



การศึกษาความสัมพันธ์ระหว่างการเรียนแบบกำกับตนเองการรับรู้ความสามารถแห่งตน และการวางเป้าหมายของนักเรียนไทยระดับปริญญาตรีที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

An Investigation of the Relationship between Self-Regulated Learning, Self-Efficacy, and Goal Orientation of Thai EFL Undergraduate Students

สุธาสินี ขุนทองนุ้ม*

Sutasinee Khoonthongnoom

ปวีณา จันทน์นวล**

Paweena Channuan

บทคัดย่อ

จุดประสงค์ในการวิจัยครั้งนี้คือ เพื่อหาความสัมพันธ์ระหว่างการเรียนแบบกำกับตนเอง การรับรู้ความสามารถแห่งตน และการวางเป้าหมายในการเรียนภาษาอังกฤษของนักศึกษาไทยระดับปริญญาตรีที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ กลุ่มตัวอย่างคือนักศึกษาชั้นปีที่ 2 จากมหาวิทยาลัยราชภัฏกำแพงเพชรที่ไม่ได้เรียนภาษาอังกฤษเป็นวิชาเอก จำนวน 128 คน ในภาคเรียนที่ 2 ปีการศึกษา 2557 เครื่องมือที่ใช้ในการวิจัยได้แก่แบบสอบถาม The Motivated Strategies for Learning Questionnaire วิเคราะห์ข้อมูลโดยใช้สถิติสัมประสิทธิ์สหสัมพันธ์เพียร์สัน ผลการวิจัยพบว่า การเรียนแบบกำกับตนเอง การรับรู้ความสามารถแห่งตน และการวางเป้าหมายในการเรียนภาษาอังกฤษของนักศึกษา มีความสัมพันธ์กันในระดับปานกลางและมีนัยสำคัญทางสถิติที่ระดับ .01 ยกเว้นความสัมพันธ์ระหว่างการรับรู้ความสามารถแห่งตนกับการวางเป้าหมายในการเรียนภาษาอังกฤษของนักศึกษาที่มีความสัมพันธ์กันในระดับสูงและมีนัยสำคัญทางสถิติที่ระดับ .01

คำสำคัญ : การเรียนแบบกำกับตนเอง / การรับรู้ความสามารถแห่งตน / การวางเป้าหมายในการเรียน

ABSTRACT

The purpose of this research was to examine the relationship among self-regulated learning, self-efficacy, and goal-orientation in English learning of Thai EFL undergraduate students. The participants in this study involved about 128 undergraduate non-English majoring students of KampaengPhetRajabhat University in second semester of academic year 2014. The instrument in this study was the Motivated Strategies for Learning Questionnaire. As for descriptive statistics, a Pearson product-moment correlation was used. The results showed that the components of students' self-regulated learning, self-efficacy, and goal orientation were moderately correlated at the .01 significance level. Exceptionally, there was highly significant correlation between self-efficacy and goal orientation at the .01 significance level.

Keywords : Self-Regulated Learning / Self-Efficacy / Goal Orientation

*หลักสูตรศิลปศาสตรมหาบัณฑิต คณะมนุษยศาสตร์ สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยนเรศวร

**ประจำคณะมนุษยศาสตร์ สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยนเรศวร

Introduction

The process of learning in the field of second or foreign language teaching and learning has been a much discussed subject in the literature. From the beginnings of research efforts in this field, numerous researchers have emphasized self-regulated learning for successful learning by language learners. Researchers have shown that the important factors in learning achievement include learners' perceptions of and use of various processes for regulating their learning (Zimmerman, 2000).

Self-regulated learning is an important element in learning, wherein the student is self-directed and becomes a life-long learner. Students who can effectively take control of their own learning are usually extremely enthusiastic, patient, and enduring learners. When learners are involved in a self-regulated learning strategy, the effect is to enable them to achieve higher academic goals (Suksamran, 2003, p.34). It has been said that self-regulation is a key factor in the learning process that depends on the learners' cultural background, academic outcome ambitions, self-efficacy sense and the applying of learning goal orientation (Salili et al, 2001).

