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RESEARCH PAPER

Effect of Learners' Interest and Goal Orientation on their Practice of Self-Regulated Learning Strategies in English Subject

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ABSTRACT

This study aimed to investigate the effect of learners' interest and goal orientation on their practice of self-regulated learning strategies in English Subject. The model of this paper consisted of interest (feeling-related and value-related valence beliefs), goal orientation (performance and mastery goal orientation), and SRL strategies (cognitive and metacognitive strategies). Seven hundred thirty-one (731) BS English undergraduates participated in this paper. All the participants were assessed on goal orientation using Goal Orientation Questionnaire (GOQ), interest using the Interest Questionnaire, and practice of self-regulated learning strategies using the Questionnaire about SRL Strategies. Pearson correlation and Multiple Regression were used to analyze the data. Outcomes indicate that learners' interest and goal orientation positively correlated to their practice of self-regulated learning strategies. Mastery goal orientation was the independent predictor of learners' practice of cognitive and metacognitive strategies. A value-related valence belief was the independent predictor of learners' practice of cognitive strategies. In contrast, a feeling-related valence belief was an independent predictor of learners' practice of meta-cognitive strategies.

Introduction

"Self-regulated learning (SRL) is a process in which students individually convert their intellectual skills into educational skills" (Zimmerman, 2002) and behaviors through a progressive process (Butler, 2002) that develops from directive experience and comment (Paris & Paris, 2001). Furthermore, Boekaerts and Cascallar (2006) extended their self-regulated learning's definition by including "to pursue an educational goal how learners use their intellectual, emotional and psychomotor abilities." According to Crippen and Hartley (2006), Self-regulated learning (SRL) is an individual's ability to recognize and regulate their learning environment. Goal setting, self-monitoring, self-instruction, and self-reinforcement are self-regulated learning abilities.

According to Ramdass and Zimmerman (2011), self-regulated learning (SRL) is a developmental and practical process where learners are expected to associate and direct their ideas, beliefs, and activities to reach their educational goals. Moreover, Pintrich (2000) enlightened that SRL is a vigorous, constructive process by which learners determine their academic goals, monitor their reasoning, feelings, and actions, and regulate and evaluate them regarding their goals and the precise characteristics of the environment. SRL stimulates learners' self-capability and may also depict learners' association with motivation and success. Zimmerman and Kitsantas (2005) contended that SRL strategies enhance motivation and estimate academic success and actual involvement.

Different research studies focused on self-regulated learning. These studies mainly concentrated on a single variable like goal orientation or interest. Pintrich (1989) conducted a study on students' interest in students' use of SRL strategies. He concluded that learners with high interest in a text use an extra SRL strategy than learners with low interest. Correspondingly, learners who assume mastery goal orientation normally utilize more SRL strategies than learners with performance goal orientation (Ames & Archer, 1988). The researcher planned this study to get a complete academic understanding of self-regulated learning. Hence, the researcher concentrated on investigating the multivariate type of variables and their effects on SRL strategies. So, the focus of this paper is to find out 'the effect of learners' Interests and goal orientation on their practice of self-regulated learning strategies.

Literature Review

Paris and Paris (2001) described that effective students are self-regulating learners who explore their mission requirements, set useful goals, and choose, adapt or discover strategies to accomplish their objectives. In addition, they monitor their development through the task work, handling insensitive emotions and declining motivation, and regulating strategies that raise achievement. These are the learners who examine questions, make notes, and utilize their time and materials in ways that support them in creating their learning process.

Steps of self-regulated learning

Pintrich identified four phases of the self-regulation process (2000). These phases are described below:

Forethought: This phase is started when learners are engaged in an academic activity. It is the most important step and exemplifies the processes that encourage thinking and efforts to acquire information and establish the goal for learning. Setting the goals and planning to achieve these goals are two processes utilized in this step of self-regulation. This phase is also called planning and activation. Activity has been identified, and learners shift onto the performance control step.

Monitoring: It is the second phase of self-regulation. At this phase, learners have an awareness of their cognition. It consists of knowledge about the effects of their inspiration and their perception of the council. Moreover, they have an awareness of the time and how much help they require to do task, as well as they are aware of the task and its nature.

