

Student engagement, self-regulated learning strategies, and English academic performance in active learning setting

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Abstract

Aim: This study examined the relationship among student engagement, self-regulated learning strategies, and English academic performance in an active learning setting. It also identified which variables best predict English academic achievement among Bachelor of Secondary Education major in English (BSEd-English) students.

Methodology: A predictive correlational research design was employed involving 109 third-year BSEd-English students from a college in Cagayan de Oro City, Philippines. Participants were selected from a population of 149 students through proportionate stratified random sampling during the summer term of School Year 2024–2025. Data were collected using a validated questionnaire adapted from Cabrejas and Mendoza (2023) to measure student engagement and self-regulated learning strategies. English academic performance was measured through Grade Point Average (GPA). Descriptive statistics, Pearson correlation, and multiple regression analysis were used to analyze the data.

Results: Findings revealed that students demonstrated high levels of engagement and consistently applied self-regulated learning strategies. Their English academic performance was classified as Very Good. All engagement dimensions and self-regulated learning strategies showed significant positive correlations with academic performance. Among all variables, behavioral engagement emerged as the only significant predictor, explaining 44.7% of the variance in GPA. Planning strategies and voluntary participation recorded the lowest mean scores.

Conclusion: Behavioral engagement plays a critical role in shaping English academic performance in active learning environments. While both engagement and self-regulated learning strategies are associated with achievement, students' observable participation and involvement in classroom activities most strongly influence academic outcomes. The findings highlight the importance of instructional strategies that promote active participation and strengthen students' planning skills within active learning classrooms.

Keywords: *student engagement, self-regulated learning strategies, English academic performance, active learning, behavioral engagement, education students*

INTRODUCTION

Education is gradually embracing student-centered methodologies such as active learning classrooms, known for remedying the shortcomings of conventional methods in enhancing English academic achievement and practical application. Additionally, student engagement and Self-Regulated Learning (SRL) strategies are recognized as critical factors for academic success, particularly in English language learning, where active participation and autonomous learning capabilities directly enhance language acquisition and proficiency development.

Studies indicate that while active learning can be highly effective, its success depends heavily on students' ability to engage meaningfully across emotional, behavioral, and cognitive dimensions while simultaneously employing SRL strategies such as planning, monitoring, and evaluating their progress (Muwonge et al., 2020). The challenge is particularly acute as English continues to serve as the primary language for international communication, business, and scholarship, making proficiency essential for accessing higher education and professional opportunities worldwide (Martirosyan et al., 2015). Despite the proven benefits of these factors and the widespread adoption of student-centered methodologies like active learning classrooms, a significant gap persists between theoretical understanding and actual English academic achievement globally.

On a global scale, studies suggest that although active learning can be very effective, its effectiveness frequently depends on students' active participation and their capability to utilize SRL techniques (Muwonge et al., 2020). Challenges emerge when students lack sufficient preparation to take responsibility for their learning, engage meaningfully in collaborative tasks, or efficiently oversee and regulate their learning processes in the dynamic and frequently unstructured active learning setting. This may lead to differences in learning outcomes, where some students excel while others struggle to adjust and fully benefit from the planned educational changes.

The educational situation in the Philippines reflects these worldwide issues. As the incorporation of active learning concepts increases in response to changing educational standards and the demand for graduates with 21st-century skills, the preparedness of students for these learner-centered methods remains an essential concern. Reports and observations in Philippine classrooms frequently emphasize issues concerning students' engagement, especially in their active participation in discussions and their willingness to take charge of their learning. In the study conducted by Cagatan and Quirap (2024), they found that promotive interaction had the highest level of collaborative learning, while individual accountability was the lowest. This finding suggests that students may not be adequately monitoring their own learning, despite the established influence of self-monitoring on overall learning outcomes.

Moreover, the cultivation and steady use of SRL techniques, including goal setting, self-monitoring, and efficient resource use, might not be equally common among Filipino students (De Manuel, 2023). These constraints may obstruct the efficacy of active learning strategies and, in turn, affect students' English academic success, a matter of major significance in a competitive global job market. Based on the researcher's observations, numerous education students struggle with actively overseeing their learning and consistently participating in the educational process. This perceived deficit in self-regulation and proactive engagement seems to add to the difficulties seen in English academic achievement. Evidently, merely placing students in an active learning setting does not necessarily ensure better results. Students need the essential skills and strategies to successfully engage with and gain from this teaching method. The noted gap between the expected advantages of active learning and real student outcomes indicates that educators must have a deeper grasp of the elements affecting achievement in these classrooms.