In the educational context, self-efficacy has also been seen as a key contribution to academic access. According to Wood and Bandura (1989), self-efficacy is a human's behavior depending on his/her belief of self-efficacy in the specific situation. Their statement is that "what people think, believe, and feel affects how they behave". Self-efficacy defines the person's judgment about personal capabilities to organize and administer courses of actions in specific circumstances. According to Bandura (1986), self-efficacy is the way that students deal with and solve problem tasks by stimulating problem solving behaviour. It can be said that learners need self-efficacy of their own potential in order to deal with learning tasks. For instance, students who believe in their English communicative competence will therefore be confident to speak with foreigners. To encourage learners to have self-efficacy, learners should be supported to foster their abilities in cognitive thinking and to have a positive attitude towards learning. These two factors directly affect students' motivation in English learning, self-directed learning, and English using opportunities. Learning processes for dealing with and solving problems will assist in increasing students' self-efficacy. Consequently, the student will come to know their own English ability and will be moved and encouraged to be an English life-long learner (Bumroongthai and Thanymanta, 2009).

Theoretically, goal orientation can be used to predict students' learning outcomes and learning behavior (Dweck, 1986). Bandura (1977) proposed that goal setting induces people to increased motivation in performing any activities. They attempt to do the activities in a manner of seeking greater achievement. If a person creates their goal orientation themselves, they will gain self-motivation and personal expectations that they can achieve any task or goal by being aware of their own competence. Many previous studies found that

learners feel more confident in their competence when they work, and do the necessary tasks progressively. According to Pintrich and Schunk (1996), goals guide direction and purpose for the students and help them to engage effectively in their activities. The learners who have motivation during their learning have subsequent goal orientation.

Statement of the Problems

The teaching and learning of English in Thailand is faced with the problem of insufficient improvement in students' learning outcomes. The Thai curriculum has been changed time after time and the details of the syllabus have been constantly altered in order to be appropriate to students' academic levels. This however does not seem to have been suitable for students. Although English has been offered in schools, from the earliest time in the school system, in accordance with the Thai Government's requirements, Thai students are currently ranked fifth on the English Proficiency Index (EFI) (NEC Logistics (Thailand), 2012). There are five levels or degrees in this ranking scale; excellent, good, fair, low and very low. This means that Thai students have a "very low" level of achievement. This compares very poorly with the other nine ASEAN countries; Myanmar, Malaysia, Indonesia, Vietnam and Cambodia students scored above 500, and Singapore and Philippines students scored above 550 for example. Thongmark, (2012) also analysed the English achievement and competence of Thai students and found them to be lower than students in Asian, and particularly Southeast Asian, countries.

In the learning context, the academic outcome takes the role as a degree of students' own educational success (Suwannarak, 2012). The traditional pedagogy of English teaching in Thailand that ignored the emphasis on students during their learning, may have caused this substantial problem of low academic achievement in Thai students (Bunnag, 2006; Forman, 2005, Kongpetch, 2004).

According to Schunk (2005) and Zimmerman (2008), an important process that could help students improve their performance is self-regulated learning. This view is supported by (Law et al., 2008, Pintrich, 2003) who suggested that self-regulated learning can improve academic outcomes of the learners. In the case of KampaengPhetRajabhat University, it was found that the majority of undergraduate non-English major students have inadequate English listening comprehension skills and English conversation skills. This was supported by one researcher from this University who indicated that non-English major students did not acquire good English skills and achievements (Panklam, 2012).

Given these views on the apparent deficiencies in the teaching and learning of English by the non-English major students at this university, the researcher selected this group of students to study approaches to self-regulated learning that could directly affect the students' academic achievement. The main aspects to be studied were self-regulated learning as a pedagogical approach, self-efficacy of the students and the students' goal orientation as contributing factors

that influence students' learning outcomes and English achievement. These three factors were examined in order to understand the relationship between the three and to determine the effectiveness of a self-regulated learning approach in improving English language acquisition achievement.

