked to stress and deadlines. It takes two forms (a) delaying the start of necessary chores, and (b) persevering on a particular facet of a work. It is a result of the structure situation rather than deliberate design. Silver (1974), added that long-term implications of the habit are overlooked but the procrastinator insist on having a choice, even if it means foregoing other enjoyable distractions. As the procrastinator loses control of his/her actions, his/her self-image deteriorates.

Self-confidence, according to Rubio (2007), involves psychological as well as social components. Along with a variety of other possible topics, low self-

confidence may have a detrimental impact on foreign language acquisition. Low self-confidence, according to Rubio (2007), can lead to insecurity, worry, anxiety, and antisocial conduct. This might also apply to learning a foreign language. Because poor self-confidence impacts students' learning motivation, the student will not be able to get off to a strong start in foreign language study (Michaelides, 2008). A person with low self-esteem is more likely to have a negative attitude.

Alongside, passivity decreases students' motivation and curiosity. Lack of motivation in learning a language can lead students to decline their enthusiasm, involvement, and willingness to participate. It can also affect the quality of class discussion as an opportunity for learning. According to Cherry (2020), motivation is the process of initiating, guiding and maintaining goal-oriented behavior. It is what push you in doing things, whether it's grabbing a glass of water to quench your thirst or reading a book to expand your knowledge. Additionally, the biological, emotional, social and cognitive elements that activate behavior are referred to motivation. Rehman et al. (2014), stated that motivation is considered as an essential part in achieving your goals. It is also a vital factor that has positive influence in any educational learning process especially in learning second language. However, Daugherty (2020) surveyed 76% of all undergraduates perceived the lack of motivation for distance learning as the biggest obstacle.

According to Ushida (2005), there are two distinct streams of research on second language motivation. The function of integrative motivation—comprising integrative-ness, attitudes toward the learning environment, and motivation—as a predictor of second language achievement was empirically explored in a series of research based on Gardner's socio-educational model. The other stream advocates for the creation of a new "agenda" for second language motivation research, offering a variety of different models in an effort to get a better understanding of second language learning motivation in mainstream education.

Some studies have been conducted throughout the world to know the significant relationship of students' attitude towards language learning. The studies that follow substantiate the researchers' claim and can be beneficial to individuals like teachers, parents and students especially in the new normal setting.

The study entitled "The Role of Students' Attitude and Motivation in Second Language Learning in Online Language Course" by Eiko Ushida in 2005 concluded students who are motivated can benefit from Learning Online Language instruction. To better understand how technology-based language courses may be implemented most successfully, more research is needed. In order to build effective online call, further research into motivation and motivating elements appear to be required.

Another study entitled "Student Perspectives of Self-Directed Language Learning: Implications for Teaching and Research" by Du (2013) concluded that Self-Direct Learning is a powerful learning approach for foreign language students, since this form can lead to gains in knowledge domain (e.g., vocabulary and news structure) metacognitive skills and motivation. Facilitating SDL necessitates a set of paradigm modifications for the instructor, including resource provision, assessment, the transition between the roles of knowledge transmitter and facilitator and student management.

According to Salamuddin (2021) in his paper, "Comparative Analysis of Students' Perceptions in Modular Distance Learning Approach Versus Face-To-Face Learning Approach Of Mindanao State University" since they have experienced the teaching-learning process collaboratively in which teachers and students are physically present in the four corners of the room, students believe that face-to-face learning is significant and has substantially contributed to their learning. The majority of students, on the other hand, were critical of the modular distance learning method because they felt left behind when they learned independently utilizing self-learning modules (SLMS) such as regularly printed and audio materials with delayed feedback.

Moreover, a study entitled "Graduate Students' Attitudes and Self-Directed for Lifelong Learning in Foreign Language Environment" by Sari and Ashadi (2020)

concluded that in order to continue lifelong learning in an ever-changing world, students must adopt a self-directed learning mentality. In addition, this study, evaluated the graduate students' self-directed skills and attitudes depending on university type and gender and investigated the relationship between graduate students' attitudes and self-directed lifelong learning skills, as well as the lowest attitudes predictors for SDL and the students' perceptions of lecturer's involvement in SDL.

Additionally, a study entitled "Integrating Self-paced Mobile Learning into Language Instruction: Impact on Reading Comprehension and Learners Satisfaction" by Yen-Hui Wang (2017) stated that, learners who were exposed to Mobile Learning Instruction (MLI) performed better on the test than those who were exposed to Traditional Learning Instruction (TLI) and they expressed tremendous pleasure with m-learning integrated instruction. Students from the Department of Information Management, in particular outperformed their peers in the reading test and received the highest satisfaction score on the satisfaction questionnaire about m-learning integrated instruction.

