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Lifestyle and Self-Regulation of Senior High School Students

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ABSTRACT

Self-regulation is deemed most important during the adolescence stage where media consumption and engagement in risk behaviors are at their height. Notably, the degree to which an adolescent can control his/her media consumption and risk behaviors is theorized to be carried over to learning behaviors. This study aimed to explore the lifestyle and self-regulation of senior high school students. It employed descriptive method of research with 277 randomly selected Grade 11 and 12 academic track students as respondents. The mean was used to describe gathered data while Pearson-product moment correlation was used to determine the relationship between the variables. The 0.05 level of significance was used in the interpretation of findings on relationship. It was found that senior high school students generally have low mass media exposure, rare engagement in distal, proximal, and risky social behaviors, and moderate level of self-regulated learning. Furthermore, it was revealed that neither mass media consumption nor engagement in risk behaviors is related with self-regulated learning. The students are encouraged to take charge of their own learning and lifestyle while parents and teachers are reminded of their primordial role as guide while students endeavor to take lead in their learning.

INTRODUCTION

The capacity to self-regulate learning among students is undeniably important as it correlates with a number of positive outcomes including improved problem-solving skills and better reading comprehension. Also, self-regulated learners tend to have more satisfying interactions with peers; higher levels of intrinsic motivation, self-worth, perceived competence, self-efficacy; fewer behavior problems; and better academic performance (Cook & Cook, 2014). In fact, Zimmerman (1990) noted that successful students report that the use of self-regulated learning strategies accounted for most of their success in school. In line with these assertions, Acosta (2007) found in her study that academic achievement is significantly related to self-regulated learning (SRL). Paris and Winograd (2001) further explained that self-regulated learning puts premium on the significant responsibility of the learners to take charge of their own learning and to consider themselves as the main maker or manager of their own learning. In other words, this is the kind of learning that the learners do for themselves. SRL highlights the self as a primary agent in establishing learning goals and strategies and how individual's perceptions on the self and task influence the quality of learning that ensued.

Self-regulation is said to be innate in the individual and is linked to roots in his/her biological makeup (Winne & Perry, as cited in Valle et al., 2008). However, as the research in self-regulated learning evolves over the years, there has been a shift in the view. The aspects of the child environment are believed to contribute a strong influence on his/her capacity to self-regulate learning. Hence, increasing emphasis has been placed on how social context or the environment interacts with the individual in affecting the attainment of self-regulation (Chu Ho, 2005).

Shunk (2009) discussed that Vygotsky's theory of development, for example, provides a social constructivist account of self-regulation and holds the belief that people and their cultural environments constitute an interacting social system through which learners develop higher-level cognitive functions such as problem solving and self-regulation including coordination of memory, planning, synthesis, and evaluation.

These processes which are coordinated are valued and taught in the culture of the student's home and school. People learn to self-regulate through control of their own actions. Meanwhile, Cobb (2003) pointed out that Bandura's social cognitive theory posits that human functioning results from reciprocal interactions among personal factors (e.g., cognitions, emotions), behaviors, and environmental conditions. Thus, a person's degree of self-regulation is a product of the interplay of personal factors, behaviors, and environmental conditions change. Meanwhile, in one of the biggest secondary schools in Ilocos Norte, Philippines, while majority of the students, especially those who are enrolled in the academic track in the senior high school department are observed to have the ability to assume responsibility for their learning (they can steer and direct their own learning processes), there are also observations that prove otherwise.

There are instances where other students seem to lack full understanding and development of their self-worth and self-efficacy. Their behaviors, as observed, suggest that they lack self-confidence and seriousness in taking care of their own learning. It is often shared among teachers that many of their students have difficulty completing homework assignments because they spend ample time watching television programs, scrolling their social media

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accounts, and hanging out with their friends. In informal conversations of the researcher with some senior high school students, some of them confessed that they easily get distracted during class discussions, they do not actually set goals for themselves, and they solely rely on others for their assignments. Likewise, they confided that they take for granted their projects or outputs and even examinations and they devote less time for learning advance lessons and review of previous lessons. Other students revealed that they seem to have lost motivation to learn, and more deliberately, they admitted that they do not monitor or evaluate their progress in their academic performance.

There are also recorded incidents where students display behavioral problems such as being excessively abrasive, thrill-seeking, too adventurous, insensitive, and irresponsible. These patterns of behavior pose alarm inside the classroom and the home as these endanger academic performance of students. These behaviors are in direct opposite to the expectation to the Grade 11 and 12 students who are presumed to be more responsible in their social behaviors and to be more independent in their learning.