Objective

This study is conducted with one main purpose:

to examine the relationship among self-regulated learning, self-efficacy, and goal-orientation in English learning of Thai EFL undergraduate students.

Methodology

Population and sample

A group of 128 undergraduate Thai EFL students enrolled in a non-English major at KampaengPhetRajabhat University, KampaengPhet province, Thailand was selected to participate in the study. Specifically, they were 2nd year undergraduate students, male and female, studying in a non-English major in three Faculties. The Faculties and Departments in which the students were variously enrolled were the Faculty of Humanities' Departments of Fine Art and Applied Art, and Library Studies, the Faculty of Science and Technology's Department of Public Health and Computer Sciences and the Faculty of Education's Departments of Thai Language Teaching and Elementary Programs.

The study was undertaken during the 1st academic semester of 2014. The participating students were each requested to complete a questionnaire.

Data collection

1. Before distributing the questionnaire, the researcher needed the permission from the teachers who taught those courses. The questionnaire was administered during a teaching session, therefore disturbing the lessons. The questionnaire was assigned during the first month of the semester and required about 15 minute to complete.

2. Students were assured that the results of the questionnaire did not affect their grades; the study was in no way part of their assessable work, and the researcher advised them of the entirely voluntary nature of their participation, and their right to refuse to participate.

3. They were fully informed of the purpose of the study and were given clear directions regarding the 5 point Likert scales used in the questionnaire. They were also told that there were no right or wrong responses in this questionnaire, given that it was a study of their opinions and attitudes.

Data analysis

For quantitative data analysis, the Statistical Package for Social Sciences (SPSS) was applied for statistical calculating. As for the descriptive statistics, A Pearson product-moment

correlation was employed in this study to investigate relationship among self-regulated learning, self-efficacy and goal-orientation in English learning.

Results

To examine the correlation among self-regulated learning, self-efficacy, and goal orientation strategy in English learning, the researcher analyzed the data. The Bivariate Pearson correlation coefficients were computed to investigate the relationship between self-regulated learning, self-efficacy, and goal orientation. The overall results were presented in Table 1.

Table 1 : Correlations among Self-Regulated Learning, Self-Efficacy, and Goal Orientation (N=128)

		Self-regulated learning	Self-efficacy	Goal-orientation
Self-regulated learning	Pearson Correlation (r)	1	.64**	.63**
	Sig. (2-tailed)		.000	.000
	N	128	128	128
Self-efficacy	Pearson Correlation (r)	.64**	1	.77**
	Sig. (2-tailed)	.000		.000
	N	128	128	128
Goal-orientation	Pearson Correlation (r)	.63**	.77**	1
	Sig. (2-tailed)	.000	.000	
	N	128	128	128

** Correlation is significant at the 0.01 level (2-tailed).

Table 1 demonstrates the overall relationship among the three variables self-regulated learning, self-efficacy, and goal orientation strategy. A two-tailed t-test was used in the data analysis in order to investigate the correlations among the variables in the study. The findings indicated that there was moderately correlated significance within the components of self-regulated learning and self-efficacy at the .01 significance level ($r = .64, p < .01$). The result also indicated that there was a correlated significance within the components of self-regulated learning and goal orientation at the .01 significance level ($r = .63, p < .01$). Lastly, the result reported that there was a significant high correlation between self-efficacy and goal orientation at the .01 significance level ($r = .767, p < .01$).

Discussion and Conclusion

The relationships between self-regulated learning, self-efficacy, and goal orientation are discussed.

Relationship between Self-Regulated Learning and Self-Efficacy

As for relationship between self-regulated learning and self-efficacy, the variable is significant at .01 level. The findings from the study showed that there was a positive

relationship between self-regulated learning and self-efficacy in English learning. This finding is in agreement with Travers and Sheckley (2000) who reported that student actual performance of the classroom academic task significantly improved after self-regulated learning and cognitive strategies training, and the students became more self-regulated.