Thus, the related studies and research readings presented above serve as the basis of the study in determining the significant relationship between students' attitude towards self-paced language learning and their academic performance in English before and during the new normal educational setting.

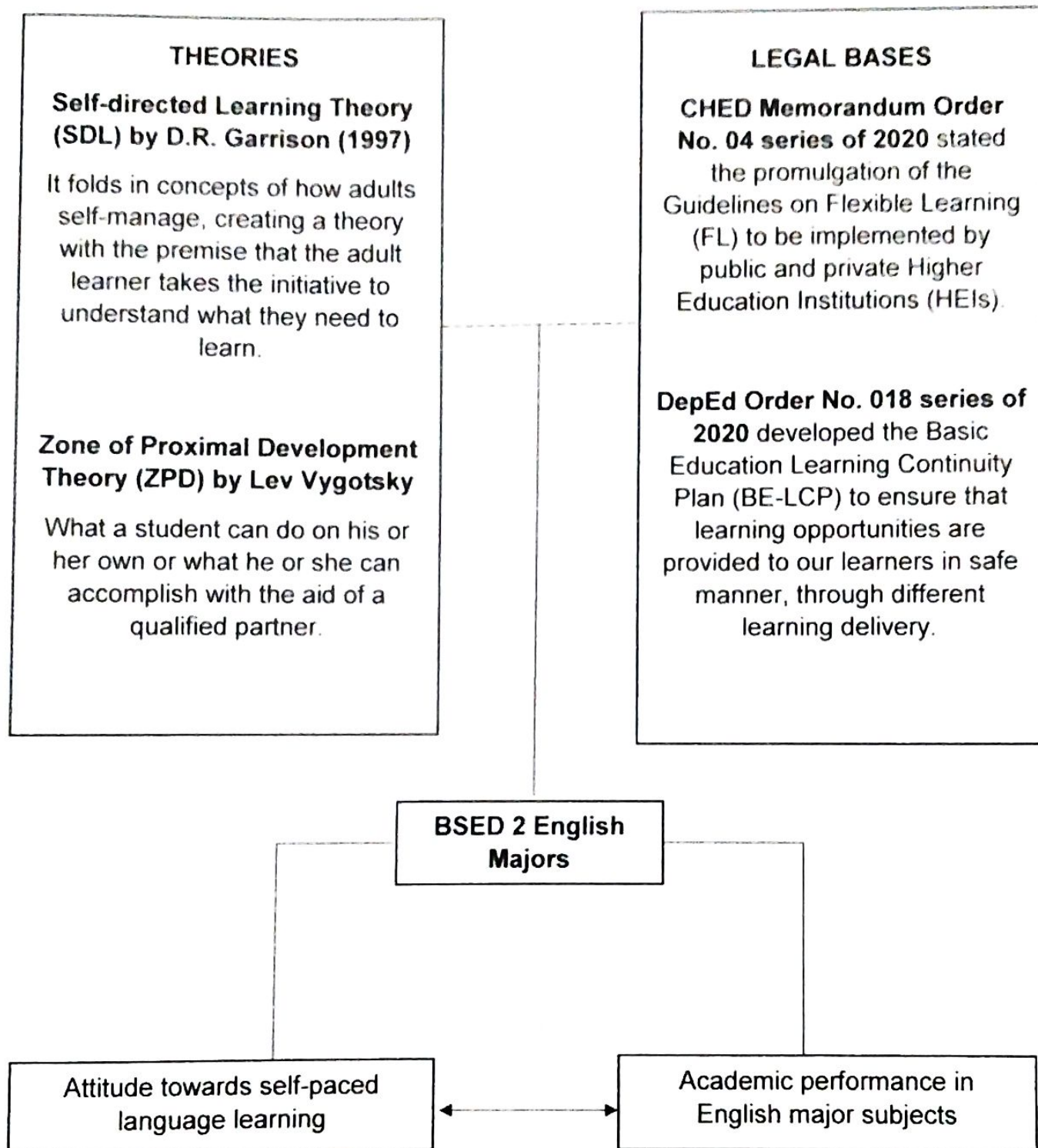


Figure 1. Theoretical - Conceptual Framework of the Study

THE PROBLEM

Statement of the Problem

This study aimed to determine whether students' attitude towards self-paced language learning has significantly influenced the academic performance in their English major subjects during the last four semesters that the school was in Flexible Learning mode.

Specifically, this study sought answers to the following questions:

1. What is the students' attitude towards self-paced language learning?
2. What is the student's English academic performance before and during the implementation of Flexible Learning Modality?
3. Is there a significant relationship between the students' attitudes towards self-paced language learning and their English academic performance before the implementation of Flexible Learning Modality?
4. Is there a significant relationship between the students' attitudes towards self-paced language learning and their English academic performance during the implementation of Flexible Learning Modality?