This research examined student-level factors by assessing engagement with the lesson and their degree of Self-Regulated Learning to see whether student engagement and SRL are strong predictors of their English academic achievement. Studies like that of Cabrejas and Mendoza (2023) have examined college students' learning engagement and self-regulated study approaches and their impact on academic achievement under the flexible learning modality. However, localized studies on specific groups in traditional or active learning environments are needed. Few studies have simultaneously examined student engagement and self-regulated learning as predictors of English academic performance in active learning classrooms in Philippine higher education. Addressing this gap, this study specifically seeks to ascertain the degree to which education students' participation and their use of SRL strategies correlate with their English academic achievement within the active learning instructional environment of one of the colleges in Cagayan de Oro City. Additionally, in the study of Wolters et al. (2023) on improving Self-Regulated Learning and academic engagement: evaluating a college learning to learn course, it was found that when students assume greater responsibility for their learning, such as setting goals, taking control of time, and employing study strategies—and are highly engaged in their academic activities, they are better learners. Through an exploration of these associations in this specific context and population, this research aims to present useful, local information regarding education students' readiness for active learning and its success in promoting English language skills, ultimately leading to the creation of more targeted and effective teaching strategies for this specific population.

This study contributes to the existing body of knowledge in three ways. First, it examines the predictive relationships among student engagement, self-regulated learning strategies, and English academic performance, moving beyond simple correlational analysis to identify which variables best forecast achievement. Second, it focuses specifically on Bachelor of Secondary Education students majoring in English within an active learning environment—a population and instructional context that have received limited empirical attention in Philippine higher education research. Third, by generating localized evidence from a college in Cagayan de Oro City, the findings offer practical, context-specific insights that can inform the design of instructional strategies aimed at strengthening student participation and self-regulation in active learning classrooms. Beyond its empirical contributions, this study holds practical value for English teachers and curriculum designers seeking to optimize active learning environments. By identifying which dimensions of engagement and self-regulation most strongly predict academic performance, the findings can guide educators in designing classroom activities that promote meaningful participation and help curriculum designers integrate structured self-regulatory support into course frameworks. Collectively, these contributions address the gap between the theoretical promise of active learning and the actual academic outcomes observed among education students in the Philippine setting.

Review of Related Literature and Studies

This section reviews both conceptual and empirical literature on student engagement, self-regulated learning strategies, and their connection to English academic performance.

Student Engagement and Academic Performance

Fredricks et al. (2004) described student engagement as having three interrelated dimensions. Behavioral engagement refers to what students visibly do—attending class, completing tasks, and participating in activities. Affective engagement captures their emotional connection to learning, including enthusiasm, interest, and sense of belonging. Cognitive engagement involves the mental effort students invest, such as using learning strategies and monitoring their own understanding. Together, these dimensions paint a fuller picture of how students invest in their education beyond mere attendance.

Research over the past decade supports the link between engagement and academic outcomes. Delfino (2019) found that behavioral, emotional, and cognitive engagement were all positively associated with academic performance among 305 college students. Cabrejas and Mendoza (2023) arrived at a similar conclusion in the flexible learning context, reporting that behavioral engagement carried the strongest predictive weight for academic performance. Çali et al. (2024) reinforced this at the University of Tirana, where behavioral engagement turned out to be the only dimension that significantly predicted achievement when all three were entered into a regression model. In a broader synthesis, Wong et al. (2024) conducted a systematic review and meta-analysis confirming that student engagement is significantly associated with academic achievement across diverse higher education contexts, reinforcing the robustness of this relationship beyond individual studies. These studies suggest that while all forms of engagement matter, what students actually do in the classroom—the behavioral dimension—appears to matter most when it comes to grades.

It is also worth noting that English proficiency itself plays a role in shaping academic outcomes. Martirosyan et al. (2015) examined the impact of English proficiency on the academic performance of international students and found that students with limited English skills earned significantly lower GPAs than their more proficient peers. Their study pointed to language aptitude as a factor that operates alongside classroom engagement in determining academic success. This finding is relevant to the present study because it suggests that even when students are highly engaged and self-regulated, other factors such as language ability, prior knowledge, and socioeconomic background may also account for a portion of the variance in English academic performance—a consideration that becomes important when interpreting regression results that leave a substantial share of performance unexplained.

Self-Regulated Learning Strategies

Zimmerman (2008) described Self-Regulated Learning as a cyclical process that unfolds in three phases: planning, where students set goals and choose strategies; monitoring, where they track their progress and adjust their approach; and evaluating, where they reflect on the results and decide what to do differently next time. Flavell (1979) laid earlier groundwork through his work on metacognition, showing that students who are aware of their own thinking processes tend to learn more effectively.

More recent work supports these ideas. Wolters et al. (2023) found that college students who took greater responsibility for managing their learning—setting their own goals, checking their progress, and reflecting on their performance—tended to earn higher grades. The picture that emerges from the literature is that self-regulation is not a fixed trait but a set of learnable strategies, and that the planning phase in particular tends to be the weakest link for many students, especially those juggling academic and employment responsibilities.