Theoretically, as Pintrich and De Groot (1990) stated, “Students who felt more efficacious with respect to a certain task or course were more likely to report using all types of cognitive strategies to succeed in pursuing the task. It has also been reported that self-efficacy was positively related to self-regulatory strategies use and strongly related to academic performance” (as cited in Mousoulides and Philippou p. 323). This positive correlation between self-regulated learning and self-efficacy is consistent with Bandura’s self-efficacy theory (1986). He suggested that self-efficacy is a personal resource that students can draw upon when they are faced with the difficult and time-consuming tasks associated with academic learning and self-regulated learning. It can be reasonably suggested that the students who apply self-regulated learning, consequently know their academic skills. When the students regulate their time for dealing with the difficult tasks, they can evaluate their ability through these works. They regularly take more time to assess the boundaries of their competence by using cognitive and metacognitive methods in the assessment. The students possibly compare their works to that of others in order to find the errors that have occurred and try to rearrange their previous knowledge for making better decisions and enhancing their performance.

Dornyei, Schmitt, and Tseng (2006), they pointed to the notion that “the learners who rated themselves as high efficacious were more autonomous. Satiation control helps to eliminate boredom and to add extra attraction or interest to the task” (as cited in Hamedani p. 28). So according to these researchers, in the English learning context, the students who work together with their colleagues will therefore be effective learners, and consequently they can improve their listening and speaking skills (Reunpan, 2003, as cited in Janrit, 2010). Significantly, this present research has also revealed that learners who believe in their learning competence and are confident that they can learn are more likely to perform the use of self-regulated learning strategies. In the learning situation, such students know that they have ability to do the task because they look for additional information from other resources. They believe that they can do well in their studies because they plan their work and self-evaluate their learning progress regularly. In addition, students confident to participate in collaborative tasks expect good grades as an outcome of their cooperative group working approach. In short, it is obvious that students recognize their current competence through their self-regulated learning behavior.

Relationship between Self-Regulated Learning and Goal Orientation

The findings in regard to the relationship between self-regulated learning and goal orientation indicated that there is a positive relationship between self-regulated learning and goal orientation. The variable of correlation between self-regulated learning and goal orientation is significant at .01 level. This finding accords with Pintrich (1999) who reported that "Goal orientation was positively related to the use of self-regulatory strategies. In addition, mastery goal orientation was positively related to actual performance in the class" (Mousoulides and Philippou, p. 323). Similarly, Radosevich, Vaidyanathan, Yeo, and Radosevich (2004) and Dehghani (2010) found a positive relationship between self-regulation processes and goal orientation in an achievement context and learners' reading achievement. It can be implied that students who manage their own learning by applying goal orientation can optimize their self-regulated learning strategy in the learning context. It can be said that students who regularly set their own goals are more likely to have self-regulation.

The results of the current study demonstrate that students with self-regulated learning are likely to use goal oriented strategies to achieve more effective outcomes from their learning activities, and are more confident in their own skills. Also, the students who regulate themselves and maintain attention to the subject matter during learning periods have an expectation of doing well in the subject and consequently have no concerns about others knowing about their learning outcomes. In order to enhance their use of these strategies, instructors should try to encourage the students to set their own goals, and to also foster goal orientation strategy among learners. Students should then be able to actively participate in their own learning by using self-regulated learning and goal orientation strategies to become successful learners. Additionally, teachers should create a learning environment that encourages and allows students to take responsibility for their own work. Teachers should also support the students by creating a non-threatening environment in which errors and mistakes can occur without negative responses and blame. This can encourage language learners to regulate themselves during their learning. By comparing students' own strategies with relevant strategies, the instructors should inform these strategies to the students in order to let them beware of current level of their performance. The language teachers should carefully instruct the learning with these strategies that can lead students to manage their learning autonomously. To encourage students use these strategies, the instructor should help them to take responsibilities with their competence in their own learning.