Null Hypothesis

There is no significant relationship between the students' attitude towards self-paced language learning and their academic performance in English major subject before and during the Flexible Learning Modality was implemented.

Significance of the Study

The researchers believed that the results of this study provide a valuable information to the following individuals:

Students. This study would give the students' awareness in their attitudes towards self- paced language learning. This could be an avenue in identifying the attitudes that mostly affect their language learning and somehow find means on how to deal with it and seek improvements by knowing their strengths and weaknesses.

Parents. The findings of this study would be beneficial to parents since they are the one who provided their needs and support them psychologically and emotionally. Parental role is essential in ensuring that their children have adequate support in studying from home. The result of this study will give them the knowledge about the how negative attitudes in studying self-paced affects their success and achievements in the future and this give them the idea on how should they motivate and support their children.

Instructors. They would know how to be an effective facilitator of the development of the students by knowing the possible cause of students' attitudes towards self- paced language learning as well as their strengths and weaknesses.

BISU Administrators. The results of this research may help the administrators see if the students are having negative attitudes in learning that it may be a threat to the quality and Competency level of the school. In addition, other schools even workplaces can adopt the study and find out the cause of their

negative attitudes of their students and members and pinpoint the associated reason.

Future Researchers. They may explore other possible factors that could influence students' academic performance, to come up with a corresponding plan of action anchored from their findings.

RESEARCH METHODOLOGY

Research Design

To achieve the objective of the study, the researchers used descriptive research design employing survey method and data analysis. A modified questionnaire was used to determine the students' attitude towards self-paced language learning and data analysis has been done on students' grades in their English major subjects for the last four semesters before and during the Flexible Learning Modality was implemented.

Environment and Participants

The research was conducted online through Google Forms among purposively selected 2nd year students of Bohol Island State University Bilar Campus currently taking up Bachelor in Secondary Education, major in English

A.Y. 2020- 2021. The researchers chose this group because they had spent time in both regular tertiary education classrooms and the newly adopted Flexible Learning Mode.

There were 28 second year students who responsively answered to the online survey questionnaire that the researchers administered through google forms.

Instrument

To address the problem stated, a modified questionnaire based on the study of Kocdar, Karadeniz, Boskurt, and Buyuk of Anadolu University and University of South Africa (2018) was used to collect data on students' attitude towards self-paced language learning. The questionnaire has been pilot tested and have gone through a reliability test to prove its validity, but since the researchers modified some aspects of the questionnaire to fit the distance learning scenario, it has been through another round of reliability test to ascertain that the items capture the data needed.

The questionnaire was intended to collect data on students' attitude towards self-paced language learning. It was composed of 26 items which, upon treatment and interpretation of data, was clustered in terms of Goal Setting, Help Seeking, Self-study Strategies, Managing Physical Environment and Effort Regulation. To

make sure students' consistency in answering the questions provided, the researchers disarranged the questions and omitted the dimension label.

To assess the English academic performance of the students, the researchers used data analysis and collect the students' grades in their English major subjects from the last two semesters of the school year 2019-2020 before the pandemic and two semesters of school year 2020-2021 during the new mode of learning was adopted.

Data Gathering Procedures

To test the validity of the questionnaires and to check its limitation, the researchers conducted a pilot test before conducting the study. The research instrument tool was pilot tested to the Bachelor of Secondary Education students of BISU-Bilar Campus. Request permission was sent to the Dean of the College of Teacher Education before the questionnaire was pilot tested. To ensure the safety and security of the students in conducting the pilot test, the researchers used a google forms as an alternative way of conducting in this new normal education. Safety protocols and measures were followed and prioritized.

After, conducting the pilot test and validation of the instrument, the researchers sent a letter request to the Dean of the College of Teacher Education prior to seeking permission to the Campus Director to conduct the study. Next, the

researchers sent another request permission letter to the respondents to secure their full cooperation at their most convenient time. The survey questionnaire was administered through google forms since the researchers are strictly prohibited to enter the campus due to pandemic and should follow the safety protocols and rules implemented in the new normal education.

The respondents were encouraged to ask clarifying questions if they find something confusing from the questionnaire through online platforms such as messenger app, Facebook, Instagram, etc.

In collecting data on respondent's academic questionnaire another permission letter was sent directly to the respondents asking their permission to collect their grades on the last four semesters before and during the flexible learning modality was implemented, ensuring that the given data would be treated confidentially.