Xu et al. (2022) further demonstrated that among various SRL strategies, self-evaluation and metacognitive self-regulation emerged as positive predictors of academic performance among college students, underscoring the importance of reflective and monitoring processes in achieving academic success.

Taken together, the literature establishes several important patterns. Research consistently shows that student engagement, particularly its behavioral dimension, is positively associated with academic performance across diverse educational contexts (Delfino, 2019; Cabrejas & Mendoza, 2023; Çali et al., 2024). Similarly, self-regulated learning strategies, especially monitoring and evaluating, have been linked to higher academic achievement among college students (Wolters et al., 2023; Zimmerman, 2008). However, most existing studies have examined engagement and self-regulated learning as separate predictors of performance, and relatively few have investigated their combined predictive power within a single model. Moreover, the available evidence is largely drawn from international contexts or from Philippine studies conducted under flexible or traditional learning modalities, leaving active learning classrooms underexplored. No localized study has yet examined how engagement and self-regulated learning strategies simultaneously predict English academic performance among BSEd-English students in an active learning setting in the

Philippines. This study addresses that gap by bringing both sets of variables together in a predictive model situated within one such classroom environment in Cagayan de Oro City.

Theoretical Framework

The theoretical background of this study was grounded on two interwoven psychological schools of thought, which offered a perspective from which the determinants of student success within today's learning environments could be viewed. This study was primarily anchored on the theory of student engagement and the social cognitive theory of self-regulation.

First, the Theory of Student Engagement (Fredricks, Blumenfeld, & Paris, 2004) as a reference point for students' engagement in and investment in their learning activities, especially under dynamic conditions like the active learning classroom. This theory was most directly applicable to the Students' Engagement part of this study's title. It suggested that student engagement was not a single, monolithic idea but a multidimensional construct with behavioral, emotional, and cognitive aspects.

Behavioral engagement was observable participation, including attendance, task completion, and active participation in classroom activities, essential in an active learning environment. Within active learning classrooms, this was translated to students actively participating in group discussions, collaborative problem-solving, and hands-on activities that characterize this pedagogical approach. Research showed that students who demonstrated high behavioral engagement in active learning settings achieved better English language proficiency through increased practice opportunities and peer interaction.

Affective engagement constituted students' affective responses, such as their enthusiasm, interest, and sense of belonging. In the context of English language learning, affective engagement became particularly crucial as it influenced students' willingness to take risks in using the language, participate in communicative activities, and persist through the challenges of language acquisition. Students with high affective engagement in active learning classrooms reported greater confidence in English communication and more positive attitudes toward collaborative learning experiences.

Cognitive engagement referred to the psychological involvement of students in learning, epitomized by their willingness to expend effort, utilize sophisticated learning strategies, and monitor themselves against what they are meant to understand. Through employing this theory, the study comprehensively addressed the depth and extent of education students' involvement and attachment within the Active Learning Classroom.

Second, the Social Cognitive Theory of Self-Regulation (Zimmerman, 2008) offered a solid theoretical framework to examine how students actively regulate their learning processes. This theory lay at the center of examining the Self-Regulated Learning Strategies cited in the title of the study. Zimmerman's model outlined self-regulation as a cyclical process in which students established goals, used strategies to attain them, tracked their progress, and reviewed their performance to adjust as needed.

The central self-regulation processes, planning (goal setting, strategy selection), monitoring (monitoring understanding, effort, and progress), and evaluation (reflecting on results and efficacy), were the essential strategies that students used to manage academic work, particularly in less formal, student-centered contexts. The use of this theory enabled the study to explore how education students knowingly guided their effort and strategies as they learn English in the Active Learning Classroom.

Furthermore, the Metacognitive Theory (Flavell, 1979) provided additional depth to understanding how students' awareness and control of their cognitive processes influence their English academic performance. Metacognition encompassed both knowledge about cognition and regulation of cognition, which directly aligned with the SRL strategies examined in this study. In active learning environments, metacognitive awareness became essential as students had to continuously assess their understanding, select appropriate learning strategies, and adapt their approaches based on the dynamic nature of classroom activities. The theory explained the connection between active learning methods and the need for self-regulatory skills.

The combination of the two theories with the additional support from Metacognitive Theory of Flavell (1979) offered a complete theoretical framework for an explanation of their joint effect on academic achievement. The research suggested that a student's degree of engagement (behavioral, emotional, and cognitive investment) correlated closely with his or her ability to self-regulate. More engaged students tended to be more motivated and more capable of making successful use of SRL approaches. This synergistic combination of high engagement and sound self-regulation was, subsequently, postulated to have a positive effect on English Academic Performance. The Active Learning Classroom was the particular setting in this research in which this theoretical model, Education Students' Engagement,

Self-Regulated Learning Strategies, and English Academic Performance, was empirically validated, providing evidence regarding how these variables led to success in this specific pedagogical method.

