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Self-Regulated Learning Strategies in English Language Learning among Pre-Service Teachers

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ABSTRACT

This study examined the self-regulated learning (SRL) strategies employed by pre-service teachers in English language learning within a private higher education institution. Specifically, it assessed their use of SRL strategies across the dimensions of self-efficacy, planning, self-monitoring, effort, evaluation, and reflection; identified the perceived benefits and challenges associated with these strategies; and determined whether significant differences existed when students were grouped according to selected demographic variables. A quantitative descriptive-comparative research design was employed involving 100 pre-service teachers selected through quota sampling during the Academic Year 2025–2026. Data were collected using a structured online questionnaire consisting of a researcher-developed demographic section, an adopted SRL–English Language Learning (SRL-ELL) scale, and researcher-developed items measuring perceived benefits and challenges. Descriptive statistics (frequencies, percentages, means, and standard deviations) and inferential tests (independent-samples t-test and one-way ANOVA) were used to analyze the data at the 0.05 level of significance. Results indicated that students demonstrated a generally high level of engagement in self-regulated learning strategies. Effort, evaluation, and reflection received the highest ratings, while planning, self-efficacy, and self-monitoring obtained relatively lower but still positive ratings. Significant differences were observed in selected SRL dimensions across certain demographic variables. Students identified improved confidence, academic performance, and learning independence as key benefits, while time management difficulties and language anxiety emerged as common challenges. The findings highlight the importance of strengthening SRL-oriented instructional support and reflective learning practices to enhance English language proficiency and learner autonomy in higher education.

INTRODUCTION

“Learning is not something that can be done for students; rather, it is something that they must do themselves” (Zimmerman *et al.*, 1996, as cited in Abate, 2025). Entering college represents a critical stage in students’ academic and personal development, where they are expected to assume greater responsibility for their learning. Higher education encourages students to develop independence and autonomy in managing their academic tasks. One of the primary goals of education is therefore to cultivate learners who are capable of directing their own learning and sustaining it throughout life. According to Irsyadella (2020), students are expected to become independent and lifelong learners who take responsibility for their learning processes.

This expectation is particularly important for pre-service teachers, who must not only develop their own learning competencies but also prepare to guide future learners in adopting effective learning strategies. As future educators, pre-service teachers are expected to model effective learning behaviors, including the ability to manage their own learning processes. In developing competencies such as English language proficiency, learners must actively engage in strategies that allow them to regulate and manage their learning. English language

skills remain essential for academic success, professional communication, and participation in a globalized society. Despite the importance of English proficiency, many college students continue to encounter difficulties in developing their language skills. Challenges in pronunciation, vocabulary use, grammar, and comprehension often affect students’ ability to communicate effectively and complete academic tasks. These difficulties highlight the need for strategies that enable learners to take greater control of their learning processes.

Self-regulated learning (SRL) has been recognized as an important approach that helps students manage their learning more effectively. By engaging in SRL strategies such as planning, monitoring, evaluating, and reflecting on their learning activities, students can become more active participants in the learning process. In the context of English language learning, these strategies can help learners strengthen their language proficiency while also developing confidence and motivation.

Although research on self-regulated learning has increased in recent years, relatively few studies have examined its application among pre-service teachers in the Philippine context, particularly in relation to English language learning. In addition, there is limited research

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exploring how demographic factors such as sex, year level, and academic performance relate to students' use of SRL strategies. There is also a need to understand the benefits and challenges that students experience when applying these strategies in their learning.

In response to these gaps, this study aims to examine the self-regulated learning strategies used by pre-service teachers in English language learning. Specifically, the study seeks to determine the students' demographic profile in terms of sex, year level, and academic performance; assess their use of SRL strategies based on the dimensions of the Self-Regulated Learning in English Language Learning (SRL-ELL) scale, including self-efficacy, planning, self-monitoring, effort, evaluation, and reflection; identify the perceived benefits and challenges associated with the use of these strategies; and determine whether significant differences exist when students are grouped according to their demographic characteristics.

LITERATURE REVIEW

Self-regulated learning (SRL) refers to the process through which learners actively control their cognitive, behavioral, and emotional processes in order to achieve learning goals. It occurs when students deliberately employ strategies to acquire knowledge or develop skills effectively (Baranovskaya, 2015). The concept of SRL is rooted in Bandura's Social Cognitive Theory, which emphasizes the interaction among personal, behavioral, and environmental factors in shaping learning behaviors. Building on this theoretical foundation, Zimmerman described self-regulated learners as proactive individuals who set goals, plan learning activities, monitor their progress, and adjust strategies when necessary. Through this process, learners transform their cognitive abilities into measurable academic outcomes (Gökteke & Ocak, 2024).