Finally, the questionnaires were retrieved from the students after answering. Then the researchers gathered, tally, tabulated and analyzed the obtained data from the questionnaire and their academic performance for interpretation.

Statistical Treatment

The following statistical treatment was employed in the study:

In getting the students' attitude towards self-paced language learning and students' academic performance Weighted Mean Score was used with this formula:

$$WM = \frac{\sum fxi}{N}$$

Where:

WM = weighted mean

\sum = summation

f = frequency

x = weighted assigned for each scale

The researchers used this scale in interpreting the data gathered:

Scale	Response Category	Interpretation
4.21 – 5.00	Strongly Agree	Highly Influential
3.41 – 4.20	Agree	Moderately Influential
2.61 – 3.40	Neutral	Neutral
1.81 – 2.60	Disagree	Less Influential
1.00 – 1.80	Strongly Disagree	Not Influential

Pearson R was used to determine whether the summary of the attitudes of the students has significant relationship to their academic performance in English major subjects before and during the Flexible Learning Modality was implemented.

Formula:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where,

r = Pearson Coefficient

n = number of the pairs of the stock

$\sum xy$ = sum of products of the paired stocks

$\sum x$ = sum of the x scores

$\sum y$ = sum of the y scores

$\sum x^2$ = sum of the squared x scores

$\sum y^2$ = sum of the squared y scores

DEFINITION OF TERMS

For a better understanding of the study, the following terms are defined operationally.

Attitude. Refers to as student's feeling or state of mind towards self-paced in learning a language that has a tremendous impact on how the information is

seen and remembered that if is favorable, may make a huge progress in terms of knowledge retention in language learning.

Flexible Learning Modality. Refers to a pedagogical approach allowing flexibility of time, place and audience including, but not solely focused on the use of technology.

Distance learning. Refers to the scenario wherein instructors and the students are physically separated, and teaching is given via appropriate communication technology, utilizing specifically developed materials and techniques, and supported by organizational and administrative procedures.

English Academic Performance. Refers to the measurement of students' achievement in any English-related subjects.

Language Learning Strategies. Refers to designed methods and materials implemented in acquiring knowledge on a language during the new mode of learning which affects the students to have attitudes in learning a language.

Self-paced language learning. Refers to a specific method that allow students to progress through materials (including language instruction materials) at their own pace with only limited amount of teacher's presentation. This require time management, motivation, self-discipline, vision, and focus to effectively acquire new knowledge about the given topic.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation of the study. It includes the students' attitude towards self-paced language learning and students' academic performance in English major subjects before and during the Flexible Learning Modality was implemented.

Table 1 reflects the students' attitude towards self-paced learning as evidenced by their self-rating on the attitude statements that are crafted to assess this category. All 26 statements were closely rated 'Agree' or 'Strongly Agree' by the respondents. It obtained a composite mean of 4.16, which demonstrates that students' have a "moderately influential" attitude towards self-paced learning.

Ahmed 2015 suggests that students' attitude and interest could play a significant role in students' language learning. Conversely, Felix as cited by Smidt, et. al, pointed out how a student's lack of interest in distance learning would have a negative impact on their performance and happiness. The lack of a captive audience and the requirement to be physically present in front of a computer with all of its distractions are among the issues that students face. Hence, a moderately influential attitude may substantially help improve the self-paced learning experience among students.