Hence, this study was conducted to explore the lifestyle and self-regulation of senior high school students enrolled in the academic track, in one of the biggest secondary schools in the province of Ilocos Norte, Philippines. It specifically aimed to 1) determine the lifestyle of the students in terms of mass media consumption and engagement in risk behaviors (distal, proximal, and risky social behaviors); 2) describe their self-regulated learning (motivational beliefs such as self-efficacy and intrinsic value) and self-regulated learning strategies (cognitive strategy use and self-regulation); and 3) determine the relationship of lifestyle to self-regulated learning.

LITERATURE REVIEW
Lifestyle of Adolescents
Adolescence is the stage of maturation between childhood and adulthood. The term denotes the period from the beginning of puberty to maturity (Jones & Meyer, 2009). In Psychology Today (2013), adolescence is described as the teenage years between 13-19 and can be considered the transitional stage from childhood to adulthood. Javellana (2014) explained, however, that the physical and psychological changes that occur in adolescence can start earlier or during the preteen years and that adolescence can be a time of both disorientation and discovery. Hence, the transition period can precipitate issues of self-identity and independence.

Adolescents also experience significant changes in their family relations, school environments, and peer group affiliations, and these changes can have profound effects on adolescents' motivation and learning. Schunk and Meece (2005) noted that physical and psychological changes among adolescents have important implications on how young people view their capabilities and on their lifestyle. To Marquez (2004), the adolescence period is a

stage where peer and mass media influence are at their height.

Mass media consumption of Adolescents
Mass media is communication which can be written, broadcast, or spoken that reaches a large audience. This includes television, radio, advertising, movies, the internet, newspapers, magazines. These platforms promote not only products but moods, attitudes, and project a sense of what is important. To the Filipino adolescents, mass media is viewed as the window to the world as this has paved the way for an easy and convenient access to everything they want to know, do, and have. With mass media's popularity and necessity among adolescents, they have become powerful agents of socialization (Cruz, Laguna, & Raymundo, 2001). With the teens' high media consumption, it is feared that their behaviors and attitudes will be adversely affected.

Risk behaviors
Adolescence is characterized by a strong tendency to experiment with risk behavior. Marquez (2004) contended that this is a stage where impetuousness and feelings of invincibility take precedence over rational decision-making leading to heightened tendency for risk-taking and for sexual experimentation. During this developmental period, the adolescents display different kinds of behaviors that are not acceptable to parents, teachers, peers, and other adults. It is in this period that the desire for novelty and the courage for experiment are much greater than in later life. Most reported behaviors in this population include watching TV, playing video games, hitting others, smoking and drinking alcohol, swearing, throwing things, vandalism, premarital sex, among others (Qidwai et al., 2010). The 2003 report of the Rahat Charitable and Medical Research Trust (as cited in dela Rosa, 2007) showed that risk behaviors are a serious problem among teenagers. Moilanen, Shaw, and Fitzpatrick (2010) explained that with emotional changes alongside the physical and cognitive, the teenagers' self-regulatory skills can be taxed and will carry significant consequences. And when this delicate balance is considered, it should not be surprising that teens who experience regulatory difficulties are at elevated risk for a variety of maladaptive outcomes, including internalizing and externalizing problems (Brody & Ge, as cited in Moilanen et al., 2010) and sexual risk-taking behavior (Raffaelli & Crockett, as cited in Moilanen et al., 2010).

Self-regulation and Self-regulated learning
Bodrova and Leong (2006) explained that Lev Vygotsky's theory of sociocultural development states that people and their cultural environments constitute an interacting social system. Through their communications and actions, people in children's environments teach children tools, for example, language and symbols, needed for developing competence. By using these tools within the social system, learners develop higher-level cognitive

functions such as problem solving and self-regulation. Schunk (2009) added that Vygotsky believed that people learn to self-regulate themselves through control of their own actions in different social contexts, such as the home, the school and society. Through interactions with adults, children make the transition from behaviors regulated by others to behaviors regulated by themselves, or self-regulated learning. Bandura's social cognitive theory, which supports Vygotsky's theory, posits that human functioning results from reciprocal interactions among personal factors (e.g., cognitions, emotions), behaviors, and environmental conditions (Bandura, as cited in Cobb, 2003). Self-regulated learning fits well in this idea of reciprocal interactions because personal factors, behaviors, and environmental conditions change during learning and must be monitored. Such self-monitoring can lead to additional changes in students' strategies, cognitions, affects, and behaviors.