Conceptual Framework

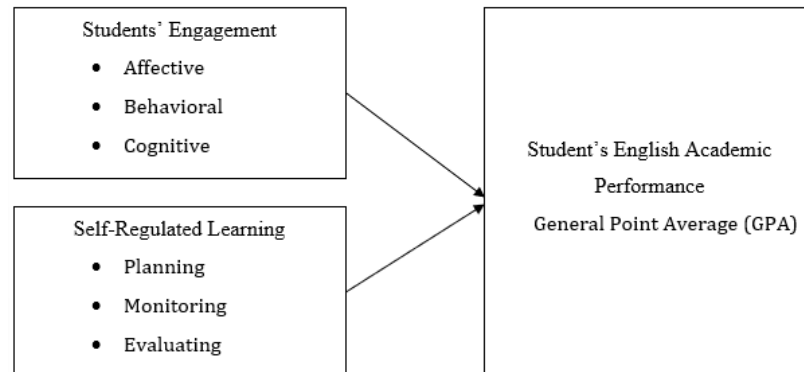


Figure 1. Research Paradigm

Figure 1 presents the conceptual framework of this study. Two sets of predictor variables are positioned on the left: Students' Engagement, measured through its affective, behavioral, and cognitive dimensions (Fredricks et al., 2004), and Self-Regulated Learning Strategies, measured through the planning, monitoring, and evaluating phases (Zimmerman, 2008; Flavell, 1979). On the right is the outcome variable, Students' English Academic Performance, measured through GPA. The directional arrows indicate that both engagement and self-regulated learning strategies are expected to predict English academic performance. The framework guides the analysis in determining which dimensions and phases, individually or in combination, carry the strongest predictive weight within the active learning setting.

Statement of the Problem

The adoption of student-centered instructional approaches, particularly active learning classrooms, has become increasingly prominent in higher education as institutions seek to improve student engagement and academic performance. Active learning environments require students to participate actively in discussions, collaborative tasks, and problem-solving activities. However, the success of such pedagogical approaches largely depends on students' ability to engage meaningfully in the learning process and to regulate their own learning through effective self-regulated learning strategies.

In the Philippine higher education context, the integration of active learning pedagogies has been encouraged to develop graduates equipped with critical thinking, communication, and independent learning skills. Despite these developments, concerns remain regarding students' readiness to function effectively in learner-centered environments. Some students demonstrate limited participation in classroom activities and insufficient self-regulatory behaviors such as goal setting, monitoring of learning progress, and reflective evaluation of academic tasks. These challenges may hinder the effectiveness of active learning strategies and consequently affect students' academic performance, particularly in English courses where active participation and communication are essential.

In Cagayan de Oro City, PHINMA-Cagayan de Oro College has actively adopted active learning pedagogy in its instructional practices. However, limited empirical evidence exists regarding how student engagement and self-regulated learning strategies influence English academic performance among Bachelor of Secondary Education students majoring in English within this specific institutional context. Understanding how these factors interact is important for improving teaching strategies and supporting the development of effective learning behaviors among future educators.

Therefore, this study investigates the relationship among student engagement, self-regulated learning strategies, and English academic performance in an active learning setting. Specifically, it examines whether these variables significantly influence students' academic achievement and identifies which factors serve as the strongest predictors of English academic performance.

Research Objectives

General Objective

To examine the relationships among student engagement, self-regulated learning strategies, and English academic performance in an active learning setting and to determine which variables best predict academic achievement.

Specific Objectives

1. To assess the level of students' engagement in terms of affective, behavioral, and cognitive dimensions.
2. To evaluate the level of self-regulated learning strategies in terms of planning, monitoring, and evaluating.
3. To determine the English academic performance of students based on their Grade Point Average (GPA).
4. To determine whether a significant relationship exists between English academic performance, student engagement, and self-regulated learning strategies.
5. To identify which variables, singly or in combination, significantly predict English academic performance.

Research Questions

This study sought to answer the following questions:

1. What is the level of students' engagement in terms of affective, behavioral, and cognitive dimensions?
2. What is the level of students' self-regulated learning strategies in terms of planning, monitoring, and evaluating?
3. What is the English academic performance of students based on their GPA?
4. Is there a significant relationship between English academic performance, student engagement, and self-regulated learning strategies?
5. Which variables, singly or in combination, significantly predict English academic performance?

Hypotheses

The study tested the following null hypotheses:

H₀₁: There is no significant relationship between students' English academic performance and their levels of student engagement and self-regulated learning strategies.

H₀₂: None of the variables, singly or in combination, significantly predict English academic performance.

Methodology

Research Design

This research employed a predictive correlational research design. This quantitative methodology was more than mere description of relationships; it checked the extent to which one or more predictor variables could predict or estimate the value of an outcome variable (Creswell, 2009). In this design, researchers measured variables at a given point and applied statistical methods, such as regression analysis, to ascertain the extent to which variation in the predictor variables explains variation in the outcome variable. The aim was to develop a statistical model that could forecast future or unobserved outcomes from observed predictors, rather than determining causality.