Table 1
Students' Attitude Towards Self-Paced Language Learning
N=28

I believe ...	Statement	Mean	Interpretation	Rank
Q1	That studying in a systematic manner can improve my ability to learn a language on my own.	3.89	Agree	14
Q2	that reviewing my language reading materials and notes can help me discover the most essential points of view.	4.04	Agree	11
Q3	that making an effort by watching English movies and listening to podcast can help me practice English language in my distance education lessons.	4.39	Strongly Agree	2
Q4	that trying to talk face-to-face with my classmates in distance education if in need can help me overcome stress in learning alone.	4.32	Strongly Agree	3
Q5	that participating actively in social media group discussions regarding study on English subjects can develop my skills in learning a language.	4.14	Agree	8
Q6	in daily goal setting for my studies.	4.07	Agree	10
Q7	that having places where I can study efficiently for my distance language learning education lessons can help me in avoiding distractions.	4.25	Strongly Agree	5
Q8	that reading the language learning material can boost my ability to learn a language.	4.21	Strongly Agree	6
Q9	that being certain in having contact to someone who is knowledgeable can help me in comprehending about the language learning course.	4.39	Strongly Agree	2
Q10	that choosing a place to study language can help me concentrate.	4.46	Strongly Agree	1
Q11	while studying language, setting goals for myself is helpful.	4.39	Strongly Agree	2
Q12	that studying the English subjects even though I find the reading materials boring can help me finish the course.	4.04	Agree	11
Q13	that creating a rough draft of reading content is helpful in arranging my ideas.	4.29	Strongly Agree	4
Q14	I am proactive in seeking external help to aid my comprehension.	3.89	Agree	14
Q15	that contacting other students who are successful on social media can motivate me in learning a language through social media.	3.89	Agree	14
Q16	that being comfortable in asking questions to other distant education students through Internet can help me in getting more information about language classes.	3.93	Agree	13
Q17	that having the courage to have an extensive reading and reviewing my previous lessons can help me draw up a draft of the important ideas about the English course.	4.11	Agree	9
Q18	that insisting on receiving help from someone who has information can help me learn more about the online language course content.	3.96	Agree	12
Q19	that setting goals for myself is helpful in organizing my study hours for online language education classes.	4.21	Strongly Agree	6
Q20	that investing my inner strength in rereading the contents of the English course material can help me practice the language.	4.29	Strongly Agree	4
Q21	that choosing a comfortable place to study English subjects can boost my motivation.	4.29	Strongly Agree	4
Q22	that being determined on the questions I want to ask about language learning can help me understand more before receiving help.	4.07	Agree	10
Q23	I do not compromise on the quality of what I do for my lessons.	3.46	Agree	15
Q24	that asking another student can help me understand the language education course material.	4.04	Agree	11
Q25	that creating simple schemes, diagrams or tables can help organize my study materials.	4.21	Strongly Agree	6
Q26	that summarizing the topics in English subjects is one way of grasping what I have learned from the lessons.	4.29	Strongly Agree	4
Composite Mean		4.16	Moderately Influential	7

LEGEND: Scale	Response Category	Interpretation
4.21 – 5.00	Strongly Agree	Highly Influential
3.41 – 4.20	Agree	Moderately Influential
2.61 – 3.40	Neutral	Neutral
1.81 – 2.60	Disagree	Less Influential
1.00 – 1.80	Strongly Disagree	Not Influential

Table 2 reveals the academic performance of the students in their English major subjects before and during the implementation of the Flexible Language Learning Modality. The results show a close difference on the general academic performance of the students before FLM was implemented (1.58) and during its implementation (1.49). Nonetheless, both weighted means are descriptively interpreted as 'Superior' based on the grading scale reflected in the BISU Student Manual.

Additionally, Masud et.al 2019, stated that academic performance is one of the components of academic success. To achieve this academic success, one must consider the influential factors including socioeconomic status, student temperament, motivation, peer and parental support that influence academic performance.

Table 2
Academic Performance of the students' in their English major subjects before and during the implementation of the FLM

	General Academic Performance	Interpretation
Before FLM	1.58	Superior
During FLM	1.49	Superior

Table 3 presents the correlation between students' attitude towards self-paced language learning and their academic performance before the implementation of the flexible learning modality. The results show that no significant relationship between the two assessed variables ($P\text{-value}=0.578>0.05$). Thus, the null hypothesis was accepted.

Table 3
Correlation between Students' Attitude towards SPLL and Students' Academic Performance Before FLM

Source of Relationship	Pearson (r) Correlation	P-Value	Interpretation	Decision
Students' Attitude on Self-Paced Language Learning & Academic Performance	0.110	0.578	Not Significant	Accept H ₀

Significant at $p < 0.05$	Indicators: Size of Correlation	Interpretation
	± 1.00	perfect negative positive correlation
	± 0.90 to 0.99	very high positive/negative correlation
	± 0.70 to 0.90	high positive/negative correlation
	± 0.50 to 0.70	moderate positive/negative correlation
	± 0.30 to 0.50	low positive/negative correlation
	± 0.10 to 0.30	very low positive/negative correlation
	± 0.00 to 0.10	negligible positive/negative correlation

Table 4 presents the correlation between students' attitude towards self-paced language learning and their academic performance during the implementation of the flexible learning modality. The results show that no significant relationship between the two assessed variables ($P\text{-value}=0.182 > 0.05$). Thus, the null hypothesis was accepted.

This finding contrasts with that of Kocdar, et al. (2018) who discover that self-regulated learners are more successful in distance learning. However, Abdallah (2016) also underlines several other factors that can affect students' achievements in English language learning including attitudinal, social, socio-economic and extracurricular. This suggests that a students' attitude is not the sole factor to determine how well they could achieve academically.

