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SELF REGULATION AMONG BASIC EDUCATION TEACHERS: A STRUCTURAL EQUATION MODELLING APPROACH

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ABSTRACT

Self-regulation is a vital competency for educators, influencing not only their professional effectiveness but also the learning outcomes of their students. As educators navigate the complexities of teaching, their ability to set goals, monitor progress, and reflect on their practices plays a crucial role in fostering a productive learning environment. This study aims to explore the factors influencing self-regulation among basic education teachers, focusing on the interplay between goal-setting, self-monitoring, and reflective practices. For this study, the researcher included 100 basic education teachers from the Division of Davao del Sur. To ensure fairness in selection and enhance the representativeness of the sample, random sampling techniques was used. This method allowed each teacher an equal opportunity to be chosen, reducing potential biases and strengthening the validity of the research findings (BYJU'S, 2023). The findings revealed that teachers demonstrate a high level of goal-setting, with particular strength in setting goals that are relevant and meaningful to their teaching context. However, while they prioritize aligning goals with curriculum standards and student needs, less emphasis was placed on ensuring that goals are measurable and quantifiable.

KEYWORDS- *Self Regulation, Basic Education Teachers, Structural Equation Modelling Approach*

INTRODUCTION

Self-regulation is a vital competency for educators, influencing not only their professional effectiveness but also the learning outcomes of their students. As educators navigate the complexities of teaching, their ability to set goals, monitor progress, and reflect on their practices plays a crucial role in fostering a productive learning environment. This study aims to explore the factors influencing self-regulation among basic education teachers, focusing on the interplay between goal-setting, self-monitoring, and reflective practices.

Studies have shown that teachers who effectively self-regulate can create more engaging and supportive learning environments, which positively impacts student motivation and achievement. For instance, interventions aimed at enhancing self-regulation skills among teachers have demonstrated significant improvements in both teacher performance and student engagement (Azevedo et al., 2023; Fitzpatrick, 2012). These findings emphasize the need for targeted research that examines how self-regulatory practices among teachers can be cultivated and sustained.

Moreover, the global education is witnessing a growing recognition of self-regulation as a key factor in effective teaching. Evidence suggests that when teachers possess strong self-regulation skills, they are better equipped to manage classroom dynamics and respond to diverse student needs (Martins et al., 2023). This not only enhances their instructional strategies but also fosters a positive classroom climate conducive to learning. As such, understanding the mechanisms through which teachers develop self-regulation is essential for improving educational practices worldwide.

In the Philippine context, recent studies have emphasized the need for professional development programs that focus on enhancing teachers' self-regulation skills. Research indicates that many educators struggle with self-monitoring and reflection, which can hinder their effectiveness in the classroom (Rosário et al., 2021). Addressing these gaps through targeted interventions could lead to improved teaching practices and better student outcomes in Filipino schools.

In Davao del Sur, there is a pressing need to investigate the self-regulation practices of elementary teachers. Preliminary observations suggest that many educators face challenges related to goal-setting and reflective practices, which may impact their teaching effectiveness. By conducting this study, the researcher aims to provide valuable insights that can inform local educational policies and professional development initiatives tailored to the specific needs of teachers in this region.

The literature clearly indicates a significant need for research focused on self-regulation among educators. By exploring this topic within the context of basic education teachers in Davao del Sur, this study seeks to contribute to the understanding of how self-regulatory practices can be enhanced and sustained, to lead to improved educational outcomes for students.

LITERATURE REVIEW

Research consistently highlights that establishing clear, measurable, and challenging goals enhances students' engagement and perseverance in their studies. According to Locke and Latham's goal-setting theory, well-defined objectives lead to higher performance outcomes compared to vague or non-specific targets (Locke & Latham, 2002). This concept is especially relevant in

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elementary education, where teachers can utilize goal-setting techniques to instill a sense of direction and purpose in students, ultimately fostering self-regulation and academic achievement (Rowe et al., 2020).

Additionally, the connection between goal setting and self-efficacy has been a focal point in educational research. Studies suggest that when students establish attainable goals, their self-efficacy improves, leading to enhanced motivation and academic performance (Schunk & DiBenedetto, 2021). This dynamic process indicates that as students accomplish their objectives, their confidence increases, encouraging them to set even more ambitious goals. Consequently, elementary educators who integrate structured goal-setting strategies into their teaching can cultivate an environment where students feel empowered to take control of their learning.