This research worked on the assumption that there existed a direct relationship between student engagement and academic performance; that is, more student participation in learning was likely to lead to increased academic performance. Therefore, in this research, the variables concerned were labeled as predictors and an outcome. The predictor variables were those presumed to affect the outcome: students' engagement, measured through affective, behavioral, and cognitive dimensions as guided by Fredricks et al. (2004), and Self-Regulated Learning Strategies, measured through planning, monitoring, and evaluating processes based on the theory of Zimmerman (2008). The outcome variable was the academic performance in English, which was measured by students' Grade Point Average (GPA) in English courses. To gather the required data on these variables, questionnaires were used as the major research tool.

Population and Sampling

Stratum	Population size	Sample size
Section 1	50	37
Section 2	49	36

Section 3	50	36
Total	149	109

The study involved 109 third-year Bachelor of Secondary Education students majoring in English (BSEd-English) enrolled during the summer class of SY 2024–2025 at PHINMA-Cagayan de Oro College. These students were drawn from a population of 149 across three sections using proportionate stratified random sampling. Inclusion criteria required enrollment in LIT 006: Mythology and Folklore, LIT 007: Literary Criticism, and ENG 015: Technical Writing, comprising 9 units for the summer term.

Research Instruments

Data were gathered using a structured questionnaire adopted from Cabrejas and Mendoza (2023). The first section addressed SRL strategies through three phases: Planning (7 indicators), Monitoring (8 indicators), and Evaluating (9 indicators). The second section measured engagement across three dimensions: Affective (8 indicators), Behavioral (10 indicators), and Cognitive (10 indicators).

Content Validation

The instrument underwent content validation by three subject-matter experts, consisting of:

- a College Professor (English),
- a College Professor (English), and
- an Academic Chair (Psychometrician).

Each validator possessed at least a doctorate degree and extensive experience in English instruction. A 5-point Likert-type scale was used for validation. The instrument demonstrated strong reliability: Affective (.901), Behavioral (.900), Cognitive (.940), Planning (.886), Monitoring (.790), and Evaluating (.888).

Reliability Testing

Reliability testing was conducted through a pilot administration involving 30 students enrolled in the Bachelor of Secondary Education program who were not part of the actual study sample. Using Cronbach's alpha, the instrument yielded Cronbach's alpha coefficients above .70 across all subscales which indicated high internal consistency and suitability for research use.

Data Collection Procedure

Data collection was conducted during the summer class of School Year 2024–2025 in the active learning classroom setting. Data collection began after securing approvals from the research adviser, the College Dean, and the ethics review office. A formal letter was also submitted to the Dean of the College of Education at PHINMA-Cagayan de Oro College. Participants were BSEd-English students enrolled in LIT 006, LIT 007, and ENG 015 during the summer of SY 2024–2025, completing a minimum of 9 units. Students not meeting these criteria were excluded. Participation was voluntary, and respondents could withdraw at any time without penalty.

Questionnaires were distributed via Google Forms, taking approximately 15–20 minutes to complete. All responses were anonymized using numerical codes in compliance with Republic Act No. 10173 (Data Privacy Act of 2012) and stored on password-protected, encrypted devices accessible only to the researcher and statistician. The study posed no risk to participants, and the researcher had no evaluative relationship with the respondents. Collected data were forwarded to a qualified statistician for analysis.

Treatment of Data

Descriptive statistics (mean and standard deviation) assessed levels of engagement and SRL strategies. Pearson r correlation examined the significance of relationships between variables. Multiple regression analysis identified which variables best predicted English academic performance. A 0.05 level of significance was adopted throughout.

The following scale was used to interpret participants' engagement, Self-Regulated Learning strategies, and academic performance in English:

A. Students' Engagement

Scale	Range of Means	Verbal Description	Interpretation
5	4.51-5.00	Always	Very Highly Engaged
4	3.51-4.50	Most of the time	Highly Engaged

3	2.51-3.50	Often	Moderately Engaged
2	1.51-2.50	Sometimes	Least Engaged
1	1.00-1.50	Not at All	Not Engaged

B. Self-Regulated Learning Strategies

Scale	Range of Means	Verbal Description	Interpretation
5	4.51-5.00	Always	Strongly Applied Strategies
4	3.51-4.50	Most of the time	Applied Strategies
3	2.51-3.50	Often	Moderately Applied Strategies
2	1.51-2.50	Sometimes	Slightly Applied Strategies
1	1.00-1.50	Not at All	Did not Apply Strategy

C. Academic Performance in English

GPA Range	Interpretation	Equivalent 5-Point Scale
1.00-1.50	Excellent	5 (Very High Performance)
1.51-2.00	Very Good	4 (High Performance)
2.01-2.50	Good	3 (Moderate Performance)
2.51-3.00	Fair	2 (Low Performance)
3.01-5.00	Needs Improvement	1 (Very Low Performance)

Ethical Considerations

Ethical clearance was obtained from the institutional review board in compliance with Republic Act No. 10173 (Data Privacy Act of 2012). Participants were informed that participation was voluntary and they retained the right to refuse or withdraw at any time without penalty. All responses were anonymized upon collection with participants assigned numerical codes. Confidentiality was maintained throughout the study.

