AWKA JOURNAL OF ENGLISH LANGUAGE AND LITERARY STUDIES (AJELLS)

Volume 10 Number 1
December, 2023

Influence of Self-Regulated Learning on Students' Achievement in Literature in English in Senior Secondary Schools in Ife North Local Government Area, Osun State

Sheriff Olamide Olatunji
Department of Arts and Social Sciences Education
National Open University of Nigeria, Abuja
olatunjisheriff07@gmail.com

Joy Eyisi
Department of English
National Open University of Nigeria, Abuja
eyisijoy@yahoo.com

and

Joy Eyisi Jr.
Department of Languages and General Studies,
Convenant University, Ota
joy.eyisi@covenantuniversity.edu.ng

Abstract

This study investigated influence of self-regulated learning on students' achievement in Literature in English in senior secondary schools in Ife North Local Government Area, Osun State. Ife North Local Government Area, Osun State was selected for the study, because students in the area are familiar with self-regulated learning. It adopted the survey research design. Simple random sampling technique was used to select five senior secondary schools from public secondary schools in Ife North Local Government Area of Osun State. Forty SSII students were randomly selected from each school, making a total of 200 students. In all, 200 SS II students participated in the study. Two instruments were used for data collection: Questionnaire on Self-Regulated Learning (r=0.76) and Literature in English

Achievement Test (r=0.74). Data collected were analysed using frequency counts, percentages and pearson product moment correlation. Findings of the study revealed a weighted mean of 2.74 which is greater than the threshold of 2.50. Also, there was a significant positive relationship between self-regulated learning and students' achievement in Literature in English (r = .541; p=.000<.05). Based on the findings of this study, it was recommended that students should not allow their level of self-regulated learning of Literature in English to decrease. Government should organise seminars and workshops for teachers on methods, strategies and techniques of teaching Literature in English. Students should adequately engage with the prescribed Literature in English texts and not just teachers' notes or commentaries on the texts that will not give them in-depth knowledge of what is in the recommended texts. Teachers should encourage students more on the usage of self-regulated learning in Literature in English to improve their performance in the subject. Parents should provide the prescribed literary texts and necessary materials for their children.

Keywords: Influence, Self-Regulated Learning, Achievement, Literature in English

Introduction

Literature is the representation and re-presentation of human actions in written works of superior artistic merit. Generically, it is any form of written works deemed to have artistic or intellectual value, often deploying language in ways that differ from ordinary language. Literature across ages and continents have functioned as the embodiment and interpreter of a people's culture, a conveyor of a people's language as well as their philosophy, politics, psychology and national character. Nwachukwu (2003) asserted that literature whether cast in the form of agitation, negotiation or based on historical reconstruction or mythological recreation has a touch of identity.

According to Bayo (2003), literature is a discipline that attempts to depict man and his environment. The creative imagination and the use of a specialised form of communication medium, language and its style make literature different from all other disciplines. Furthermore, literature deliberately aims at re-creating the human society via the exposition of human experiences, religious belief and socio-cultural motifs of that society within the imaginative framework of arts.

Ogunba (1996) viewed literature as imagination and this is more important than knowledge. Knowledge is limited but imagination encircles the world. Akinsulire (2012) also perceived literature as an expression of the feelings, emotions, events, views and experiences of the people of the world. Iwuchukwu (2010) looked at literature as an imaginative work of art, which uses language, plot, characters, and settings and so on to give us a picture of life. Nchikogwa (2003) said that literature is the field of human studies that man comes in contact with right from birth to death because it embodies the people's culture, mores, religion, arts and mores. This presupposes that literature is needed at all times and that literature is relevant in all ages.

Osisanlu (2012) pointed out that literature enables students to have an insight into human behaviour as mirrored by the events, characters and situations portrayed in literary works and therefore help students to become well-adjusted people who are able to interact freely with different manners of people, thus enabling good social interaction. This will to a large extent lead to the actualisation of the Nigerian philosophy of education which is for citizens to live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom and justice.