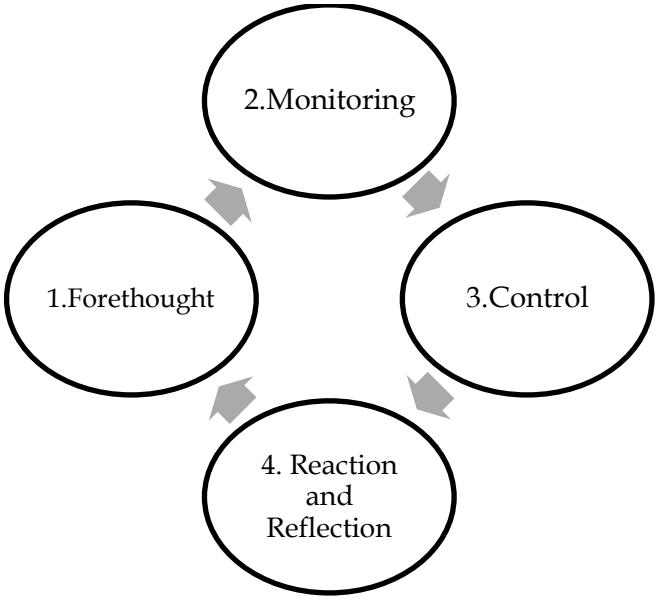

Figure 1. Phases of Self-Regulated Learning

Control: At this phase, learners have selected and employed suitable learning strategies to think; it is the phase where the motivational approaches are carefully chosen and utilized. Self-examined behaviors are displayed accompanied by rising and falling in the effort; however, individuals re-assess these processes and change the assigned mission accordingly.

Reaction and reflection: Self-reflection is the final phase of the self-regulatory process. It is the phase where learners judge their cognition and evaluate, indicating effective response, persistence, giving up, making choices, and assessing content. It is the phase when the learner assesses their assignment. To sum up, it is the phase in which the learners evaluate whether a difference exists between the target and the behavior they have exhibited in the commencement.

The struggles to know the self-regulation processes have directed to the different models of self-regulation. All models of self-regulation provide two primary assumptions. First, "…self-regulated learners are dynamically and positively engaged in a process to generate meaning and that they adjust their beliefs, feelings, and activities as required to influence their learning and inspiration." Second, "…biological, developmental, contextual and individual difference restraints may all impede with or support struggles at regulation." (Boekaerts & Corno, 2005, p. 201)

Pintrich (2000) developed a model of SRL, and this paper is based on that model. This model has two categories of SRL; the first is the "skill" category, and the second is the "will" category of SRL. Cognitive and metacognitive strategies are included in the "skill" component (Weinstein & Mayer, 1986).

Cognitive strategies

Cognitive strategies focus on processing the information like rehearsal (practice), elaboration, and organization. Rehearsal strategy involves the exercise of reading, clustering, metaphors, and mnemonic practices for remembering the information. It helps store the figure and facts in the memory by repeating the subject

material. Elaboration includes interpreting, précising, generating comparisons, creating notes in their own words, and solving the problems. This strategy creates links between the new knowledge and the previous knowledge. The organization includes choosing a central idea from the passage, outlining the passage or subject matter, which is essential to learn, and utilizing activities like associating or documenting to systematize thoughts. It helps to create the material mind to support learning. According to Pintrich and Schrauben (1992), the first type of strategy, like a rehearsal, help remember the data, while other strategies like elaboration and organization strategies might be essential for more difficult assignments that need to comprehend the theme.

Meta-cognitive strategies

Meta-cognitive strategies focus on the activities a learner performs during the learning process. Meta-cognition refers to the knowledge of the most common ways of knowing. It means consciousness, development, and observing of the intellectual process. It combines two Greek words, "meta" and "cognition." "Meta" means "about" (Kolencik & Hillwig, 2011), and "Cognition" means "thinking" (Flavell, 1979). The term metacognition is related to Flavell, who used it in the 1970s. It refers to the knowledge about our cognitive thinking and regulation related to it (Dutke, Barenberg & Leopold, 2010). Psychologists and educationists consider it the long-lasting and in-depth knowledge of learning (Dutke, Barenberg & Leopold, 2010).