Relationship between Self-Efficacy and Goal Orientation

As for the relationships between self-efficacy and goal orientation, the researcher found the highest relationship between self-efficacy and goal orientation strategy. The students applied self-efficacy and goal orientation strategies as their own confidences in competence. They expected to do well in the course and in the activities. These strategies

can contribute them to do the learning tasks easily (Bandura, 1986, and Pintrich and Schunk, 1996). In addition, the study of Middleton's et al. (2004) revealed that elementary students perform stable use of both mastery and performance goal orientation in math; consequently, it can predict students' use of self-efficacy.

Zimmerman and Cleary stated in their 2006 paper that goal-setting influences self-efficacy perception because it enables learners to evaluate goal progress and personal mastery tasks. It can be said that the students who perceive their current skills are more likely to set their goal at a high level. Self-efficacy learners frequently assess their academic skills; then, they know the boundary of their goal setting. For example, if the students experienced that they can pass earlier difficult examination, they would also set goal orientation at a high level such as getting a good grade. Along the same line, Linnenbrink and Pintrich (2002) found that the students who encounter difficult tasks tend to engage in academic tasks. They also have high academic outcome and influence to apply self-efficacy and mastery goal. These strategies can lead them to achieve academic success.

In brief, the students who believe in their own competence tend to set their target goal at high levels. Students with high self-efficacy have high confidence in their abilities to do well. They are more likely to continue the challenge tasks. High self-efficacy learners show that they prefer to participate in learning activities. These students can achieve good academic outcome and performance. This is because they pay more attention and put larger effort in their learning.

Suggestions

The present study explored the relationship between self-regulated learning, self-efficacy, and goal learning in Thai EFL undergraduate students. Future research should be conducted by singular investigating of self-regulated learning. It is possible that the researcher can conduct the course that follows a model of self-regulated learning in order to effectively investigate students' use of self-regulation. The course should consist of the material that can assess the students' self-regulated learning. For a deeper understanding of students' self-regulated learning in learning situation, the students should be supported to response their works, to participate in the activities, and to study in learning group. The students will start to respect in their learning behavior and the quality of teamwork and learn to support each other. In order to successfully foster self-regulated learning, it is necessary to properly educate learnersto use self-regulated learning strategies. Additionally, the self-regulated learning environment should be designed in a way that makes the students learn as easily as possible. The difficulty of the tasks should be considered by differing potential skills of the learners. After the students complete the course, they have to take the test in order to examine the consequence between before and after the use of self-regulated learning strategies. As for data analysis, the differences of the results of students' achievements will be calculated by

using the T-test dependent. In addition, the differences on English learning can be found by comparing strategies used between low and high English achievers. The result will be useful for teachers to encourage their students in using these strategies suitably. Therefore, the students can apply these strategies to improve their English learning effectively.