In recent years, self-regulated learning has gained significant attention for its alignment with modern educational approaches, including 21st-century learning, inquiry-based learning, inclusive education, and assessment for learning (Perry *et al.*, 2017, as cited in Brenner, 2022). These educational frameworks emphasize learner autonomy, critical thinking, and active participation in the learning process. Research suggests that SRL helps explain differences in academic performance, as learning success is influenced not only by intellectual ability but also by motivational, social, and environmental factors that shape students' learning behaviors (Alhousayen & Alghammas, 2025).

The role of self-regulation is particularly important in language learning. As learners encounter increasing access to information and learning resources, they must develop the ability to manage their learning processes independently. Students who demonstrate strong self-regulation skills are better able to retain and apply language knowledge while maintaining the motivation and confidence necessary for continuous learning beyond

the classroom (Zhang, 2024; Fukuda, 2022).

Several studies have demonstrated the positive impact of SRL on English language learning outcomes. Ni'mah *et al.* (2025) found that the use of self-regulated learning strategies significantly improved students' speaking skills, including pronunciation, fluency, and clarity. Similarly, Abate *et al.* (2025) reported that SRL strategies enhanced students' argumentative writing abilities. These findings highlight the role of SRL in promoting learner autonomy and improving language proficiency.

Despite these benefits, developing self-regulated learning skills can be challenging for many students. Bembenuity (2011, as cited in Babayigit & Guven, 2020) emphasized that the transition to college introduces greater academic demands, requiring students to demonstrate stronger self-regulation skills. However, many students enter higher education without fully developed SRL competencies. They often struggle with goal setting, managing distractions, delaying gratification, and selecting effective learning strategies.

Challenges are also evident in English language learning. English competencies—including listening, speaking, reading, and writing—play an important role in academic success and professional communication (Rehman, 2020). However, studies have identified several difficulties experienced by learners in this area. Vergara-Burgos (2025) reported that students commonly struggle with pronunciation, vocabulary, grammar, sentence construction, listening comprehension, and reading comprehension. Similarly, Aparece *et al.* (2024) found that students encounter challenges in academic presentations, writing tasks, pronunciation, idiomatic expressions, and vocabulary use.

To address these difficulties, researchers emphasize the importance of integrating self-regulated learning strategies into language instruction. Through SRL, students can actively manage their study habits by setting goals, monitoring their progress, and evaluating the effectiveness of their strategies. In the context of English language learning, strategies such as active reading, reflective writing, spontaneous speaking, and critical listening help learners engage more deeply with the language and strengthen their comprehension and communication skills (Ariska & Ariska, 2025).

Despite the growing body of literature on SRL, gaps remain in understanding how these strategies are applied among pre-service teachers, particularly within the Philippine educational context. Examining how pre-service teachers use SRL strategies in English language learning can provide valuable insights into improving instructional practices and supporting the development of independent and strategic learners in teacher education programs.

Statement of the Problem

This study aims to assess how preservice teachers use self-regulated learning strategies in English Language

Learning. Specifically, it sought answers to the following questions:

What is the demographic profile of college students learning English in terms of:

- Sex
- Year Level
- Academic Performance

What self-regulated learning strategies do college students employ in their English language learning in terms of the SRL-ELL scale:

- Self-Efficacy
- Planning
- Self-Monitoring
- Effort
- Evaluation
- Reflection

What challenges and benefits do students encounter when implementing self-regulated learning strategies in learning English?

Are there significant differences in the self-regulated learning strategies employed by the college students when grouped based on their demographic profile (sex, year level, and academic performance)?

What SRL Reflection Journal template can be recommended to facilitate reflection of their learning experiences focusing on specific SRL strategies?

MATERIALS AND METHODS

This study employed a quantitative research approach to systematically collect and analyze numerical data related to students' use of self-regulated learning (SRL) strategies in English language learning. Quantitative research is commonly used to examine relationships among variables, identify patterns, and analyze measurable data within a defined population (Creswell, 2014). Specifically, the study adopted a descriptive-comparative research design, which allows the comparison of two or more groups to determine whether significant differences exist across selected variables without manipulating the research conditions (Cantrell, 2011).

Participants and Sampling

The participants of the study consisted of 100 preservice teachers enrolled in the Academic Year 2025–2026. A quota sampling technique was utilized to ensure representation across different year levels, from first-year to fourth-year students. Quota sampling involves selecting participants based on predetermined categories to ensure that specific subgroups of a population are proportionally represented.

In terms of sex distribution, the sample consisted of 28 male students (28%) and 72 female students (72%), for a total of 100 respondents.

Research Instrument

Data were collected using a structured online questionnaire composed of three sections. The first section contained

researcher-developed items that gathered demographic information, including sex, year level, and academic performance. The second section consisted of the Self-Regulated Learning in English Language Learning (SRL-ELL) Scale developed by Tsuchiya (2019), which measures six dimensions of self-regulated learning: self-efficacy, planning, self-monitoring, effort, evaluation, and reflection. The third section included researcher-developed items designed to assess the perceived benefits and challenges experienced by students when applying SRL strategies in English language learning.