RESULTS and DISCUSSION

This section provides the results and discussion on the levels of student engagement, Self-Regulated Learning strategies, English academic performance, and the relationships and predictive power among these variables.

Table 1. Level of Students' Engagement

Sub-constructs	Mean	SD	Interpretation
Affective	4.30	.608	Highly Engaged
Behavioral	4.20	.557	Highly Engaged
Cognitive	4.29	.655	Highly Engaged
Overall Mean	4.27	.550	Highly Engaged

Table 1 brings together the three dimensions of student engagement (affective, behavioral, and cognitive) offering a comprehensive portrait of how Bachelor of Secondary Education students majoring in English at PHINMA-Cagayan de Oro College experience their learning. What emerges is a picture of future English teachers who are not merely going through the motions of their coursework but are genuinely invested across multiple dimensions: they care about what they are learning, they show up and participate, and they think deeply about the material. This holistic engagement speaks to the quality of learning happening in active learning classrooms and reflects well on the preparation these students are receiving for their future careers in education.

This table shows that participants were highly engaged across all three dimensions, with an overall mean of 4.27 (SD = .550). Affective engagement scored highest (M = 4.30), with students rating highest on paying attention during discussions (M = 4.55) and effort in group activities (M = 4.46), though enthusiasm for morning classes scored lower (M = 3.96). Cognitive engagement followed closely (M = 4.29), with relating new material to prior knowledge through peer discussions scoring highest (M = 4.44) and returning to difficult problems with their group scoring lowest (M = 4.11). Behavioral engagement, while still high, recorded the lowest mean (M = 4.20), with caring about grades scoring highest (M = 4.53) but voluntary participation in peer tutoring (M = 3.86) and class competitions (M = 3.84) scoring lowest.

These findings substantiate Fredricks et al.'s (2004) conceptualization of engagement as a multidimensional construct: students are not engaged in a single, uniform way but invest emotionally, cognitively, and behaviorally to varying degrees. The pattern where affective and cognitive engagement outpace behavioral engagement suggests that while students feel connected to and think deeply about their coursework, translating those internal dispositions into visible, initiative-driven actions remains a challenge. This gap is particularly noteworthy given that many of the respondents are working students whose physical fatigue may limit voluntary participation despite strong emotional and intellectual investment. Cabrejas and Mendoza (2023) reported a similar pattern, with affective engagement scoring highest and behavioral engagement carrying the most weight as a predictor of academic performance. Delfino (2019) further confirmed that all three engagement dimensions positively correlate with academic success, reinforcing the importance of nurturing each dimension rather than focusing on one in isolation.

Table 2. Level of Students' Self-Regulated Learning Strategies Application

Sub-constructs	Mean	SD	Interpretation
Planning	4.11	.657	Applied Strategies
Monitoring	4.17	.620	Applied Strategies
Evaluating	4.25	.613	Applied Strategies
Overall Mean	4.18	.580	Applied Strategies

Table 2 brings together the three phases of Self-Regulated Learning—planning, monitoring, and evaluating—to offer a comprehensive picture of how third-year Bachelor of Secondary Education students majoring in English manage their own learning. Self-Regulated Learning represents a fundamental capacity for academic success: the ability to set goals, track progress, and reflect on outcomes without constant external direction. For future educators, these skills carry double significance—students must develop them for their own learning while simultaneously preparing to cultivate them in the young people they will one day teach.

These data reveal that participants applied SRL strategies consistently, with an overall mean of 4.18 (SD = .580). Evaluating scored highest (M = 4.25), with students most responsive to improving work based on feedback (M = 4.44) and viewing peer suggestions as challenges (M = 4.38), though confidence in sharing outputs during presentations was notably lower (M = 3.81). Monitoring followed at M = 4.17, with collaborative revision strategies scoring highest (M = 4.33) but independent resource preparation scoring lowest (M = 3.97). Planning scored lowest (M = 4.11), particularly in goal-setting (M = 3.83) and task analysis (M = 3.93), reflecting a tendency among some students to begin assignments only as deadlines approach, a pattern likely exacerbated by employment obligations alongside academic responsibilities.