Table 4
Students' Attitude towards SPLL vs. Students' Academic Performance During FLM

Source of Relationship	Pearson (r) Correlation	P-Value	Interpretation	Decision
Students' Attitude on Self-Paced Language Learning & Academic Performance	0.260	0.182	Not Significant	Accept H ₀

Significant at $p < 0.05$

**Indicators:
Size of Correlation**

± 1.00
± 0.90 to 0.99
± 0.70 to 0.90
± 0.50 to 0.70
± 0.30 to 0.50
± 0.10 to 0.30
± 0.00 to 0.10

Interpretation

perfect negative positive correlation
very high positive/negative correlation
high positive/negative correlation
moderate positive/negative correlation
low positive/negative correlation
very low positive/negative correlation
negligible positive/negative correlation

Chapter 3

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary of findings, the conclusions drawn and the recommendations based on the analysis of the data gathered.

Summary

The main thrust of the study is to determine if there is a significant relationship between the students' attitude towards self-paced language learning and their academic performance before and during the implementation of Flexible Learning Modality.

To obtain the necessary data, the researchers administered a modified questionnaire to 2nd year BSEd English students who were identified through purposive sampling. The data were statistically treated using weighted mean score and Pearson R.

Findings

The following findings were derived from the treated data:

1. Students' Attitude towards Self-Paced Language Learning

With a composite mean of 4.16, students have a “moderately influential” attitude towards self-paced language learning.

2. Students’ Academic Performance before and during the Implementation of FLM

The results show a close difference on the general academic performance of the students before FLM was implemented (1.58) and during its implementation (1.49). Both averages were described ‘Very Good’ based on the existing grading system of BISU.

3. Correlation between Students’ Attitude towards SPLL and Students’ Academic Performance before FLM

The result implied that students’ attitude towards self-paced language learning does not significantly influence students’ academic performance before Flexible Learning Modality was implemented. Thus, the null hypothesis was accepted.

4. Correlation between Students’ Attitude towards SPLL and Students’ Academic Performance during FLM

The result revealed that students’ attitude towards self-paced language learning does not significantly influence students’ academic performance during the implementation of Flexible Learning Modality. Thus, the null hypothesis was accepted.

Conclusion

Students' attitude towards self-paced language learning does not significantly influence their academic performance in English before or during the implementation of Flexible Learning Modality. The findings of this study suggest that attitude alone is not an enough indicator of academic performance in English subjects regardless if the same subjects are taught adopting the Flexible Learning Modality or in the conventional face-to-face setting.

Recommendation

Anchored on the aforementioned findings and conclusions, the following recommendations are offered:

1. Teachers should continue to develop strategies that can boost students' interest in learning and extend their openness in helping them coping with the challenges brought by distant education.
2. Students should develop flexibility and adaptability in dealing with unforeseen circumstances that may hinder their studies, such as the current pandemic.
3. Parents/guardians should continue providing financial, moral, emotional, spiritual and all forms of strategic support to their children especially in with the current learning modality adopted.
4. Further study must be conducted to validate the result of the study.

5. Future researchers may explore other possible factors that could influence students' academic performance, to come up with a corresponding plan of action anchored from their findings.

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APPENDICES

APPENDIX A LETTERS



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol



Vision: *A premier S & T university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.*

Mission: *Committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development, and extension services for the sustainable development of Bohol and the country.*

April 07, 2022

MA. QUIMAR Q. GAHIT, EdD
Dean, College of Teacher Education
BISU- Bilar Campus
Zamora, Bilar, Bohol

Ma'am:

The undersigned, are undergraduate students of Bohol Island State University – Bilar Campus, Zamora, Bilar, Bohol, taking up Bachelor in Secondary Education, Major in English, are currently conducting a study entitled **'INFLUENCE OF STUDENTS' ATTITUDE TOWARDS SELF-PACED LANGUAGE LEARNING STRATEGIES AND THEIR ACADEMIC PERFORMANCE'**, in partial fulfillment of the requirements for the degree of Bachelor in Secondary Education (BSEd).

In this connection, we humbly ask your good office the permission to gather and collect data from the BSEd English 2 students' A.Y. 2020-2021. The researchers are looking forward to the positive contributions the findings of the study may bring to the education sector. Rest assured that the data collected will be solely used for research and will be treated with utmost confidentiality.

Your favorable action on this request is highly appreciated.

Thank you very much!