All responses were measured using a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5). The researcher-developed items underwent expert validation to ensure their clarity, relevance, and appropriateness for the study.

Data Collection Procedure

Prior to data collection, permission was obtained from the Dean of the College of Education. The questionnaire was then distributed through Google Forms to currently enrolled students during the Academic Year 2025–2026. Participation in the study was voluntary, and informed consent was obtained from all respondents before they completed the survey. Quota sampling was applied during data collection to ensure representation from each year level. After the survey period, responses were carefully reviewed, and incomplete or duplicate submissions were removed prior to analysis.

Data Analysis

The collected data were organized and encoded using Microsoft Excel and subsequently analyzed using statistical software. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to summarize respondents' demographic characteristics and determine the level of self-regulated learning strategy use. To examine differences among groups, inferential statistical tests were employed. An independent-samples t-test was used to determine differences based on sex, while one-way analysis of variance (ANOVA) was used to examine differences according to year level and academic performance. All statistical analyses were conducted using a 0.05 level of significance to determine whether observed differences among groups were statistically significant.

RESULTS AND DISCUSSION

Demographic Profile of the College Students

The demographic characteristics of the respondents provide essential background information that supports the interpretation of the study's findings.

Table 1 presents the demographic profile of the College of Education students who participated in the study. The gathered data include their sex, year level, and general weighted average (GWA).

Table 1: Demographic Profile of the College of Education Students in terms of Sex

Sex	Frequency	Percentage
Male	28	28.0%
Female	72	72.0%
Total:	100	100.0%

Table 1 shows the demographic profile of the preservice teachers based on their sex, year level, and academic performance. The data reveals that most of the respondents are female with 72%, while male students make up 28% only.

Table 2: Demographic Profile of the College of Education Students in terms of Year Level

Year Level	Frequency	Percentage
1st Year	7	7.0%
2nd Year	22	22.0%
3rd Year	36	36.0%
4th Year	35	35.0%
Total:	100	100.0%

For the year level, the highest group of respondents are 3rd year students (36%), followed by 4th year (35%), 2nd year (22%), and 1st year (7%). These results indicate that the majority of participants come from higher year levels. This also shows that the current population of enrolled students in the College of Education is composed largely of those in the upper year levels.

Table 3: Demographic Profile of the College of Education Students in terms of Academic Performance

Academic Performance	Frequency	Percentage
1.00 - 1.25	11	11.0%
1.26 - 1.50	43	43.0%
1.51 - 1.75	31	31.0%
1.76 - 2.00	15	15.0%
Total:	100	100.0%

Regarding academic performance, preservice teachers have average ranging from 1.26 to 1.50 (43%), indicating satisfactory and strong academic performance. This is followed by those with weight average from 1.51 to 1.75 (31%), 1.76 to 2.00 (15%), and 1.00 to 1.25 (11%), all of which reflect excellent performance. These results imply that the majority of respondents maintain good academic standing and are performing well in their studies. Overall, those who participated in the study are female and are in the higher year levels, specifically those 3rd year and 4th year students. Most of them as well have a good academic performance and perform excellently.

Self-Regulated Learning (SRL) Strategies in English Language Learning

The researchers gathered data on the self-regulated learning strategies that preservice teachers employ in their English language learning, as assessed using the dimensions of the SRL-ELL scale. These dimensions include self-efficacy, planning, self-monitoring, effort, evaluation, and reflection. To present the results clearly, the data were organized in tabular form from Table 4 to 8. Each table shows the students' level of agreement on specific statements related to their self-regulated learning practices in English.

Table 4: SRL Strategies in English Language Learning in terms of Self-Efficacy

Statements	Mean ($\bar{x}$)	Standard Deviation	Verbal Interpretation
When I come across something difficult in learning English, I am able to find solutions.	4.05	0.72	Agree
I think I can overcome something difficult in learning English if I make efforts.	4.34	0.73	Strongly Agree
I understand the purpose of my studying English and what I should do for it.	4.35	0.69	Strongly Agree
If I study English as hard as possible, I will succeed in dealing with troubles in learning English.	4.28	0.85	Strongly Agree

I can stay calm when I come across something difficult in learning English.	3.78	0.79	Agree
It is easy for me to achieve my goals in learning English.	3.74	0.80	Agree
When something disturbs my studying English, I can cope with it.	3.53	0.90	Agree
Overall:	4.01	0.56	High

Legend: 1.00-1.80, Strongly Disagree; 1.81-2.60, Disagree; 2.61-3.40 Neutral; 3.41-4.20, Agree; 4.41-5.00, Strongly Agree.