Beyond individual success, goal setting has been found to positively impact overall academic achievement across different subjects. For instance, Martin and Elliot (2016) reported that students who engaged in goal-setting interventions demonstrated significant improvements in mathematics performance. These findings underscore the value of incorporating goal-setting practices into the curriculum to enhance both individual student growth and collective classroom achievement.
Moreover, the adoption of reflective goal-setting strategies has emerged as an effective approach to improving academic performance. This method encourages students to consistently assess their progress and make necessary adjustments to their strategies (Morisano et al., 2023). Such reflective practices reinforce the learning process while developing essential metacognitive skills for lifelong learning. By fostering a culture of reflection in goal setting, elementary teachers can promote deeper engagement and sustained motivation among their students.

Furthermore, studies have indicated that when students set specific performance standards, they are more likely to engage in self-evaluations of their progress, which boosts their confidence and motivation (Schunk & DiBenedetto, 2021). For example, a recent study found that students who articulated precise academic goals exhibited higher levels of self-efficacy and were more committed to their learning tasks (Epton et al., 2017). This relationship highlights the importance of specificity in goal setting, as it empowers elementary teachers to foster a growth mindset among their students.

Also, research indicates that students who engage in specific goal-setting interventions demonstrate significant gains in performance compared to those with non-specific goals (Morisano et al., 2023). For instance, a study involving college students revealed that those who set clear grade-related goals performed better academically than their peers who were encouraged to adopt general "do-your-best" goals (Van Lent & Souverijn, 2020). This evidence suggests the necessity for elementary teachers to implement specific goal-setting strategies within their classrooms.

Moreover, the role of specific goals in enhancing motivation is particularly noteworthy. Specificity not only clarifies expectations but also provides a tangible target for students to strive toward. Research shows that short-term specific goals enhance motivation more effectively than long-term vague objectives (Koestner et al., 2002). This finding suggests that elementary teachers should prioritize the establishment of short-term, specific goals for their students to maintain high levels of engagement and motivation throughout the learning process.

Research Questions

This study aimed to determine that structural equation modeling of factors influencing self-regulation among basic education teachers. Specifically, it aimed to answer the following questions:

1. What is the extent of goal-setting of basic education teachers in terms of:
4.1 Specificity of Goals;
4.2 Measurability;
4.3 Achievability;
4.4 Relevance; and
4.5 Time-Boundedness?
2. What is the extent of self-monitoring of basic education teachers in terms of:
1.1 Concern for appropriateness;
1.2 Attention to social comparison information;
1.3 Ability to modify self-presentation;
1.4 Use of ability in particular situations;
1.5 Cross situational variability; and
1.6 Suppression of emotion?
2. What is the extent of reflection of basic education teachers terms of:
2.1 Curriculum and Planning;
2.2. Instruction;
2.3 Learning Environment; and
2. 4 Family Collaboration?
4. What is the extent of self-regulation of basic education teachers in terms of :
3.1 Goal Attainment;
3.2 Mindfulness;
3.3 Adjustment;
3.4 Proactiveness; and
3.5 Plan Implementation?

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5. Is there a significant relationship between goal setting and self-regulation of basic education teachers?
6. Is there a significant relationship between self-monitoring and goal-setting of basic education teachers?
7. Is there a significant relationship between reflection and self-regulation of basic education teachers?
8. Which exogenous variable/s significantly influences self-regulation of basic education teachers?
9. What structural equation model best fits self-regulation of basic education teachers?

METHODOLOGY

Research Design

In this study, the researcher employed quantitative research methods using Structural Equation Modeling (SEM) as the primary research design. SEM is a sophisticated statistical technique that allows for the exploration and analysis of complex relationships among observed and latent variables. It combines elements of factor analysis and multiple regression, making it particularly suitable for testing theoretical models that propose causal pathways and interdependencies among variables (Statistics Solutions, 2023).

The use of SEM in this research is justified by its ability to assess both measurement and structural models simultaneously. The measurement model evaluates the relationships between observed variables and their underlying latent constructs, while the structural model tests the hypothesized causal relationships among these constructs (Kline, 2016). Moreover, SEM provides robust fit indices that help determine how well the proposed model aligns with the empirical data, allowing for model refinement and validation (Byrne, 2016). This methodological approach will facilitate a deeper understanding of the dynamics at play in teachers' self-regulation processes and identify significant predictors that can inform future educational interventions.

This study examines exogenous variables—Goal Setting (SMART), Self-Monitoring, and Reflection—and their influence on the endogenous variable, Self-Regulation. Goal Setting (SMART) includes specificity, measurability, achievability, relevance, and time-boundedness. These elements help teachers create clear objectives that facilitate effective self-regulation. Moreover, self-Monitoring involves assessing behaviors through indicators such as concern for appropriateness and the ability to modify self-presentation. This process allows teachers to adapt their actions based on social contexts and feedback. Additionally, reflection focuses on evaluating curriculum planning, instruction, learning environments, and family collaboration. This critical assessment enables teachers to improve their practices. Lastly, self-Regulation encompasses goal attainment, mindfulness, adjustment, proactiveness, and plan implementation. It is shaped by the exogenous variables as teachers apply goal-setting strategies and engage in self-monitoring and reflection, leading to enhanced teaching effectiveness and student engagement.