Zimmerman (2002) enlightened that meta-cognitive strategies are utilized in different stages of learning development. It incorporates planning, monitoring, and regulating processes. These comprehensive processes produce self-regulatory activities among the individual. Activities such as goal-setting and task analysis are performed in planning. These strategies accelerate the prime related elements of prior knowledge, which assist in effortlessly systematizing and comprehending the material (Higgins, 2000). The monitoring process involves finding an individual's interest as the individual reads, inquires, and assesses them. It helps the student understand the data and connect it with prior knowledge (Higgins, 2000). The regulation process includes the modification and permanent correction of an individual's intellectual behaviors. The practices of regulating are assumed to develop the performance by advocating for learners to check and approve their behaviors that precede the learning process (Higgins, 2000).

The "will" component of self-regulated learning includes interest and goal orientation. According to Dowson and McInerney (2001), goal orientation is theorized in different ways that an individual can assume in accomplishing goals and skills in achievement circumstances. It is a motivational direction that can affect an individual's learning performance over time. Shiefele (1991) defined interest as "it is nothing over the lay expression for intrinsic motivation."

Interest

It is a motivational element of educational learning that is not new to education literature. Interest is an individual liking towards something. Hidi et al. (2004) and Schiefele (2009) pointed out that two different categories of interest are notable in the literature: a) situational Interest and b) individual Interest. Provisional feelings

provoked by specific characteristics of a state, job, or thing are called *Situational Interest* (e.g., colorfulness of a picture or image). It includes intensive attention, amplified intellectual functioning, perseverance, amusement or emotional involvement, and inquisitiveness (Hidi et al. 2004; Renninger 2000; Silvia 2006).

Furthermore, when interest increases, intensive attention and intellectual activity feel somewhat easy. On the other hand, Schiefele (2009) conceptualized that *Individual Interest* is a comparatively constant affective-evaluative orientation to the definite subject matter or things. Schiefele (1996, 2009) defined individual interest as a moderately steady set of valence beliefs. A valence is a particular form of relations cognitively. These relations are described by linking a thing (information, activity, or action) and evaluative traits. Feeling-related traits and value-related traits are two kinds of evaluative traits. Feeling-related traits are the feelings brought out through a thing or activity. Value-related traits are the private importance to the subject, free of its emotion-arousing characteristics. Pekrun (1988) described that the intrinsic nature is the crucial quality of feeling-related and value-related valence beliefs. It is stated that both forms of beliefs are straightforwardly associated with a particular field of knowledge. These do not rely on this domain's linkage to further fields or actions. For instance, if a learner associates English subject with high personal importance as English helps him to find a high-status job, it would not be a type of interest. In this situation, the nature of respective significant beliefs is irrelevant. Schiefele (2009) explained that both components of interest are frequently highly associated.

Goal Orientation

Ozen Uyar, Yilmaz, and Yasar (2018) described that it is linked with purposes related to achievements. This idea contains a cohesive influence of value, belief, and feelings on the purpose of behavior and diverse methods, actions, and responses for achievements. They described that the foundation of goal orientation theory is on investigating learners' motivation process towards achievement and motivational procedures are considered to be a requirement of successful learning. Ozen Uyar et al. (2018) explained the focus of GO is primarily on learning and performance, and these are the two types of goal orientation, respectively. Learning orientation is related to a student's concentration on enhancing knowledge by accurately obtaining an idea and material and gaining skill or mastery of that subject. It refers to intrinsic goal orientation that concentrates on mastery, knowledge, challenge, and interest. At the same time, Elliot and McGregor (2001) described that Performance orientation is related to students' concerns about fulfilling the social standards and trying to become more popular than others. It refers to an extrinsic goal orientation is a spotlight on scores or grades, any rewards, or support from others. (Pajares & Cheong, 2003, Zweig & Webster, 2004).