The data in Table 4 highlights college students' self-efficacy as an important part of their self-regulated learning (SRL) strategies in English language learning. With an overall mean score of 4.01 and a standard deviation of 0.56, students generally show a high level of confidence in their abilities. Most statements were rated between "Agree" and "Strongly Agree," with the highest mean of 4.35 indicating that students clearly understand their purpose in studying English and the steps needed to achieve their goals. Students also expressed strong confidence in overcoming difficulties through effort ($M = 4.34$) and achieving success if they study hard ($M = 4.28$). However, slightly lower scores were observed in areas related to emotional regulation and goal attainment, such as staying calm during challenges ($M = 3.78$), achieving goals easily ($M = 3.74$), and coping with distractions ($M = 3.53$), suggesting that while students trust their capabilities,

they may still face difficulties in maintaining emotional control and consistency in challenging situations.

To explain, preservice teachers generally feel confident in their ability to succeed in English when they exert effort and understand their goals. However, they may still need support in managing emotional responses and external distractions. This implies that while self-efficacy is present, it is not uniformly strong across all aspects of English learning. They recognize their strengths in planning and motivation but also acknowledge areas for growth in emotional regulation and resilience. Therefore, educators should consider integrating SRL strategies that not only build confidence but also strengthen students' ability to stay calm and focused during challenges, ultimately fostering more balanced and effective English language learning.

Table 5: SRL Strategies in English Language Learning in terms of Planning

Statements	Mean($\bar{x}$)	Standard Deviation	Verbal Interpretation
I properly make plans to combat my problems in learning English.	3.79	0.72	Agree
I plan well enough to overcome something difficult in learning English.	3.90	0.85	Agree
I think what will be necessary for me to get over my problems in learning English.	3.97	0.85	Agree
Before I set about studying English, I think what problems I have in learning English.	4.04	0.78	Agree
When I study English, I think what I should do first and next.	4.07	0.79	Agree
I can manage to keep studying English even if unexpected things happen	3.71	0.89	Agree
I grasp what I should do in learning English.	3.99	0.69	Agree
Overall:	3.92	0.64	High

Legend: 1.00-1.80, Strongly Disagree; 1.81-2.60, Disagree; 2.61-3.40 Neutral; 3.41-4.20, Agree; 4.41-5.00, Strongly Agree.

Table 5 presents the planning dimension of Self-Regulated Learning (SRL) strategies in English language learning among college students. The overall mean score of 3.92 with a standard deviation of 0.64 indicates a high level of agreement, suggesting that students generally apply planning strategies when studying English. All seven statements received "Agree" ratings, with the highest mean (4.07) reflecting students' ability to organize their study sequence by thinking about what to do first and next. Other high scores include identifying problems before studying ($M = 4.04$) and recognizing what is necessary to overcome challenges ($M = 3.97$), showing that students are proactive in preparing for English learning tasks. However, the lowest score ($M = 3.71$) on

managing unexpected events suggests that while students plan effectively, their flexibility in handling disruptions may still need improvement.

The data shows that college learners are generally organized and thoughtful in their English study routines, but they may benefit from further support in developing flexible and responsive strategies. This insight is valuable for educators aiming to strengthen students' planning and adaptability, which are essential for long-term success in English language learning. It also reflects the reality that while students are motivated and capable, real-life disruptions and academic pressures still challenge their ability to stay consistent, making SRL training a necessary part of language learning.

Table 6: SRL Strategies in English Language Learning in terms of Self-Monitoring

Statements	Mean($\bar{x}$)	Standard Deviation	Verbal Interpretation
I check how much I make gains while I'm studying English.	3.96	0.83	Agree
I check if I make good progress while I'm studying English.	4.11	0.72	Agree
I pay attention to whether my learning method is good or bad while I'm studying English.	4.10	0.76	Agree
I study English while thinking whether my learning method is effective or not.	4.01	0.78	Agree
While I study English, I care about how well I engage in learning English.	4.08	0.77	Agree
I check my answers to improve my English proficiency while I'm studying English.	4.21	0.73	Agree
Overall:	4.08	0.63	High

Legend: 1.00-1.80, *Strongly Disagree*; 1.81-2.60, *Disagree*; 2.61-3.40 *Neutral*; 3.41-4.20, *Agree*; 4.41-5.00, *Strongly Agree*.

Table 6 reveals a strong tendency toward reflective and evaluative study habits. With an overall mean of 4.08 and a standard deviation of 0.63, the data suggests that students are not only aware of their learning progress but are also actively engaged in tracking and improving it. The highest-rated item ($M = 4.21$), which involves checking answers to enhance proficiency, indicates that learners are focused on accuracy and improvement. Other closely rated items such as monitoring progress ($M = 4.11$), evaluating the effectiveness of learning methods ($M = 4.10$), and being mindful of their engagement ($M = 4.08$) show that preservice teachers are consistently applying metacognitive strategies. This reflects a learning environment where they are not simply completing tasks

but actively analyzing their performance, adjusting their approaches, and striving for better outcomes in English proficiency.