Sincerely,

CRIS DYNA T. ALVARADO
ALLEN CLAIR T. GREPO
MIRYL FE D. JUATON
DANECA C. SANCHEZ
Student Researchers

Noted by:

MEARIE JEAN A. FAUSTINO, MAED
Research Advisers

Recommending Approval:

LIBRADA S. QUILAS, PhD
Chairperson, Department of Secondary Education

Approved by:

MA. QUIMAR Q. GAHIT, EdD
Dean, College of Teacher Education



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
 Bilar Campus
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December 13, 2021

MARIETTA C. MACALOLOT, PhD
 Campus Director
 Bohol Island State University- Bilar Campus
 Zamora, Bilar, Bohol

Ma'am:

The undersigned, are undergraduate students of Bohol Island State University – Bilar Campus, Zamora, Bilar, Bohol, taking up Bachelor in Secondary Education, Major in English, are currently conducting a study entitled "INFLUENCE OF STUDENTS' ATTITUDE TOWARDS SELF-PACED LANGUAGE LEARNING STRATEGIES AND THEIR ACADEMIC PERFORMANCE", in partial fulfillment of the requirements for the degree of Bachelor in Secondary Education (BSEd).

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DANECA C. SANCHEZ
 Student Researchers

Noted by:

MEARIE JEAN A. FAUSTINO, MAED
 Research Adviser

Recommending Approval:

LIBRADA S. QUILAS, PhD
 Chairperson, Department of Secondary Education

MA. QUIMAR Q. GAHIT, EdD
 Dean, College of Teacher Education

Approved by:
MARIETTA C. MACALOLOT, PhD
 Campus Director



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January 03, 2022

Dear Student-Respondents,

Warmest Greetings!

We, the researchers, will conduct a study entitled **“INFLUENCE OF STUDENTS’ ATTITUDE ON SELF-PACED LANGUAGE LEARNING STRATEGIES TO THEIR ACADEMIC PERFORMANCE”**.

In this connection, we would like to ask your active cooperation and participation in answering the questionnaire provided.

Please answer the following honestly and whole-heartedly with the best of your knowledge. Also, the researchers ask for your consent to gather data on your academic performance specifically in your English major subjects. Rest assured that your answers will be treated with utmost confidentiality. If you are agreeable, kindly state your consent by signing the separate sheet provided.

Thank you and more power!

Very truly yours,

Alvarado, Cris Dyna T.
Grepo, Allen Clair T.
Juaton, Miryl Fe D.
Sanchez, Daneca C.



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY – BILAR
 Zamora, Bilar, Bohol



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RESEARCH PARTICIPANT CONSENT FORM

Title of the Research Project : Influence of Students' Attitude On Self-Paced
 Language Learning Strategies to their Academic
 Performance

Name of Researchers : Cris Dyna T. Aivarado, Allen Clair T. Grepo, Miryl
 Fe D. Juaton, Daneca C. Sanchez

1. I confirm that I have read and understand the letter explaining the above research study and I have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question/questions, I am free to decline.
3. I understand that my responses will be kept strictly confidential and that my name will not be linked with the research materials and will not be identified in the report that results from research.
4. I agree for the data collected from me to be used in the said study for they have guaranteed me that there will be no known or anticipated risk for this action.
5. I agree to take part in the above research project.

 Signature

 Date

APPENDIX B

QUANTITATIVE RESEARCH QUESTIONNAIRE

Bohol Island State University – Bilar Campus
Zamora, Bilar, Bohol

Direction: Read each item and check on the spaces or fill in the blanks provided for your answers. Please indicate the degree to which each statement applies to you by the checking the column corresponding to the numerical responses. Use the scale below to answer the following statements. Check only one option for each item below.

There are no wrong answers and right answers, so answer all items as honestly and sincerely according to your perception.

Respondent's Profile

Name:(Optional) _____ Year & Section: _____

Legend:

- | | |
|-----------------------|--------------------------|
| 1 = STRONGLY DISAGREE | - Highly Influential |
| 2 = DISAGREE | - Moderately Influential |
| 3 = NEUTRAL | - Neutral |
| 4 = AGREE | - Less Influential |
| 5 = STRONGLY AGREE | - Not Influential |

Indicators	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
I BELIEVE					
that studying in a systematic manner can improve my ability to learn a language on my own.					
that reviewing my language reading materials and notes can help me discover the most essential points of view.					
that making an effort by watching English movies and listening to podcast can help me practice English language in my distance education lessons.					
that trying to talk face-to-face with my classmates in distance education if in need					

can help me overcome stress in learning alone.					
that participating actively in social media group discussions regarding study on English subjects can develop my skills in learning a language.					
in daily goal setting for my studies.					
that having places where I can study efficiently for my distance language learning education lessons can help me in avoiding distractions.					
that reading the language learning material can boost my ability to learn a language.					
I believe that being certain in having contact to someone who is knowledgeable can help me in comprehending about the language learning course.					
I believe that choosing a place to study language can help me concentrate.					
I believe while studying language, setting goals for myself is helpful.					
I believe that studying the English subjects even though I find the reading materials boring can help me finish the course.					
I believe that creating a rough draft of reading content is helpful in arranging my ideas.					
I am proactive in seeking external help to aid my comprehension.					
I believe that contacting other students who are successful on social media can motivate me in learning a language through social media.					
I believe that being comfortable in asking questions to other distant education students through Internet can help me in getting more information about language classes.					
I believe that having the courage to have an extensive reading and reviewing my previous lessons can help me draw up a draft of the important ideas about the English course.					
I believe that insisting on receiving help from someone who has information can help me learn more about the online language course content.					