Beykmohammadi, Mohebi, and Farsani (2011) conducted a study to explore the relationship between goal-oriented subscales and self-regulated scales. They found a significant association between the goal-oriented subscales and self-regulated levels. Mastery-approach goal orientation was associated with self-regulated levels (cognitive, meta-cognitive, and resource-management). Additionally, mastery-avoidance demonstrated a considerable association with three sub-levels of self-regulation learning. Performance-approach explained an association with three sub-levels of self-regulation learning.

Barzegar (2012) conducted a study to determine the effect of both goals on the meta-cognitive & cognitive strategies usage. The study's consequences demonstrated an affirmative effect of both goals (mastery and performance) on the meta-cognitive and cognitive strategies usage. Supplementary performance-approach goals affirmatively affected the usage of the surface cognitive and resource management strategies.

Sherazi and Jabeen (2016) conducted a study to explore "Motivational Goal Orientation and Learning Strategies (LS) of E-learners" in the Pakistan context. They instituted a strong association between inherent motivation and meta-cognitive strategies. But they didn't find any significant relationship between mastery and performance goal orientation and peer learning of the learners. They concluded that learners' inherent motivation and meta-cognitive strategies usage facilitate them to be self-regulated learners.

Material and Methods

The design of this study was a Causal comparative design. The target population comprised all learners who registered in BS (Hons) English in the public-sector universities of the province of Punjab. And all the learners who were registered in the public-sector universities of central Punjab are the accessible population. The reason for selecting this part of the province is that it is the densely inhabited area of Punjab. Twenty (20) districts fall in this area (Humshehri, 2017) Accessible population was all the general public-sector universities of central Punjab. BS English undergraduates (n= 731) contributed to this research. They were evaluated on goal orientation using Goal Orientation Questionnaire (GOQ), interest using the Interest Questionnaire, and practice of SRL strategies using the Questionnaire about SRL Strategies (QSRLS). Mean, standard deviation, and simple correlation was calculated to analyze the data. Moreover, multiple regression was used to predict the best goal orientation (performance or mastery) to the practice of self-regulated learning strategies.

Results and Discussion

Table 1
Mean and Standard Deviations on IQE

Factors of IQE	No. of statements	Mean	SD.
Feeling-related valence beliefs	5	3.69	0.57
Value-related valence beliefs	5	4.36	0.69

It was revealed that BS English undergraduates registered in public sector universities have both beliefs; feeling-related valence beliefs *(M=3.69, SD =0.57)* and value-related valence beliefs *(M=4.36, SD =0.69)*.

Table 2
Mean and Standard Deviations on GQE

Factors of GQE	No. of statements	Mean	SD.
Performance goal orientation	5	4.27	0.63
Mastery goal orientation	5	4.17	0.68

Data Analysis indicated that BS English undergraduates registered in public sector universities have goal orientation of both type performance goal orientation *(M=4.27, SD =0.63)* and mastery goal orientation *(M=4.17, SD =0.68).*

Table 3
Mean and Standard Deviation on QSRLS

Factors of QSRLS	No. of statements	Mean	SD.
Cognitive strategies	5	4.57	0.56
Meta-cognitive strategies	3	4.30	0.65

Data exhibited that BS English undergraduates registered in public sector universities use both types of SRL strategies. They continuously practice cognitive strategies *(M=4.57, SD =0.56)* and frequently practice meta-cognitive strategies (M=4.30, SD =0.65) in English subject.

Table 4
Relationship between learners' interest and practice of SRL strategies

Interest	Use of Cognitive strategies		Use of Meta-cognitive strategies	
	Pearson-r	Sig.	Pearson-r	Sig.
Feeling-related valence beliefs	0.464**	.000	0.247**	.000
Value-related valence beliefs	0.492**	.000	0.227**	.000

**p< 0.01 (2-tailed)

Table 4 shows the correlation between students' interest and their SRL strategies practice in English subject. The value of simple correlation 'r' reflects that Feeling-related valence beliefs *(r = .46, p = .000)* and Value-related valence beliefs *(r = .49, p = .000)* are significantly correlated with cognitive strategies practice in English. Similarly, the value of simple correlation 'r' reflects that Feeling-related valence beliefs *(r = .24, p=.000)* and Value-related valence beliefs *(r = .23, p = .000)* are significantly correlated with meta-cognitive strategies practice in English. It shows that the relationship between learners' interest and SRL strategies practice is significant. Hence, it is concluded that there is a strong and positive association between learners' interest and their SRL strategies practice in English.