Self-monitoring is not only a sign of strategic learning but also a predictor of improved academic outcomes. They are not just passive recipients of instruction but active participants in their own learning. They are aware of their progress, reflect on their methods, and make adjustments to improve. This level of engagement suggests that students are developing the habits of lifelong learners, and with continued support from educators, they can further strengthen their ability to self-regulate and succeed in English language learning.

Table 7: SRL Strategies in English Language Learning in terms of Effort

Statements	Mean ($\bar{x}$)	Standard Deviation	Verbal Interpretation
Even if I have an English learning task which I'm not good at, I do my best.	4.36	0.75	Strongly Agree
When I study English, I work hard.	4.28	0.77	Strongly Agree
I keep studying an English learning task even if it is too difficult for me.	4.18	0.80	Agree
I never give up in working a task in learning English even if it is difficult for me.	4.15	0.78	Agree
Even when I think a task in learning English unimportant for me, I work on it.	3.91	0.83	Agree
I think I can overcome my problems in learning English if I don't give up in studying English.	4.20	0.79	Agree
I concentrate on my English study when I sit at the desk.	4.04	0.84	Agree
Overall:	4.16	0.65	High

Legend: 1.00-1.80, *Strongly Disagree*; 1.81-2.60, *Disagree*; 2.61-3.40 *Neutral*; 3.41-4.20, *Agree*; 4.41-5.00, *Strongly Agree*.

Table 7 presents the effort dimension of Self-Regulated Learning (SRL) strategies in English language learning. The overall mean score of 4.16 with a standard deviation of 0.65 indicates a high level of effort exerted by the respondents. The highest-rated statement ($M = 4.36$) shows that students consistently do their best even when faced with English tasks they are not good at, followed

by working hard during study sessions ($M = 4.28$). Other statements such as continuing to study despite difficulty ($M = 4.18$), not giving up ($M = 4.15$), and overcoming problems through persistence ($M = 4.20$), also received strong agreement. These results suggest that they demonstrate perseverance, determination, and a positive attitude toward learning English, even when tasks are

challenging or seem unimportant.

The data signify that preservice teachers remain persistent even when faced with difficult or seemingly unimportant English tasks. Rather than being discouraged, they demonstrate resilience and a strong commitment to their learning goals. This behavior reflects a growth-

oriented mindset—one that values effort, determination, and continuous improvement. With consistent support and encouragement from educators and learning environments, students have the potential to further develop their self-regulated learning strategies and grow into confident, independent English language learners.

Table 8: SRL Strategies in English Language Learning in terms of Evaluation & Reflection

Statements	Mean ($\bar{x}$)	Standard Deviation	Verbal Interpretation
I sometimes reflect on my learning English based on my problems.	4.02	0.78	Strongly Agree
I reflect whether the English studying method I did was good or not.	4.18	0.70	Strongly Agree
I reflect on every single step I've taken in learning English.	4.08	0.84	Agree
I sometimes make sure how much I've raised English proficiency.	4.10	0.73	Agree
I sometimes reflect on what I've done for my studying English and find what to do from now.	4.07	0.78	Agree
Based on my experiences in learning English, I think about new learning ways.	4.16	0.73	Agree
I understand my strong and weak points in learning English.	4.24	0.73	Strongly Agree
I check whether my answers are correct or not while studying English.	4.23	0.75	Strongly Agree
Overall:	4.14	0.62	High

Legend: 1.00-1.80, Strongly Disagree; 1.81-2.60, Disagree; 2.61-3.40 Neutral; 3.41-4.20, Agree; 4.41-5.00, Strongly Agree.

Table 8 highlights how preservice teachers engage in evaluation and reflection as part of their self-regulated learning strategies in English. With an overall mean of 4.14 and a standard deviation of 0.62, the results show that students consistently reflect on their learning experiences to improve their English proficiency. High scores were recorded for statements like recognizing personal strengths and weaknesses ($M = 4.24$) and verifying the accuracy of their answers ($M = 4.23$), indicating that learners are not only aware of their performance but also actively assess their progress. Other items such as evaluating study methods ($M = 4.18$) and thinking of new learning approaches ($M = 4.16$) suggest that students are developing the habit of reviewing their strategies and making thoughtful adjustments. This behavior reflects a deeper level of learning where students take ownership of their growth by analyzing what works and what needs

improvement.

This means that preservice teachers are not just focused on completing English tasks but are deeply invested in understanding their learning journey. They recognize their strengths and weaknesses, evaluate their methods, and seek better ways to improve. This reflective mindset is essential for long-term growth and suggests that with continued support, students can become more strategic, confident, and independent English language learners.