Research Respondents

To determine the appropriate sample size, the researcher employed Slovin's formula, a widely used method for calculating the required number of respondents based on the total population and a chosen margin of error. This approach ensures that the sample is representative while minimizing the risk of sampling errors. By applying this formula, the researcher can determine an adequate number of participants that balance accuracy and feasibility in data collection.

For this study, the researcher included 100 basic education teachers from the Division of Davao del Sur. To ensure fairness in selection and enhance the representativeness of the sample, random sampling techniques was used. This method allowed each teacher an equal opportunity to be chosen, reducing potential biases and strengthening the validity of the research findings (BYJU'S, 2023).

However, it is important to note that factors such as time constraints and potential challenges in accessing participants may affect the actual number of respondents. Despite these challenges, a sample size of 100 is deemed appropriate based on statistical considerations relevant to Structural Equation Modeling (SEM). Research indicates that a minimum sample size of 100 is typically sufficient for SEM studies, especially when dealing with relatively simple models involving a limited number of variables (Kline, 2019).By addressing these elements, the study aims to achieve a robust and representative sample that can yield meaningful insights into self-regulation among basic education teachers.

Research Instrument

For this study, the researcher utilized adapted survey questionnaires to measure the four key variables influencing self-regulation among basic education teachers: goal-setting, self-monitoring, reflection, and self-regulation. Each of these constructs is essential for understanding how teachers can enhance their professional practices and improve student outcomes.

For Goal-Setting, the questionnaire was adapted from Prodigy (2023). It focused on the extent to which teachers establish specific, measurable, achievable, relevant, and time-bound (SMART) goals.

For Self-Monitoring, the questionnaire adapted Lennox and Wolfe (1984). The questionnaire evaluated teachers' awareness of their teaching practices focusing on the following: Concern for appropriateness, Attention to social comparison information, Ability to modify self-presentation, Use of this ability in particular situations, Cross situational variability and Suppression of emotion.

For Reflection, the questionnaire was adapted from : Educator Evaluation (n.d.). The questionnaire focused on teachers' practices related to evaluating their Curriculum and Planning, Instruction, Learning Environment, and Family Collaboration.

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Finally, for the self-regulation questionnaire, the survey was adapted from Chen and Lin (2018). It assessed the overall self-regulatory practices of teachers, including goal attainment, mindfulness, adjustment strategies, proactiveness, and plan implementation.

This Likert scale was used to analyze the data for Goal Setting:

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	Goal setting among basic education teachers is always manifested.
3.40 -4.19	Extensive	Goal setting among basic education teachers is often manifested.
2.60 – 3.39	Moderately Extensive	Goal setting among basic education teachers is sometimes manifested.
1.80 – 2.59	Rarely Extensive	Goal setting among basic education teachers is seldom manifested.
1.00 – 1.79	Not Extensive	Goal setting among basic education teachers is never manifested.

This Likert scale was used to analyze the data for Self-Monitoring:

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	Self-monitoring among basic education teachers is always manifested.
3.40 -4.19	Extensive	Self-monitoring among basic education teachers is often manifested.
2.60 – 3.39	Moderately Extensive	Self-monitoring among basic education teachers is sometimes manifested.
1.80 – 2.59	Rarely Extensive	Self-monitoring among basic education teachers is seldom manifested.
1.00 – 1.79	Not Extensive	Self-monitoring among basic education teachers is never manifested.

This Likert scale was used to analyze the data for Reflection:

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	Reflection among basic education teachers is always manifested.
3.40 -4.19	Extensive	Reflection among basic education teachers is often manifested.
2.60 – 3.39	Moderately Extensive	Reflection among basic education teachers is sometimes manifested.
1.80 – 2.59	Rarely Extensive	Reflection among basic education teachers is seldom manifested.
1.00 – 1.79	Not Extensive	Reflection among basic education teachers is never manifested.

This Likert scale was used to analyze the data for Self-regulation:

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	Self-regulation among basic education teachers is always manifested.
3.40 -4.19	Extensive	Self-regulation among basic education teachers is often manifested.
2.60 – 3.39	Moderately Extensive	Self-Regulation among basic education teachers is sometimes manifested.
1.80 – 2.59	Rarely Extensive	Self-regulation among basic education teachers is seldom manifested.
1.00 – 1.79	Not Extensive	Self-regulation among basic education teachers is never manifested.