The current West African Senior School Certificate Examination (WASSCE) Literature in English syllabus (2021-2025) is designed to enrich students with literary appreciation skills as an important part of their overall educational process. This is to enable students cultivate critical skills as a tool for independent assessment of

human issues and develop their competence in understanding literary texts at different levels of meaning, such as surface and implied meaning. This is because its objective is to make students generally enjoy the study of any literature. It is also intended in moulding and forming students' character morally and intellectually. Another objective of the syllabus is to enable students to learn genres of literature, their distinctive characteristics, techniques, composition and mode of appeal.

Despite the relevance of teaching and learning Literature inEnglish in senior secondary schools, it is discouraging to note that students' performance in the subject is consistently poor. Adija (2002) and Ayanniyi (2009) agreed that the performance of students in Literature-in-English has been very poor over the years and that students are gradually losing interest in registering for the subject in public examinations. The evidence of their poor performance can be confirmed from 2014-2017 results below:

Analysis of May/June 2014-2017 WASSCE Results

Year	Total No of Candidates	Number and Percentage Obtaining Grade			
		Grade (A1-B3)	**Grade (A1-C6)**	**Grade (D7-E8)**	**Grade (F9)**
2014	14194	167(1.176553%)	1365(9.616739%)	2362(16.64083%)	10300(72.56587%)
2015	14568	73(0.501098%)	769(5.278693%)	1880 (12.905%)	11846 (81.31521%)
2016	12817	165(1.287353%)	1501(11.71101%)	2794 (21.79917%)	8357 (65.20247%)
2017	5656	96 (1.70)	817 (14%)	2131 (38%)	2612 (46%)

The results above show that students' performance in Literature in English between 2014 and 2017 is not encouraging. This is because less than 50% of the candidates had credit in the subject. By implication, it means that the percentage of students that could probably use the result to gain admission into higher institution of learning within these years would not be up to 50%. As a subject that features prominently in the school curriculum, the failure rate in it at the school certificate level, in spite of all the good efforts of researchers, is a phenomenon that is giving students, teachers and school authorities a big concern. This is because the low performance in this subject has shattered the dreams of students of

getting admission into many lucrative courses such as Law, Mass Communication, Language Art, Communication Art, Theatre Art and a host of others in our tertiary institutions. As stipulated in JAMB Brochure (2022), at least a credit pass is a requirement before any candidate is eligible for admission to any of the aforementioned courses.

As a way of addressing the problem of students' poor performance in Literature in English, scholars have carried out varieties of research ranging from effective strategies to method of teaching Literature in English. Although most of these studies came up with good contributions to the teaching and learning of Literature in English but with little emphasis on influence of self-regulated learning and students' achievement in Literature in English in senior secondary schools especially in Ife North LocalGovernment Area of Osun State.

Self-regulated learning has been identified as a self-initiated action which involves goal setting and regulating one's efforts toward a goal, self-monitoring, time management, and physical and social environment regulation. Thus, students who constructively engage in a process of generating meaning and actions as needed to affect their learning and motivation (Pintrich, 2000). According to Shobayo and Ogungbaigbe (2019), self-regulated learning is the ability to proactively monitor and evaluate one's performance. It is associated with the motivation by an individual to meet self-set academic goals. Difficulties experienced by many students can be attributed to their inability to self-regulate their learning and this might impede on their study effectiveness.

Broadbent and Poon (2008) reported that there is a high correlation between self-regulated strategies and students' achievement in reading comprehension. Karbalaei (2011) defined metacognition as the knowledge and control that we have over our cognitive processes. Metacognitive control, in which the reader consciously directs the reasoning process, is a particularly important aspect of strategic reading. When readers are conscious of the reasoning involved in reading, they can access and apply that reasoning to

similar reading in future situations. On a general level, metacognition includes awareness and control of planning, monitoring, repairing, revising, summarizing, and evaluating. Essentially, we learn awareness of our comprehension processing. More specifically, we learn strategies that support our comprehension (our awareness of strategies) and we learn how to carry out these strategies effectively (our control of strategies) (Baker, 2002, 2008; Pressley, 2002).