Challenges and Benefits in Implementing Self-Regulated Learning Strategies

The challenges and benefits of implementing self-regulated learning strategies provide deeper insight into how college students manage their English language learning.

Table 9: Challenges in implementing SRL Strategies in English Language Learning

Statements	Mean ($\bar{x}$)	Standard Deviation	Verbal Interpretation
I find it hard to learn English without someone guiding me.	3.18	1.07	Neutral
I rarely evaluate my own performance in English.	3.14	1.05	Neutral
I struggle to stay motivated when studying English on my own.	3.31	1.13	Neutral
It's difficult to stay motivated when I do not see immediate improvement in my English skills.	3.48	1.03	Agree
I find it hard to apply learning strategies consistently when studying English.	3.22	1.06	Neutral
I have difficulty organizing my time effectively for English learning tasks.	3.40	0.96	Neutral
I feel anxious when participating in English class discussions.	3.44	1.09	Agree
Overall:	3.31	0.88	Moderate

Legend: 1.00-1.80, Strongly Disagree; 1.81-2.60, Disagree; 2.61-3.40 Neutral; 3.41-4.20, Agree; 4.41-5.00, Strongly Agree.

Tables 9 and 10 present the summary of the respondents' level of agreement with various statements describing the difficulties they encounter and the advantages they gain while applying SRL strategies. Understanding these aspects is essential, as it reveals the factors that influence students' ability to become independent learners. The challenges highlight areas where students may need more guidance or support, while the benefits emphasize the positive outcomes of practicing self-regulation, such as improved motivation, time management, and confidence in using the English language.

Table 9 presents the challenges faced by preservice teachers in implementing self-regulated learning (SRL) strategies in English language learning. With an overall mean of 3.31 and a standard deviation of 0.88, the verbal interpretation falls under "Moderate," indicating that students experience a fair amount of difficulty in applying SRL strategies. The highest-rated challenge was the lack of motivation when they do not see immediate improvement in their English skills ($M = 3.48$), followed by anxiety during class discussions ($M = 3.44$) and poor time organization ($M = 3.40$). Other items such as struggling to stay motivated when studying alone ($M = 3.31$) and difficulty applying strategies consistently ($M = 3.22$) were rated neutrally, suggesting that while these

issues are present, they are not overwhelmingly severe. These results reflect that students are aware of their challenges but may not yet have the tools or support to overcome them fully.

These challenges reveal that self-regulated learning is far more complex than simply being aware of strategies. Many preservice teachers understand what they should do such as planning, monitoring, or managing their time but applying these strategies consistently is difficult when they face pressure, uncertainty, or slow progress. When they do not immediately see improvement in their English skills, their motivation naturally declines, making it harder to stay disciplined. Anxiety during class discussions, limited confidence, and unpredictable academic workloads also interfere with their ability to practice SRL effectively. These experiences show that they need more than instruction where they need continuous guidance, emotional support, and structured opportunities to practice self-regulation in real learning situations. This perspective also recognizes that SRL is a developmental process. In this sense, SRL becomes not just an academic skill but a daily challenge that requires encouragement, patience, and the right learning environment for students to truly grow.

Table 10: Benefits in implementing SRL Strategies in English Language Learning

Statements	Mean ($\bar{x}$)	Standard Deviation	Verbal Interpretation
Reflecting on my learning experiences helps me understand my mistakes in English.	4.19	0.71	Agree
Reflecting on my progress increases my confidence in using English.	4.24	0.67	Strongly Agree
Learning to manage my studies helps me perform better academically in English.	4.23	0.66	Strongly Agree
Monitoring my progress helps me recognize my strengths and areas for improvement.	4.31	0.65	Strongly Agree
Planning my study time helps me complete English tasks more efficiently.	4.11	0.72	Agree
Being responsible for my learning makes me feel more independent and prepared in English class.	4.15	0.74	Agree
I learn to adapt and try different strategies to improve my English, which makes learning more enjoyable.	4.12	0.69	Agree
I gain a sense of achievement when I track my progress and meet my learning goals.	4.19	0.75	Agree
Overall:	4.19	0.61	High

Legend: 1.00-1.80, *Strongly Disagree*; 1.81-2.60, *Disagree*; 2.61-3.40 *Neutral*; 3.41-4.20, *Agree*; 4.41-5.00, *Strongly Agree*.