Meanwhile, self-regulated learning became a popular term in the 1980s, along with the new learning concepts like constructivism, active learning, engaged learning, expert learning, among others, which emphasize the active management of the learner in the learning process (Acosta, 2007). Normally, definitions of self-regulated learning tend to focus on factors that are important for SRL. Pintrich (2000) offered the following descriptions: Self-regulated learning (SRL) is an active, constructive process where learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment (p.453).

In this study, SRL is indicated by their motivational beliefs, which components include self-efficacy and intrinsic value; and self-regulated learning strategies which components include cognitive strategy use and self-regulation. Motivational beliefs refer to what the individuals have about themselves in relation to the task such as self-efficacy beliefs and values for the task such motivation are theorized to be controlled and regulated. Self-efficacy refers to an expectancy component which includes students' beliefs about their ability to perform a task (Samruayruen, Enriquez, Natakuatoong, & Samruayruen, 2013). Intrinsic value includes students' goals and beliefs about the importance of and interest to the task (Samruayruen et al., 2013) Self-regulated learning strategies describe the self-regulated learning of the students and how the students regulate, manage, or control themselves to maximize learning in terms of cognition, metacognition, and effort management (Acosta, 2007). Cognitive strategies include rehearsal, elaboration, and organizational strategies. Self-regulation as a sub-component of SRL strategies, in contrast to the general term, refers to both the metacognitive and effort management strategies that the students engage in to adapt and change their academic conditions.

This study follows the concept that the degree of self-regulation among senior high school students who are in their adolescence stage is demonstrated primarily in media consumption and risk behaviors such as smoking, drinking, taking prohibited drugs, gambling, engaging in premarital sex, and fraternity membership, among others. These behaviors start to develop at adolescence and are believed to be influenced by the family (Cruz, et al., 2001). The degree to which an adolescent can control his/her media consumption and risk behaviors is theorized to be carried over to learning behaviors. When a student can regulate his/her media consumption and risk behaviors, then he/she can also regulate his/her motivational beliefs and learning strategies. This is shown in Figure 1, the research paradigm which adopted the first box from Cruz et al., (2001).
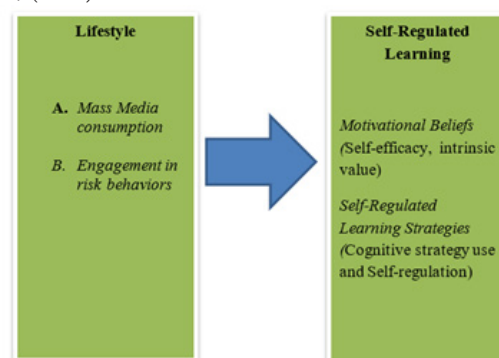

Figure 1: Research Paradigm

MATERIALS AND METHODS

This is a descriptive study that sought to explore the lifestyle and self-regulation of randomly selected 277 Grade 11 and 12 students enrolled in the Academic Track [(Science, Technology, and Engineering (STEM)], [Accountancy, Business, and Management (ABM), and [Humanities and Social Sciences (HUMSS)] in one of the public secondary schools in Ilocos Norte, Philippines. This study was conducted from January to June 2019. It utilized a questionnaire specially constructed for the purposes of this study. Part I elicited the profile characteristics of the student-respondents. Part II determined the lifestyle of the student in terms of mass media consumption and risk behaviors. Mass media consumption is measured through the students' exposure to different activities based on the average days in a week and average number of minutes/hours per day adopted from Cruz, et al., (2001). Engagement in risk behaviors, on the other hand, is measured on the number of times they have done some activities considered as distal, proximal, and risky social behaviors also adopted from Cruz, et al., (2001). Part III elicited the self-regulated learning behavior of the students. This was based on the Motivated Strategies for Learning Questionnaire (MSLQ). The MSLQ, a self-report instrument, was originally designed to assess college students' motivational orientation and their use of different learning strategies for a college course (Pintrich, Smith, Garcia, & McKeachie, as cited in Cobb 2003). The original MSLQ was not used in its entirety. Originally, there were 56 items on student motivational beliefs and self-regulated learning strategies. Based on the researcher's