Peer learning is a particularly powerful and malleable factor that can impact children's early literacy development. Students are put in pairs geared towards their individual needs, rather than a single teacher-directed activity that may not address the reading challenges of most children. In shifting instruction from teachers to students, these strategies can be both effective and efficient in helping struggling readers. Organisation entails outlining and concept mapping, needed to help build connections between opinions. This involves a process whereby students make connections between old and new knowledge and organise them (Filcher & Miller, 2000). Therefore, organisation requires the transformation of knowledge into a different form, as well as the development of certain schematic systems that make connections between fragments or elements of knowledge. The links formed when analysing similarities and differences may not only be important to the formation of opinions, but also to how we retain knowledge in our long-term memory (Cornfold, 2002).

Rehearsal refers to learning by repetition such as a learner who listens to an online lecture over and over again. Ahour and Berenji (2015) posited that rehearsal is the most frequently used technique for encoding information into long term memory, which is memorizing material with the help of repetition. It has also proven to be the most effective technique for memorization and retrieval. Rehearsal strategies stand for strategies for rehearsing target language structures, which are employed for the purpose of practicing the target language structures (Liu, 2010). Fotovatian

and Shokrpour (2007) asserted that rehearsal entails repeating the names of items or objects to be remembered.

Elaboration refers to the ability to fuse new and existing information with the aim of remembering the new material (Richardson, Abraham & Bond, 2012). For example, a learner may relate the online material to what he or she already knows. Doolittle, Hicks, Triplett, Nicholas and Young (2006) affirmed that elaboration involves explicitly relating the new section of the text to one's prior knowledge. Elaboration moves beyond relating the new text to previously read texts and includes making a broad array of connections to one's educational experiences, vocational experiences, and general knowledge of the world. Specifically, elaboration leads to an enhanced personalization of the text and its meaning.

Time management refers to the ability to plan study time and tasks (Effeney, Carroll & Bahr, 2013). For example, an online learner may schedule a weekly time to read the recommended readings. Time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which includes setting goals and priorities, using time management mechanism and being organized in using time. Here time management is only possible through self-motivation; performance, ability and motivation (Brigitte, Claessens, Eerde, Rutte& Roe, 2005). Time management is a skill that every student should not only know, but also apply. A lot of university students complain about running out of time when asked to do a certain task, they get frustrated because they are not able to make it before the deadline (Khan, 2015).

Critical thinking refers to the ability to carefully examine learning material (Richardson, Abraham& Bond, 2012). For example, an online learner thinks about possible alternatives after reading an online concluding statement. Critical thinking as "reflective decisionmaking and thoughtful problem-solving about what to believe and do'. Scriven and Paul (1987) stated that one of the most important abilities that a thinker can have is the ability to

monitor and assess his or her own thinking while processing the thinking of others. In reading, the reflective mind monitors how it is reading while it is reading. The foundation for this ability is the knowledge of how the mind operates when reading well.

Statement of the Problem

Literature in English is an important subject in the Senior Secondary School curriculum, which is offered for its numerous benefits to learners. In addition to being a prerequisite subject for studying courses like Law, English, Mass Communication, Linguistics and other Humanities courses at tertiary institutions, literature also contributes to moral and social development of the society. Despite the importance attached to Literature in English in the senior secondary school curriculum in Nigeria, students' performance in the subject yearly is below average. Results from WAEC and NECO have shown that students' persistent poor performance in Literature in English is alarming. As a way of addressing this problem, several studies have been carried out on methods, approaches, strategies of teaching Literature in English, and several intervention studies have also been carried out but with little emphasis on access to native speakers and intercultural competence as predictors of students' achievement in Literature in English. Thus, this study investigated access to nonnative speakers and intercultural competence as a missing gap in previous researches and which is a major predictor to students' achievement in Literature in English. Therefore, this study investigated influence of self-regulated learning on students' achievement in Literature in English in senior secondary schools in Ife North Local Government Area, Osun State.

Research Questions

The following research questions were answered in the study:

1. What is the level of students' self-regulated learning of Literature in English?

2. What relationship exists between self-regulated learning and students' achievement in Literature in English?

Significance of the Study

The study revealed the influence of self-regulated learning on students' achievement in Literature in English in senior secondary schools in Ife North Local Government Area, Osun State.This study provided the best way through which students could best succeed in Literature in English. Findings of this study wouldbe of benefit to students, teachers, educational administrators, and curriculum planners. Students would discover the need to use self-regulated learning study literature in English. Finally, this study would serve as a reference text for authors intending to embark on research work of this nature in future. Findings of this study would add to the pool of research on solution to the poor performance of students in Literature in English.