Table 10 presents the perceived benefits of implementing self-regulated learning (SRL) strategies in English language learning among preservice teachers. With an overall mean of 4.19 and a standard deviation of 0.61, the verbal interpretation is "High," indicating that students strongly agree with the positive impact of SRL on their English learning experience. The highest-rated item was "Monitoring my progress helps me recognize my strengths and areas for improvement" ($M = 4.31$), followed by "Reflecting on my progress increases my confidence in

using English" ($M = 4.24$) and "Learning to manage my studies helps me perform better academically in English" ($M = 4.23$). These results show that students value reflection, progress tracking, and strategic planning as key contributors to their academic growth and confidence in English. The data suggests that SRL strategies not only improve performance but also foster independence, motivation, and enjoyment in learning. These results highlight how SRL becomes meaningful only when preservice teachers experience its effects

in real learning situations. Many of them enter their English classes feeling uncertain about their abilities, but when they begin to track their progress, reflect on their strengths, and evaluate their performance, they start to see English not as a difficult subject but as a skill they can gradually master. SRL acts as a bridge between effort and confidence. They begin to trust their own learning process, build resilience, and enjoy English more because they see that success is something they can actively shape. In this way, SRL is not just something students are told to do for school. Instead, it becomes a helpful tool they can use for themselves that empowers them to navigate

challenges, stay engaged, and take ownership of their learning journey.

Comparative Analysis of Self-Regulated Learning Strategies of College Students based on their demographic profile

This section presents a comparative analysis of how preservice teachers employ self-regulated learning (SRL) strategies in English language learning when grouped according to their demographic characteristics, specifically, sex, year level, and academic performance.

Table 11: Comparative Assessment of Self-Regulated Learning Strategies Based on Sex

Sex	Mean	t	p	Interpretation
Male	4.02	2.54	0.001	Reject Ho
Female	4.21			There is a significant difference

*Reject Ho if $p < 0.05$

Table 11 shows the comparison of self-regulated learning strategies employed when grouped according to sex. The independent sample t-test was conducted to determine whether significant differences exist between male and female students in their use of SRL strategies. The results reveal that female students obtained a higher mean score of 4.21 compared to male students, who scored 4.02. The computed t-test of 2.54 with a p-value of 0.001, which is less than the significance level of 0.05, indicates that the null hypothesis is rejected. This means that there is a statistically significant difference in the self-regulated

strategies employed by male and female students in their English language learning.

The evidence indicates that female learners tend to excel in key aspects of self-regulated learning. This significant difference in SRL strategies based on sex highlights how learning is not just about ability but also about mindset and habits. It reminds student researchers that success in English language learning is shaped by how learners regulate themselves, and that with the right guidance, every student, regardless of gender, can develop the tools to thrive.

Table 12: Comparative Assessment of Self-Regulated Learning Strategies Based on Year Level

Year Level	Mean	f	p	Interpretation
1st Year	4.09	4.86	0.001	Reject Ho
2nd Year	4.01			There is a significant difference.
3rd Year	4.22			
4th Year	4.25			

*Reject Ho if $p < 0.05$

Table 12 presents the comparison of self-regulated learning strategies across different year levels. The data shows that the mean scores increase progressively from first year to fourth year: 1st Year ($M = 4.09$), 2nd Year ($M = 4.01$), 3rd Year ($M = 4.22$), and 4th Year ($M = 4.25$). The statistical test result shows a t-value of 4.86 and a p-value of 0.001, which is less than the significance level of 0.05. Therefore, the null hypothesis (H_0) is rejected, and it is concluded that there is a significant difference in the self-regulated learning strategies based on their year level.

The data clearly shows that year level is a significant factor in the development of self-regulated learning strategies. These findings highlight the importance of early SRL development. First-year and second-year students may still be adjusting to the demands of preservice teacher life, and without proper support, their learning strategies may remain underdeveloped. This suggests that institutions should invest in SRL training early on, helping students

build habits that will benefit them throughout their academic journey. With time, experience, and guidance, learners can evolve into confident, strategic, and self-aware individuals that are ready to take on the challenges of English language learning and beyond.

Table 13 presents a comparative analysis of self-regulated learning (SRL) strategies based on their academic performance. The data reveals a clear pattern: students with higher grades tend to demonstrate stronger SRL behaviors. Those within the 1.00–1.25 grade range scored the highest mean ($M = 4.32$), followed closely by students in the 1.51–1.75 range ($M = 4.28$) and 1.26–1.50 ($M = 4.27$). Meanwhile, preservice teachers in the 1.76–2.00 range had the lowest mean ($M = 4.01$). With a t-value of 4.86 and a p-value of 0.001, the null hypothesis is rejected, confirming a statistically significant difference in SRL strategies across academic performance levels. This suggests that preservice teachers who perform better academically are more likely to apply self-regulated

Table 13: Comparative Assessment of Self-Regulated Learning Strategies of College Students based on Academic Performance

Academic Performance(GWA)	Mean	f	p	Interpretation
1.00- 1.25	4.32	4.86	0.001	Reject Ho
1.26-1.50	4.27			There is a significant difference.
1.51-1.75	4.28			
1.76-2.00	4.01			

*Reject Ho if $p < 0.05$

learning strategies such as planning, monitoring, and reflecting on their study habits especially in English language learning. By the means, academic achievement is shaped not only by intelligence but also by how students will have a strategy to regulate their own learning. Learners who take control of their study habits, reflect on their progress, and stay motivated are more likely to succeed. With proper support, even students with lower grades can develop these habits and improve their long-term academic outcomes.