These results align with Zimmerman's (2008) cyclical model of self-regulation, where the evaluating phase, self-reflection on outcomes, and feedback incorporation, represent the culmination of the learning cycle. The strong evaluating scores suggest that the active learning classroom, with its built-in peer feedback and collaborative review mechanisms, naturally supports this phase. In contrast, planning, the forethought phase requiring goal-setting and strategic preparation before tasks, scored lowest, which is consistent with Flavell's (1979) observation that metacognitive awareness develops unevenly, with some processes requiring more explicit instructional support than others. The gap between evaluating and planning indicates that while students are strong at reflecting after tasks, they may benefit from structured interventions that strengthen their capacity to plan before tasks.

Table 3. Level of Students' English Academic Performance

Grade	Frequency	Percent	Mean	SD	Interpretation
1.00	1	.9			
1.50	11	10.1			
1.75	22	20.2			
2.00	52	47.7	1.97	.286	Very Good
2.25	12	11.0			
2.50	10	9.2			
2.75	1	.9			
Total	109	100.0			

Table 3 shifts the focus from how students engage and self-regulate to what they actually achieve—examining the English academic performance of third-year Bachelor of Secondary Education students majoring in English at PHINMA-Cagayan de Oro College as measured by their Grade Point Average. While engagement and SRL describe the

processes of learning, GPA captures the outcomes. For future English teachers, strong academic performance in their content area matters not only for personal achievement but also for the credibility and competence they will bring to their own classrooms.

This table shows the distribution of grades. This result tells a story of solid, consistent achievement. Nearly half of all students, 52 out of 109, or 47.7 percent, earned a grade of 2.00, placing them squarely in the "Very Good" performance range. Another 22 students (20.2%) achieved a grade of 1.75, while 11 students (10.1%) reached the 1.50 mark, approaching excellence. On the other side of the distribution, 12 students (11.0%) received grades of 2.25 and 10 students (9.2%) earned 2.50, both still within the "Good" range. Only at the extreme ends do numbers thin dramatically: a single student achieved a perfect 1.00, and just one student fell to 2.75. This clustering around the middle-to-high range suggests that the active learning classroom is supporting most students effectively, though the pathway to excellence remains one that relatively few have fully traversed. The low standard deviation indicates consistent performance across the cohort, suggesting that the active learning environment supported most students to achieve comparable levels of success.

Table 4. Relationship between the English academic performance, Students' engagement, and Self-Regulated Learning strategies

<i>Constructs</i>	<i>N</i>	<i>R</i>	<i>P-value</i>	<i>Interpretation</i>
<i>Affective</i>	109	.492	.000	<i>Significant</i>
<i>Behavioral</i>	109	.563	.000	<i>Significant</i>
<i>Cognitive</i>	109	.501	.000	<i>Significant</i>
<i>Overall Students' Engagement</i>	109	.570	.000	<i>Significant</i>
<i>Planning</i>	109	.481	.000	<i>Significant</i>
<i>Monitoring</i>	109	.587	.000	<i>Significant</i>
<i>Evaluating</i>	109	.613	.000	<i>Significant</i>
<i>Overall Self-Regulated Learning Strategies</i>	109	.604	.000	<i>Significant</i>

Table 4 reveals that all dimensions of engagement and Self-Regulated Learning showed statistically significant positive correlations with English academic performance ($p < .01$). Among engagement dimensions, behavioral engagement had the strongest correlation ($r = .563$), followed by cognitive ($r = .501$) and affective engagement ($r = .492$). Among SRL strategies, evaluating showed the strongest correlation ($r = .613$), followed by monitoring ($r = .587$) and planning ($r = .481$). The overall SRL score correlated strongly with performance ($r = .604$). These results led to the rejection of the first null hypothesis, confirming that higher levels of engagement and SRL strategy application are associated with better English academic performance.

These correlations indicate that what students visibly do in the classroom such as attending, participating, and contributing to group tasks, has the strongest association with their English grades among the engagement dimensions. For BSEd-English students at PHINMA-Cagayan de Oro College, where many respondents are working students, the decision to show up and actively participate despite physical fatigue represents a deliberate behavioral investment that translates directly into academic returns. The strong correlation of evaluating with performance ($r = .613$), the highest among all variables, suggests that students who internalize feedback from peers and instructors, reflect on their strengths and weaknesses, and use that feedback to revise subsequent outputs demonstrate the strongest academic achievement. In contrast, planning showed the lowest correlation ($r = .481$), reflecting the observed tendency among respondents to begin assignments close to deadlines rather than setting goals and organizing resources in advance, a pattern likely exacerbated by employment obligations alongside academic responsibilities. The overall pattern confirms that both engagement and self-regulation matter, but their individual dimensions contribute to achievement with varying degrees of strength.