References

- พระมหาโสพล จันทรฤทธิ. (2553, กรกฎาคม-ธันวาคม). การเปรียบเทียบทักษะการฟัง และการพูด ภาษาอังกฤษและความพึงพอใจต่อการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 1 ที่เรียน โดยใช้กิจกรรมการเรียนรู้แบบร่วมมือตามเทคนิค STAD กับกิจกรรมการเรียนรู้ตามคู่มือครู. **สัปดาห์ : วารสารมนุษยศาสตร์และสังคมศาสตร์**, 16(2), 117-130.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. **Psychological Review**, 84, 191-215.
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, New Jersey: Prentice-Hall.
- Bumroongthai, G., & Thanymanta, K. (2009). **The Effect of an English Camping Program Based on Cognitive Behavioral Theory on Students' Self-efficacy in Using the language for communication**, Rajamangala University of Technology PhraNakhon. Bangkok : Thailand.
- Bunnag, S. (2006, February 20). **Effects to Improve English Failing : Some teachers not proficient in language**. Bangkok Post.
- DehghaniTafreshi, M. (2010). **A study of the relationship between Iranian EFL learners' goal-oriented and self-regulated learning and their reading comprehension**. unpublished MA thesis, Islamic Azad University, Takestan Branch, Iran. *ry Educational Psychology*, 29, 207-229.
- Dweck, C. S. (1986). Motivational processes affecting learning. **American Psychologist**, 41. Englewood Cliffs, New Jersey : Prentice Hall.
- Forman, R. (2005). **Teaching EFL in Thailand: A bilingual study**. PhD thesis, University of Technology, Sydney : Australia.
- Kongpetch, S. (2004). The implications of the genre-based approach on the teaching of English writing at the department of foreign languages, KhonKaen University in north-eastern Thailand. Ph.D. Thesis. University of Technology, Sydney : Australia.
- Law, Y., Chan, C. K. K., & Sachs, J. (2008). Beliefs about learning, self-regulated strategies and text comprehension among Chinese children. **British Journal of Educational Psychology**, 78(1), 51-73.
- Linnenbrink, E. A., & Pintrich, P. R. (2002). Motivation as an enabler for academic success. **School Psychology Review**, 31(3), 313-327.
- NEC Logistics (Thailand) Co., Ltd. **NECL Magazine**. Bangkok, Thailand. 2012.

- Panklam, A. (2012). The Development of English Instructional Package to Promote Listening and Speaking Skills for the Second Year English Students at Faculty of Education Kamphaeng Phet Rajabhat University. Paul R. Pintrich. **Educational Psychologist**, 40(2), 85-94.
- Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. **Journal of Educational Psychology**, 95(4), 667-686.
- Pintrich, P.R., & Schunk, D.H. (1996). **Motivation in education**. Englewood Cliffs. New Jersey : Prentice Hall.
- Radosevich, D. J., Vaidyanathan, V. T., Yeo, S., & Radosevich, D. M. (2004). **Relating goal-orientation to self-regulatory processes : A longitudinal field test**.
- Salili, F., Chiu, C., & Lai, S. (2001). The influence of culture and context on students' motivational orientation and performance. In F Salili, C.Y. Chiu, & Y.Y. Hong (Eds.), **student motivation : The culture and context of learning**, pp. 221-248. New York : Plenum.
- Schunk, D. H. (2005). Self-regulated learning : The educational legacy of Paul R. Pintrich. **Educational Psychologist**, 40, 85-94.
- Suksamran, A. (2003). **Factors Related to Self-Regulated Learning of the First Year Nursing Students**, Mahidol University, Bangkok : Thailand, p. 34.
- Suwannarak, K. (2012). English language learning beliefs, learning strategies and achievement of masters students in Thailand. **TESOL in Context Special Edition S3: November**.
- Thongmark, S. (2012). **A Study of Thaksin University Students' Motivation in English Language Learning**. Master thesis, M.Ed. (English), Thaksin University, Songkhla.
- Travers, N. L., Sheckley, B. G. (2000). Changes in students' self-regulation based on different teaching methodologies. Paper presented at the 40 th Association for Institutional research Forum, **Information for the Next 100 Years**. Cincinnati, Ohio : May 21-May 24, 2000.
- Wood, R. E., & Bandura, A. (1989). Impact of conceptions of ability on self-regulatory mechanisms and complex decision making. **Journal of Personality and Social Psychology**, 56, 407-415.
- Zimmerman, B. & Cleary, T. (2006). Adolescents' development of personal agency: The role of self efficacy beliefs and self-regulatory skill. In F. Pajares and T. Urdan (Eds.) **Self-efficacy beliefs of adolescents** (45-70). Greenwich, CT : Information Age Publishing.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. **American Educational Research Journal**, 45(1), 166.
- Zimmerman, B.J. (2000). Attainment of self-regulation: A social cognitive perspective. In M. Boekaerts, P.R. Pintrich, and M. Zeidner (Eds.), **Handbook of self-regulation** (pp. 13-39). San Diego, CA: Academic Press.