Discussion

The findings of this study demonstrate that preservice teacher participants generally possess a high level of self-regulated learning (SRL) strategies when studying English. This suggests that they are not passive learners but are active participants who take responsibility for their own academic progress. The high rating in effort reflects students' perseverance and determination in accomplishing English. This finding is supported and evident by the study of Keyser and Viljoen (2015), which emphasized effort regulation as one of the SRL dimensions positively linked to academic achievement. Their research showed that students who persist through difficult tasks and manage their study environment tend to perform better. Similarly, the strong results in evaluation and reflection indicate that students are developing the habit of reviewing their strategies and making thoughtful adjustments. The study of De Manuel (2022) supports this findings that emphasizes college students can reflect on their academic performance, they often struggle to adjust their strategies consistently which means reflection alone is not enough without guided support.

Regarding the challenges and benefits, students gave the benefits a "High" rating ($M = 4.19$), showing strong agreement that these strategies help them. Specifically, monitoring progress and reflecting on work make them feel more confident (Barcelona, 2026) and help them see their strengths in English. This matches what researchers like Güneş (2023) have said about students becoming more aware of the learning process. However, "Moderate" challenges ($M = 3.31$) are still present. The biggest problems are a lack of motivation when results did not see immediately ($M = 3.48$) and anxiety during class discussions ($M = 3.44$). These findings agree with Tao *et al.* (2025), showing that even when strategies are known, staying disciplined is difficult when progress feels slow or when nervousness occurs. This means that while self-regulated learning is helpful, extra support

and encouragement are needed to handle the stress of language learning.

The research also found significant differences based on demographic profiles. Female students ($M = 4.21$) used these strategies more than males ($M = 4.02$), and higher-year levels showed more maturity in managing their studies. This supports the idea that SRL is a skill that develops over time as students gain more experience in college. More than that, students who perform better academically are more likely to apply self-regulated learning strategies.

Overall, while students understand and value the importance of self-regulation, they still struggle with the emotional and motivational demands of language learning. The results suggest that simply teaching "how to study" is not enough; students also need emotional support and tools like the proposed SRL Reflection Journal to help them maintain their efforts during difficult periods. This highlights that self-regulated learning is not just an academic skill but a continuous process that requires both persistence and the right learning environment to flourish.

CONCLUSION

Self-regulated learning (SRL) strategies play a significant role in supporting pre-service teachers' English language learning by enabling them to take active responsibility for their academic progress. Through strategies such as planning, monitoring, effort management, evaluation, and reflection, students strengthen their language learning skills while also developing confidence, motivation, and independence. These competencies are particularly important for pre-service teachers, who are expected to demonstrate effective learning strategies that they may later apply in their future teaching practice.

The findings revealed that pre-service teachers generally demonstrated a high level of engagement in self-regulated learning strategies when studying English. Many students showed the ability to manage their learning effectively, which may be influenced by their academic experience and relatively strong academic performance. The results also indicated that demographic factors influence the application of SRL strategies. Female students tended to demonstrate stronger planning and organizational skills, while students with higher academic performance showed more effective regulation of their learning processes. Despite these positive outcomes, some challenges remain. Several students reported difficulties in maintaining focus, setting realistic goals, and sustaining

motivation, indicating that self-regulation skills may not be fully developed when students enter higher education. These findings suggest that structured instructional support is necessary to further strengthen SRL practices among pre-service teachers. Teachers should integrate self-regulatory activities such as goal setting, reflective exercises, active reading, reflective writing, spontaneous speaking, and critical listening into English language instruction. They should also model SRL strategies and provide guided opportunities for students to practice planning, monitoring, and evaluating their learning through tools such as learning logs, self-assessment activities, and peer feedback. Institutions may also consider offering SRL orientation programs for first- and second-year students to help them develop effective learning strategies early in their academic journey. In addition, mentoring programs, peer support groups, and accessible counseling services may help students address challenges related to motivation, time management, and academic stress. To further strengthen SRL and language proficiency, English courses should incorporate active learning approaches such as discussions, debates, journal writing, oral presentations, and critical listening activities that encourage students to monitor and reflect on their progress. Finally, future studies may employ qualitative or mixed-method approaches, including interviews or focus group discussions, to gain deeper insights into how students apply SRL strategies and how these practices influence their English language learning experiences.

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