I believe that setting goals for myself is helpful in organizing my study hours for online language education classes.					
I believe that investing my inner strength in rereading the contents of the English course material can help me practice the language.					
I believe that choosing a comfortable place to study English subjects can boost my motivation.					
I believe that being determined on the questions I want to ask about language learning can help me understand more before receiving help.					
I do not compromise on the quality of what I do for my lessons.					
I believe that asking another student can help me understand the language education course material.					
I believe that creating simple schemes, diagrams or tables can help organize my study materials.					
I believe that summarizing the topics in English subjects is one way of grasping what I have learned from the lessons.					

QUANTITATIVE RESEARCH QUESTIONNAIRE

Students' Attitude towards SPLLS Clustered According to Categories

Bohol Island State University – Bilar Campus
Zamora, Bilar, Bohol

Direction: Read each item and check on the spaces or fill in the blanks provided for your answers. Please indicate the degree to which each statement applies to you by the checking the column corresponding to the numerical responses. Use the scale below to answer the following statements. Check only one option for each item below.

There are no wrong answers and right answers, so answer all items as honestly and sincerely according to your perception.

Respondent's Profile

Name:(Optional) _____ Year & Section: _____

Legend:

1 = **STRONGLY DISAGREE**

2 = **DISAGREE**

3 = **NEUTRAL**

4 = **AGREE**

5 = **STRONGLY AGREE**

- **NOT INFLUENTIAL**

- **LESS INFLUENTIAL**

-- **NEUTRAL**

- **MODERATELY INFLUENTIAL**

- **HIGHLY INFLUENTIAL**

Indicators	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
Goal Setting					
I believe in daily goal setting for my studies.					
I believe while studying language, setting goals for myself is helpful.					
I believe that studying in a systematic manner can improve my ability to learn a language on my own.					
I believe that setting goals for myself is helpful in organizing my study hours for online language education classes.					
I do not compromise on the quality of what I do for my lessons.					
Help Seeking					
I am proactive in seeking external help to aid my comprehension.					
I believe that participating actively in social media group discussions regarding study on English subjects can develop my skills in learning a language.					
I believe that asking another student can help me understand the language education course material.					
I believe that contacting other students who are successful on social media can motivate me in learning a language through social media.					
I believe that being determined on the questions I want to ask about language learning can help me understand more before receiving help.					
I believe that being certain in having contact to someone who is knowledgeable can help me in comprehending about the language learning course.					

I believe that being comfortable in asking questions to other distant education students through Internet can help me in getting more information about language classes.					
I believe that trying to talk face-to-face with my classmates in distance education if necessary can help me overcome stress in learning alone.					
I believe that insisting on receiving help from someone who has information can help me learn more about the online language course content.					
Self-study Strategies					
I believe that reading the language learning material can boost my ability to learn a language.					
I believe that creating a rough draft of reading content is helpful in arranging my ideas.					
I believe that investing my inner strength in rereading the contents of the English course material can help me practice the language.					
I believe that reviewing my language reading materials and notes can help me discover the most essential points of view.					
I believe that creating simple schemes, diagrams or tables can help organize my study materials.					
I believe that having the courage to have an extensive reading and reviewing my previous lessons can help me draw up a draft of the important ideas about the English course.					
I believe that summarizing the topics in English subjects is one way of grasping what I have learned from the lessons.					
Managing Physical Environment					
I believe that choosing a place to study language can help me concentrate.					
I believe that choosing a comfortable place to study English subjects can boost my motivation.					
I believe that having places where I can study efficiently for my distance language learning education lessons can help me in avoiding distractions.					
Effort Regulation					
I believe that studying the English subjects even though I find the reading materials are boring can help me finish the course.					
I believe that making an effort by watching English movies and listening to podcast can help me practice English language in my distance education lessons.					

1	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	1	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19
2	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3
3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4
4	4	5	5	5	5	5	4	4	5	3	3	4	4	4	4
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6	4	5	5	5	5	5	4	6	5	4	3	4	5	4	4
7	5	5	5	5	5	5	5	7	5	5	5	5	5	5	5
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9	4	4	4	4	4	4	4	9	5	3	4	4	4	4	4
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29	4	4	4	4	4	4	4	29	4	4	4	4	4	4	4
30								30							