These findings receive substantial support from existing literature. Delfino (2019) found that behavioral, emotional, and cognitive engagement were all positively correlated with academic performance among 305 college students, directly supporting the comprehensive pattern observed in the present study. Cabrejas and Mendoza (2023) reported a significant relationship between student engagement and academic performance in the flexible learning modality, with behavioral engagement emerging as the strongest predictor, a finding that closely mirrors the current results despite the difference in learning context. Çali et al. (2024) reinforced this conclusion at the University of Tirana, finding that behavioral engagement was the sole significant positive predictor of academic achievement while emotional and cognitive engagement did not reach significance in their model. This pattern is further supported by Wong et al. (2024), whose meta-analysis across diverse higher education contexts confirmed that student engagement, particularly

its behavioral dimension, consistently predicts academic achievement, reinforcing the practical importance of designing classroom activities that maximize active student participation. The simultaneous significance of both engagement and Self-Regulated Learning aligns with Wolters et al.'s (2023) conclusion that students who take greater responsibility for their learning and remain highly engaged achieve better academic outcomes. Furthermore, the strong performance of evaluating and monitoring strategies supports Zimmerman's (2008) cyclical model of self-regulation, which posits that self-reflection and performance monitoring work together to enhance learning outcomes across academic contexts.

Table 5. Predictor of English Academic Performance

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Interpretation
	B	Std. Error	Beta			
(Constant)	3.512	.176		19.966	.000	Significant
Affective	.015	.059	.031	.250	.803	Not Significant
Behavioral	.168	.066	.327	2.530	.013	Significant
Cognitive	.028	.057	-.064	.491	.624	Not Significant
Planning	.131	.099	.300	1.324	.188	Not Significant
Evaluating	.173	.119	.372	-1.452	.150	Not Significant
Overall Self-Regulated Learning Strategies Application	.108	.210	.219	-.515	.608	Not Significant

Table 5 shows that the overall regression model was statistically significant ($F(6, 102) = 13.74, p < .001$), with $R^2 = .447$, indicating that the combination of engagement and SRL variables explained 44.7% of the variance in English academic performance. However, only behavioral engagement emerged as a significant unique predictor ($\beta = .327, t = 2.530, p = .013$), meaning that for every one-point increase in behavioral engagement, GPA improved by .168 points. The second null hypothesis was therefore rejected.

This finding aligns with the grading structure at PHINMA-Cagayan de Oro College, where class standing constitutes 60% of the final grade through quizzes, attendance, oral recitation, projects, and assignments, precisely the behaviors captured by behavioral engagement. Across the three English subjects (Mythology and Folklore, Literary Criticism, and Technical Writing), academic success depends substantially on what students visibly produce and demonstrate in the classroom. The non-significance of other variables does not indicate their irrelevance; rather, their influence may flow indirectly through behavioral engagement as a common pathway. Cabrejas and Mendoza (2023) and Çali et al. (2024) reported parallel findings, confirming behavioral engagement as the strongest predictor of academic performance. The remaining 55.3% of unexplained variance likely reflects factors such as prior knowledge, language aptitude, instructional quality, and socioeconomic circumstances (Martirosyan et al., 2015).

Conclusions

The findings of the study demonstrate that student engagement and self-regulated learning strategies are significantly associated with English academic performance in active learning classrooms. Among the different dimensions of engagement, behavioral engagement emerged as the strongest and only significant predictor of academic performance when all variables were considered simultaneously. This indicates that students' observable participation in classroom activities plays a critical role in shaping academic outcomes.

The results also reveal that affective engagement obtained the highest mean among the engagement dimensions, suggesting that students generally feel positive toward their learning experiences. However, behavioral engagement, particularly voluntary participation and class competitions, obtained relatively lower scores, indicating potential areas for instructional improvement.

In terms of self-regulated learning strategies, evaluating strategies obtained the highest level of application, while planning strategies were the least practiced. This suggests that while students are capable of reflecting on their performance and incorporating feedback, many may require further support in setting goals and organizing tasks before beginning academic work.

Overall, the findings contribute to the understanding of how engagement and self-regulated learning function within active learning environments in teacher education programs. The study highlights the importance of fostering observable student participation and strengthening self-regulatory skills to enhance academic performance in English courses.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Teachers may design instructional strategies that encourage consistent behavioral engagement, such as structured participation activities, collaborative learning tasks, and interactive discussions that require students to actively contribute during class sessions.
2. Teacher education programs may integrate structured training in self-regulated learning strategies, particularly in goal-setting, task planning, and time management, to help future educators develop stronger learning management skills.
3. Curriculum developers may incorporate active learning activities that promote both engagement and self-regulation, ensuring that learning tasks require students to plan, monitor, and evaluate their own learning processes.
4. School administrators and educational leaders may support professional development programs that equip teachers with strategies for promoting student engagement and fostering independent learning behaviors in active learning environments.
5. Future researchers may examine potential mediating relationships between self-regulated learning strategies and behavioral engagement to determine whether self-regulation influences academic performance indirectly through student participation.
6. Longitudinal or experimental studies may further investigate how engagement and self-regulated learning strategies develop over time and how targeted instructional interventions influence academic performance in different educational contexts.

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