Data Analysis

In this study, the researcher utilized several statistical tools to analyze the data collected from the survey questionnaires. The three primary tools that were employed are the mean, Pearson correlation coefficient (Pearson r), and Structural Equation Modeling (SEM).

Mean. The mean, or average, was calculated for various survey items to provide a summary measure of central tendency for each variable. This allowed the researcher to understand the overall trends in goal-setting, self-monitoring, reflection, and self-regulation among the basic education teachers.

Pearson Correlation Coefficient (Pearson r). The Pearson correlation coefficient was used to examine the relationships between the identified variables within the study. For instance, the researcher asseseds how goal-setting correlates with self-regulation and whether self-monitoring has a significant relationship with reflection.

RESULTS AND DISCUSSION

This chapter presents the conclusions drawn from the findings of the study on the relationship between goal-setting, self-monitoring, reflection, and self-regulation among basic education teachers. Based on the results and their implications, recommendations are offered to help enhance teachers' self-regulatory practices and inform policies and programs that support professional growth and instructional effectiveness.

The primary objective of this study was to determine the relationship between goal-setting, self-monitoring, reflection, and self-regulation among basic education teachers. Specifically, it aimed to assess the extent of these practices and analyze their influence on teachers' self-regulation. The study utilized a quantitative research design, employing survey questionnaires as the main data collection tool. Data were analyzed using descriptive statistics, Pearson Product Moment Correlation, and Structural Equation Modeling (SEM) to examine the relationships among the variables.

Conclusions

The findings revealed that teachers demonstrate a high level of goal-setting, with particular strength in setting goals that are relevant and meaningful to their teaching context. However, while they prioritize aligning goals with curriculum standards and student needs, less emphasis was placed on ensuring that goals are measurable and quantifiable.

Teachers also showed consistent self-monitoring practices, especially in their ability to adapt their behavior across different situations and contexts. They were highly responsive in adjusting their actions depending on the setting, although they placed less focus on comparing themselves to others as a basis for self-evaluation.

In terms of reflection, teachers were most reflective when it came to evaluating and adjusting their curriculum and planning. They regularly reviewed and refined their lesson plans based on prior experiences. However, their reflection on collaborating with families was practiced less frequently, suggesting an opportunity to deepen partnerships with parents and guardians.

Teachers exhibited strong self-regulation overall, with mindfulness emerging as a key practice. They actively maintained focus, managed emotions, and stayed present in their professional roles. Nonetheless, they were slightly less proactive, highlighting a potential area for encouraging initiative and forward planning in their teaching practices.

A significant relationship was found between goal-setting and self-regulation, indicating that teachers who engage more intentionally in setting clear, specific, and meaningful goals tend to exhibit stronger self-regulatory behaviors in their professional work.

There was also a significant relationship between self-monitoring and goal-setting, suggesting that teachers who are more aware and observant of their actions and behaviors are better able to establish purposeful goals that align with their professional standards and expectations.

While reflection was found to have a significant relationship with self-regulation, the influence was weaker compared to goal-setting and self-monitoring. This suggests that while reflective practices support self-regulation, they may play a more indirect or supplementary role in fostering self-regulated behavior among teachers.
The structural equation model confirmed that goal-setting and self-monitoring directly influence self-regulation, while reflection did not show a direct relationship. This model provided a strong fit, emphasizing the importance of intentional goal-setting and self-awareness in enhancing teachers' ability to regulate their professional actions and decisions.

Recommendations
It is recommended that the Department of Education develop and implement professional development programs that focus on strengthening goal-setting and self-regulation skills among teachers. Policies and training modules should integrate strategies for setting measurable, relevant goals, self-monitoring techniques, and reflective practices to enhance teachers' instructional effectiveness and professional growth.

School heads are encouraged to provide regular mentoring and coaching sessions that help teachers translate their goals into actionable plans and monitor their progress. Establishing a supportive environment that fosters reflection, feedback, and collaborative goal-setting can further improve teachers' self-regulation and adaptability in meeting school objectives.

Teachers are encouraged to continuously engage in self-assessment and reflection to align their professional goals with instructional practices. By actively monitoring their teaching strategies, seeking feedback, and adjusting their approaches, teachers can enhance their self-regulation and improve student learning outcomes while maintaining professional growth.

Students should be encouraged to develop their own goal-setting and self-regulation skills by setting personal learning targets, tracking their progress, and reflecting on their achievements. Teachers and schools can guide students in applying these strategies to foster independence, accountability, and motivation in their learning process.

Future researchers are encouraged to explore other factors that may influence teachers' self-regulation, such as emotional intelligence, work environment, or leadership styles. Qualitative studies may also be conducted to gain deeper insights into how reflective practices can be effectively translated into self-regulatory actions among educators in different teaching contexts.

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