Methodology

This study adopted the survey research design. Simple random sampling technique was used to select five senior secondary schools from public secondary schools in Ife North Local Government Area of Osun State.Ife North Local Government Area, Osun State was selected for the study because students in the area are familiar with self-regulated learning. Forty SSII students were randomly selected from each school, making a total of 200 students. In all, 200 SS II students participated in the study. Two research instruments were used fordata collection: Questionnaire on Self-Regulated Learning (r=0.76) and Literature in English Achievement Test (r=0.74). Data collected were analysed using frequency counts, percentages and pearson product moment correlation.

Results

Research Question one: What is the level of students' self-regulated learning of Literature in English?

Level of students' self-regulated learning of Literature in English

S/N	Item	SA	A	D	SD	Mean	Std. D.
1	I ask myself questions to help me focus on the literary texts that I read	71 (35.7%)	69 (34.7%)	33 (16.6%)	26 (13.1%)	2.92	1.02
2	I often skim for main idea in literary texts that I read	71 (35.5%)	89 (44.5%)	30 (15%)	10 (5%)	3.10	.835
3	I usually read in a place where I can concentrate	33 (16.5%)	37 (18.5%)	82 (41%)	48 (24%)	2.27	1.00
4	I scan for a specific piece of information in literary texts that I read	53 (26.5%)	79 (39.5%)	45 (22.5%)	23 (11.5%)	2.81	.958
5	I guess the meaning of unfamiliar words	44 (22.1%)	52 (26.1%)	60 (30.2%)	43 (21.6%)	2.48	1.06
6	I draw inferences from whatliterary texts that I read	61 (30.7%)	94 (47.2%)	28 (14.1%)	16 (8%)	3.00	.879
7	I draw conclusions from what I read	46 (23.1%)	41 (20.6%)	59 (29.6%)	53 (26.6%)	2.40	1.11
8	I distinguish facts from opinion	49 (24.5%)	50 (25%)	51 (25.5%)	50 (25%)	2.49	1.11
9	I suggest an alternative end to literary texts	43 (21.5%)	41 (20.5%)	86 (43%)	30 (15%)	2.48	.992
10	I add details to support the main ideas in literary	69 (34.5%)	96 (34.5%)	21 (10.5%)	14 (7%)	3.10	.850

	texts						
11	I often feel bored anytime I read literary texts	68 (34%)	108 (54%)	22 (11%)	2 (1%)	3.21	.669
12	I try to read on my own without anybody's help	56 (28%)	85 (42.5%)	47 (23.5%)	12 (6%)	2.92	.867
13	I ask my teacher to clarify concepts that I don't understand in literary texts	62 (31%)	106 (53%)	19 (9.5%)	13 (6.5%)	3.08	.813
14	I don't read literary texts that are not interesting.	41 (20.5%)	49 (24.5%)	59 (29.5%)	51 (25.5%)	2.40	1.07
15	I get confused anytime I read literary texts	49 (24.6%)	44 (22.1%)	53 (26.5%)	53 (26.5%)	2.44	1.13
	Standard Mean = 2.50; Weighted Mean = 2.74						

Table I shows the level of students' self-regulated learning of Literature in English. The result indicates a weighted mean of 2.74 which is greater than the threshold of 2.50. This implies that the level of the selected students'self-regulated learning of Literature in English is high. Eight out of the fifteen items used contributed to this high level, since their means are greater than the weighted mean. In their order of magnitude, the items are: item 11 – I often feel bored anytime I read I literary texts(Mean = 3.21>2.74); item 2 –I often skim for main idea in literary texts that I read(Mean = 3.10>2.74); item 10 – I add details to support the main ideas in literary texts(Mean = 3.10>2.74); item 13 – I ask my teacher to clarify concepts that I don't understand in literary texts(Mean = 3.08>2.74); item 6 – I draw inferences from what literary texts that I read(Mean = 3.00>2.74); item 1 –I ask myself questions to help me focus on the literary texts that I read(Mean = 2.92>2.74); item 12 –I try to read on my own without anybody's help(Mean = 2.92>2.74); and item 4 - I scan for a specific piece of information

in literary texts that I read(Mean = 2.81>2.74). This implies that the majority of students' level of self-regulated learning of Literature in Englishis high.