readings of literatures of SRL, the present study used 25 items only which are suitable to the purposes of the study and sufficient enough to adequately describe the respondents' self-regulated learning. The motivational beliefs component has 10 items – five items for self-efficacy (numbered 1-5) and five for intrinsic value (numbered 6-10). The self-regulated learning strategy use component has 15 items— 10 items indicative of cognitive strategy use (numbered 11-20) and five items for self-regulation (numbered 21-25). The MSLQ uses a seven-point Likert scale ranging from 1, labeled "not at all like me", 2-Much not like me, 3-Somewhat like me, 4-Undecided, 5- Somewhat like me, 6-Somewhat like me, and 7 labeled "very true of me". Points were assigned to each point in the scale. The instrument was tried out to the Grade 11 students and was face validated by the external research experts for the improvement of the questionnaire's grammatical and semantic aspects, and refinement of the interpretations of the range of means. After securing permission and approval from the school principal to conduct study, the questionnaire was administered to the identified respondents. The researcher stayed with the students while they filled out the questionnaire to respond to any query that may arise. All appropriately filled questionnaires were retrieved, organized, and compiled for the analysis of data. The researcher also obtained informed consent from the respondents prior to the conduct of the study. Meanwhile, appropriate statistical tools were used to analyze the data to attain the objectives of the study. Mass media consumption of the students was described using the mean using the following legend:

Days	Hours	Interpretation
7 days,	4 hours	Very Highly Exposed (VHE)
5 - 6 days	3 hours	Highly Exposed (HE)
3 - 4 days	2 hours	Moderately Exposed (ME)
1 – 2 days,	1 hours	Lowly Exposed (LE)
Below 1 day,	below 1 hour	Very Lowly Exposed (VLE)

Likewise, the students' engagement in risk behaviors was described using the mean and described as follows:

Range of Means	Scoring Based on Questionnaire	Interpretation
4.51 –5.00	5	Very Exposed to Risk
3.51– 4.50	4	Highly Exposed to Risk
2.51– 3.50	3	Moderately Exposed to Risk
1.51– 2.50	2	Rarely Exposed to Risk
0.51– 1.50	1	Very Rarely Exposed to Risk
0.00 - 0.50	0	Not at All Exposed to Risk

Moreover, the self-regulated learning of the students was also described with the mean using the legend as follows:

Range of Means Scoring Based on the Questionnaire		Interpretation
5.51 – 7.00	7 – (Very true of me)	High Self-Regulation (HSR)
	6 – (Much like me)	High Self-Regulation (HSR)
2.51 – 5.50	5 – (Some what like me)	Moderate Self-Regulation (MSR)
	4 – (Undecided)	Moderate Self-Regulation (MSR)
	3 – (Some what like me)	Moderate Self-Regulation (MSR)
1.00 – 2.50	2 – (Much like me)	Low Self-Regulation (LSR)
	1–(Not at all like me)	Low Self-Regulation (LSR)

The interpretation came from the researcher's reading on SRL literature. The Pearson-product moment correlation was used to determine the relationship between lifestyle and self-regulated learning. The 0.05 level of significance was used in the interpretation of findings.

RESULTS AND DISCUSSION

This chapter presents the data gathered, the analysis carried out, and the interpretations construed from the analysis of data. It contains four (4) tables.

Lifestyle of Students

The lifestyle of students, as indicated by their mass media consumption and engagement in risk behaviors, is shown in Tables 1 and 2, respectively. The students' mass media consumption is manifested by the mean number of days per week and mean number of hours per day spent in watching TV, listening to the radio, reading newspapers, reading comics, magazines, and pocketbooks, watching movies, videos and X-rated films, and surfing the net. On the other hand, risk behaviors include students' frequency of engagement/attending social activities considered as distal, proximal, and risky.

Mass Media Consumption of the Students

The mass media consumption of the students ranges from very low to very high depending on the activity. It is noted in Table 1 that engagement of the students in enjoying the different mass media is low either based on the number of days per week or on the number of hours per day as shown by the means of 2.32 days per week and 1.62 hours per day. Among the different mass media activities, surfing the net consumes most the students, as shown by an average of 4.79 days per week. This could be attributed to the fact that school assignments, including research activities, are easily done using the internet which, together with computer, is available in many homes and individuals nowadays. Also, senior high school students who are in their adolescence stage are observed to be hooked to logging in on their favorite social networking sites.