Table 5
Relationship between goal orientation and practice of SRL strategies

Goal Orientation	Use of Cognitive strategies		Use of Meta-cognitive strategies	
	Pearson-r	Sig. value	Pearson-r	Sig. value
Performance goal orientation	0.322**	.000	0.193**	.000
Mastery goal orientation	0.331**	.000	0.198**	.000

**p< 0.01 (2-tailed)

Table 5 shows the correlation between goal orientation and SRL strategies practice in English subject. The value of simple correlation 'r' reflects that performance

goal orientation *(r = .32, p = .000)* and mastery goal orientation *(r = .33, p = .000)* are significantly correlated with practice of cognitive strategies in English. Similarly, the value of simple correlation 'r' reflects that performance goal orientation *(r = .19, p = .000)* as well as mastery goal orientation *(r = .19, p=.000)* are significantly correlated with meta-cognitive strategies practice in English. It shows the relationship between goal orientation and SRL strategies practice is significant. Hence, it is concluded that a strong and positive correlation exists between learners' goal orientation and their SRL strategies practice in English.

Table 6
Multiple regression analysis using interest as predicted to SRL strategies practice in English

Interest	Cognitive strategies		Meta-cognitive strategies	
	R	B	R	B
Feeling-related valence beliefs	0.65**	0.290**	0.25**	0.177**
Value-related valence beliefs	0.49**	0.346**	0.23**	0.138**
Multiple correlations		0.55		0.27
Regression		0.30		0.08

**p< 0.01 (2-tailed)

Multiple regression was used to predict the best (feeling-related or value-related valence beliefs) for the SRL strategies practice in English subject. A simple correlation shows that feeling-related and value-related valence beliefs are significantly related to learners' self-regulated learning strategies in English subject. The Multiple Correlation *(R=0.55, p<0.05)* shows a significant association between interest and students' cognitive strategies practice. Similarly, the Multiple Correlation *(R = 0.27, p < 0.05)* shows a significant association between interest and learners' practice of meta-cognitive strategies. Table 4 demonstrates that our model, which includes the two beliefs mentioned above, explains 30% of the variance in cognitive strategies practice. Similarly, these two beliefs explain 8% of the variance in the practice of meta-cognitive strategies in English subject. Of these two variables, value-related valence beliefs make the largest contribution *(β = 0.35, p<0.01)* in cognitive strategies practice, although performance goal orientation also made a statistically significant contribution *(β= 0.29, p<0.01).* Whereas of these two variables, feeling-related valence beliefs make the largest contribution *(β= 0.18, p<0.01)* in meta-cognitive strategies practice, although performance goal orientation also made a statistically significant contribution *(β= 0.14, p<0.01).*

Table 7
Multiple regression analysis using goal orientation as predicted to SRL strategies practice in English

Goal orientation	Cognitive strategies		Meta-cognitive strategies	
	R	B	R	B
Performance goal orientation	0.32**	0.243**	0.19**	0.146**
Mastery goal orientation	0.33**	0.257**	0.20**	0.153**

Multiple correlations	0.40	0.24
Regression	0.16	0.06

**p< 0.01 (2-tailed)

Multiple regression was used to predict the best goal orientation (performance or mastery goal orientation) for practicing SRL strategies in English subject. Simple correlation shows that both types of goal orientation are significantly correlated with learners' self-regulated learning strategies practice. The Multiple Correlation *(R=0.40, p<0.05)* shows a significant relationship between goal orientation and learner's cognitive strategies practice. Similarly, Multiple Correlation *(R = 0.24, p < 0.05)* show significant relationship between goal orientation and learners' meta-cognitive strategies practice. This table shows that our model, which includes performance goal orientation and mastery goal orientation, explains 16% of the variance in cognitive strategies practice. Similarly, these two goal orientations explain 6% of the variance in the practice of meta-cognitive strategies. Of these two variables, mastery goal orientation makes the largest contribution *(β= 0.26, p<0.01)* in cognitive strategies practice, in addition, performance goal orientation made a statistically significant contribution *(β= 0.24, p<0.01)*. Similarly, of these two variables, mastery goal orientation makes the largest contribution *(β= 0.153, p<0.01)* in meta-cognitive strategies practice, although performance goal orientation also made a statistically significant contribution *(β= 0.146, p<0.01)*.