Research Question Two: What relationship exists between self-regulated learning and students' achievement in Literature in English?

Table 2: Relationship between self-regulated learning and students' achievement in Literature in English

Variables	**Self-regulated learning**	**Students' achievement in Literature in English**
Self-regulated learning	1	
Students' achievement in Literature in English	.541 (.000)	1
N	200	200
Mean	42.9800	41.1457
Standard Dev.	7.68995	5.70609

Table 2 shows the relationship that exist between self-regulated learning and students' achievement in Literature in English, using the pearson's product moment correlation. The result indicates that there is a significant positive relationship between self-regulated learning and students' achievement in Literature in English (r = .541; p=.000<.05). This implies that the more students develop self-regulated learning, the more they also perform well in Literature in Englishand vice versa.

Discussion of Findings

Table I revealed that the level of the selected students'self-regulated learning of Literature in English was high. This is in line with the study of Adepoju (1985) who reported that students' level of self-regulated learning was high. This is contrary to the study of

Shobayo and Ogungbaigbe (2019) who revealed that students' level of self-regulated learning was moderate.

Table II indicated that there was a significant positive relationship between self-regulated learningand students' achievement in Literature in English. This is in line with the studies ofEbulue (2006) and Omoteso (2011) who reported in their different studies that self-regulated learning was related to students' academic performance. This is against the study of Astleitner and Steinberg (2005) who revealed that self-regulated learning had no relationship with students' academic performance.

Conclusion

The study has provided a better understanding of self-regulated learning and students' achievement in Literature in English in senior secondary schools. Self-regulated learning was found to have positive relationship with students' achievement in Literature in English. Therefore, it could be concluded from the study that students' self-regulated learning is essential when trying to solve the problem of students' poor performance in Literature in English.

Recommendations

The following recommendations are made based on the finding of the study:

1. Students shouldnot allow their level of self-regulated learning of Literature in English to decrease.
2. Government should organise seminars and workshops for teachers on methods, strategies and techniques of teaching Literature in English.
3. Students should adequately engage with the prescribed Literature in English texts and not just teachers' notes or commentaries on the texts that will not give them in-depth knowledge of what is in the recommended texts.
4. Teachers should encourage students more on the usage of self-regulated learning in Literature in English to improve their performance in the subject.
5. Parents should provide the prescribed literary texts and necessary materials for their children.

References

Adepoju, J. (1985). The effects of the use of inner potentials of self-management technique and strategies for the University of Ife students. Unpublished Ph.D thesis of University of Ife.

Adija, O. (2002). Effects of language competence on students' achievement in literature in English in selected secondary schools in Ibadan. (Unpublished Master's 1 thesis). University of Ibadan, Ibadan.

Ahour, T & Berenji, S. (2015). A comparative study of rehearsal and loci methods in learning vocabulary in EFL context. Linguistics Education Theory and Practice in Language Studies, 5(7), 1451. https://doi.org/10.1750/tpls.0507.18

Akinsulire, Y.P. (2012). Effects of narrative text structure awareness on students' achievement in prose literature in English in some secondary schools in Ondo West Local Government. An unpublished M.Ed project, University of Ibadan.

Astleitner, H., & Steinberg, R. (2005). Are there gender differences in web-based learning? An integrated model and related effect sizes. AACE Journal, 13 (1), 47-63

Ayanniyi, M. A. (2009). Effects of three modes of advanced organizers of students "achievement in and attitude to poetic literature. A Ph.D. Thesis, University of Ibadan.

Baker, L. (2002). Metacognition in comprehension instruction. In Block, C.C & Pressley, M. (Eds), comprehension instruction. Research-based best practices. 77-95. New York: The Gull-ford.

Baker, L. (2008). Metacognitive development in reading: Contributors and consequences. In Mokhtari, K & Sheorey, R. (Eds). Reading strategies of first and second-language learners: see how they read (25-42) Norwood, MA: Christopher-Gordon.

Bayo, O. (2003). What is Literature in English? In Olu Obafemi (ed). New introduction to Literature. Ibadan, Y books.

Brigitte, J.C., Claessens, B.J.C., Eerde, W.W., Rutte, C.G & Roe, R.A. (2005). A review of the time management literature. Emerald Group Publishing Limited, 36 (2), 1-5.

Broadbent, J. & Poon, W.L. (2008). Self-regulated learning strategies and academic achievement in online higher

education learning environments: A systematic review. The internet and higher education, 27, 1-3. http://dx.doi.org/10.1016/j.iheduc.2015.04.007

Cornfold, I.R. (2002). Learning-to-learn strategies as a basis for effective lifelong learning.

International Journal of Lifelong Education. Vol. 21 Issue 4.

https://doi.org/10.1080/02601370210141020

Doolittle, P.E, Hicks, D, Triplette, C.F, Nicholas, W.D & Young, C.A. (2006). Reciprocal teaching for reading comprehension in higher education: A strategy for 1 fostering the deeper understanding of texts. *International Journal of Teaching and Learning in Higher Education*. Vol. 17 (2), 106-118.

Ebulue, C. (2006). Factors influencing the development of self-regulated learning among Obafemi Awolowo University students. Unpublished M.Ed thesis of Obafemi Awolowo University, Ile-Ife.

Effeney, G, Caroll, A & Baher, N. (2013). Self-regulated learning: Key strategies and their sources in a sample of adolescent males. *Australian Journal of Educational & Developmental Psychology*, 13, 58-74.

Filcher, C & Miller, G. (2000). Learning strategies for distance education students. *Journal of Agricultural Education*, 41 (1), 60-68

Fotovatian, S & Shokpour, N. (2007). Comparison of the efficiency of reading comprehension strategies on Iranian university students' comprehension. *Journal of College Reading and Learning* 37 (2): 47-63

Iwuchukwu, O. (2010). The perception of English literature students on examination and online (web-based) learning. *Turkish Online Journal of Distance Education*. Vol.15, No. 1

Karbalaei, A. (2011). Metacognition and reading comprehension. Ikala. Vol. 16. No 28.

Khan, M.Q. (2015). The impact of time management on the students' academic achievement. *Journal of Literature, Languages and Linguistics*.

Liu, J.Y. (2010). A study on the relationship of organisational learning, strategic change and organisational performance. International Conference on Management Science and Engineering (ICMSE), Melborne.

Nchikogwa, J.O. (2003). The mastery of literature. Macckho-Ricckho Press and Publishing Co Ltd.Lagos, Nigeria.

Nwachukwu, A. (2003). Literature I EFL/ESL classroom. English language teaching vol. 4 (1): 201-208

Ogunba, O. (1996). Shakespeare in Nigeria. *Nigerian English Studies Association Journal.*5(2)

Omoteso, B. (2011). Learning difficulties and self-regulated learning among undergraduate students in a Nigeria university. International Journal of Learning, 18, 7, 49-60

Osisanlu, O. T. (2012). Effects of three methods of teaching poetic literature on students' achievement and attitude to poetry in some secondary schools in Ibadan. An M.Ed Project, Department of Teacher Education, University of Ibadan.

Pintrich, P. (2000). The role of goal orientation in self-regulated learning. In handbook of self-regulation. San Diego, CA: Academic Press.

Pressley, M. (2002). Reading instruction that works. 2nd ed. New York: The Guilford press.

Richardson, M, Abraham, C & Bond, R. (2012). Psychological correlates of university students'academic performance: A systematic review and meta-analysis. Psychological Bulletin 1138(2), 353-387. https://doi.org/10.1037/a002638

Scriven, M & Paul, R. (1987). Defining critical thinking. 8th Annual international conference on critical thinking and education reform.

Shobayo, M.A and Ogungbaigbe, T.S. (2019). Patterns of self-regulated learning among secondary school students in Ife central local government area of Osun state. *Journal of Educational Research and Development* (AJERD). Vol. 7, 216-222.

Unified Tertiary Matriculation Examination Brochure. (2022). Joint Admission Matriculation Board West African Examination Council. Regulations and syllabuses for West African Senior School Certificate Examination (WASSCE) 2021-2025. 8, 13-16; 24 and 306

West African Examination Council. Statistics of results and performance in May/June West
African Senior School Certificate Examination (WASSCE) 2014-2017 Literature in English. Test Development Division, Ogba, Lagos.