Discussion

In this section, the research results are reviewed along with the other studies. The key objective of this research paper was to explore the effect of learners' Interests and goal orientation on their practice of SRL strategies in English subject. The results of the study guide us toward the following argument.

This study exhibits remarkable dimensions of the relationship among students' interests, goal orientation, and their SRL strategies practice in English subject. Seven hundred thirty-one (731) undergraduates contributed to the study by responding to the Interest Questionnaire about English (IQE), Goal Orientation Questionnaire about English (GQE), and Questionnaire about the practice of Self-Regulated Learning Strategies (QSRLS). As shown in the results section, performance goal orientation is positively associated with the cognitive and meta-cognitive strategies practice in English Subject. Similarly, mastery goal orientation positively correlated to the cognitive and meta-cognitive strategies practice in English Subject. Furthermore, a significant and positive association was exit between students' interest and SRL strategies practice in English.

The outcomes of this paper corroborate the former studies done by Vaidyanathan, Radosevich, and Yeo (2004) and Dehghani (2005). They found a positive association between goal orientation and self-regulated learning. Moreover, Beykmohammadi, Mohebi, and Farsani (2011) conducted a study to explore the relationship between goal-oriented subscales and self-regulated scales. They found a significant association between the goal-oriented subscales and self-regulated levels. Mastery-approach goal orientation demonstrated a considerable association with self-regulated levels.

Furthermore, Barzegar (2012) conducted a study to determine the effect of mastery and performance goals on the practice of meta-cognitive and cognitive strategies. The study's consequences demonstrated an affirmative effect of both goals on the practice of meta-cognitive and cognitive strategies. It might be claimed that encouraged by achievement goal study, learners persuade their learning by approving achievement goals that optimize the processes of self-regulation. On the other hand, Zimmerman (2000) considers that self-regulated learners are active in utilizing approaches to attain goals they set by themselves. Zimmerman also believes that learners who use SRL strategies are known and have the knowledge to utilize a system of cognitive strategies. These assist them in concentrating on, renovating, organizing, elaborating, and improving understanding. In addition, learners can design, organize and regulate their cognitive processes to achieve their purposes (meta-cognition). Therefore, the instructors need to produce such a setting in the classroom where students practice more and more goal-oriented and SRL strategies. Besides, the teachers must create awareness among the learners about the significance of self-regulation and goal orientation in their educational accomplishments. Teachers should be trained to cultivate the interest among the learners to practice self-regulated strategies in English.

Conclusion and Recommendations

Simple correlation 'r' reflects that students' goal orientation and interest are significantly correlated with their SRL strategies practice in English subject. The study's findings also showed that mastery goal orientation is the best predictor of the SRL strategies practice in English subject. Moreover, value-related valence beliefs are best for cognitive strategies, and feeling-related valence beliefs are best for the practice of meta-cognitive strategies. Following recommendations were made in the light of the results and conclusions of the study: Teachers may train to cultivate the interest among students in English subject. An orientation about the types of goal orientation may be given to the students so that they may be able to understand and differentiate the types of goal orientation. Content may be included in the curriculum that helps in enhancing the cognitive & meta-cognitive strategies practice. Mastery goal orientation is the predictor for the SRL strategies practice; hence awareness about mastery goal orientation may be developed among undergraduate students of the English department. Teachers may focus on enhancing feeling-related valence beliefs and value-related valence beliefs among the undergraduates of the English department as they predict cognitive and meta-cognitive strategies, respectively. Further studies may be conducted for different subject and at a different levels. A qualitative and mixed-method approach may be used for such type of study.

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