Table 1: Lifestyle of the students in terms of mass media consumption.

	Activities	Mean No. of Days per Week	Mean No. of Hours per Day
1	Watching TV	3.60 (ME)	3.61 (ME)
2	Listening to radio	4.02 (ME)	1.09 (LE)
3	Reading Newspaper	0.46 (VLE)	0.19 (VLE)
4	Reading comics/mags/pocketbooks	1.09 (LE)	0.74 (VLE)
5	Watching movies	2.04 (LE)	2.43 (ME)
6	Watching videos	2.30 (LE)	1.28 (LE)
7	Watching X-rated films	0.29 (VLE)	0.18 (VLE)
8	Surfing the net	4.79 (HE)	3.45 (ME)
	Mean	**2.32 (LE)**	**1.62 (LE)**

Similarly, results of the study of Javellana (2014) revealed that internet is the most frequently used media by teenagers. Listening to radio and watching TV are moderately done by the students with an average of 4.02 days per week and 3.60 hours a day. Despite the availability of these appliances in almost all households, their usage by the students is limited as they have other things to do in their house or these activities are controlled by their parents. Some students consider these activities as boring and old-fashioned.

On the other hand, based on the number of hours spent per day, watching TV (3.61) and watching movies (2.43), and surfing the net (3.45) are moderately done by the respondents. These activities are done 2.30, 2.04, 1.09 days per week, respectively, even though videos and movies can be watched by students using their smart phones, laptops, and other gadgets anytime and anywhere as long as internet connection warrants. The frequency of watching TV and movies could be explained by the availability of TVs in almost every household. As regards reading, students rarely do it since the advent of smart phones, internet, and social media networks, like Facebook, Twitter, and others have allowed them to read news, journalistic, and literary articles. Although X-rated videos are readily available to most adolescents using gadgets like smart phones and laptops, the results show that students enrolled in academic track rarely watch such as shown by an average 0.29 day per week. This is due to the fact that parents monitor the sites their children.

Students' Engagement in Risk Behaviors
Table 2 shows that academic track students generally engage in some risk behaviors, but not frequently, as shown by a mean of 0.86. Both distal and proximal risk behaviors are not frequent with means of 1.47 and 0.77, respectively. Moreover, risky behaviors with a mean of 0.33 are never engaged in.

Table 2: Students' engagement in risk behaviors.

	Social Activities	Mean	Interpretation
A	Distal Risk Behaviors		
1	Attended parties	1.92	Rarely Exposed to Risk
2	Went to disco	0.19	Not at All Exposed to Risk
3	Joined excursions/picnics	2.38	Rarely Exposed to Risk
4	Joined sports activities	2.25	Rarely Exposed to Risk
5	Went to movie houses	1.98	Rarely Exposed to Risk
6	Attended fraternity/sorority activities	0.09	Not at All Exposed to Risk
	Sub-mean	**1.47**	**Very Rarely Exposed to Risk**
B	Proximal Risk Behaviors		
1	Visited massage parlors	0.67	Very Rarely Exposed to Risk
2	Spent night out with friends	1.52	Rarely Exposed to Risk
3	Gone to strip shows/night clubs and beer houses	0.13	Not at All Exposed to Risk
	Sub-mean	**0.77**	**Very Rarely Exposed to Risk**
C	Risky Social Behaviors		
1	Got into trouble at school	0.44	Not at All Exposed to Risk
2	Been drunk (alcoholic beverages)	0.42	Not at All Exposed to Risk
3	Started a fight with someone	0.64	Very Rarely Exposed to Risk
4	Smoked cigarettes	0.27	Not at All Exposed to Risk

5	Skipped school without permission	0.40	Not at All Exposed to Risk
6	Picked on or bullied someone	0.74	Very Rarely Exposed to Risk
7	Taken an illegal drug	0.07	Not at All Exposed to Risk
8	Been expelled from school	0.04	Not at All Exposed to Risk
9	Stolen something	0.20	Not at All Exposed to Risk
10	Written things or sprayed paint on the wall	0.25	Not at All Exposed to Risk
11	Run away from home	0.55	Very Rarely Exposed to Risk
12	Gambles	0.19	Not at All Exposed to Risk
13	Had premarital sex	0.12	Not at All Exposed to Risk
	Sub-mean	**0.33**	**Not at All Exposed to Risk**
	Mean	**0.86**	**Very Rarely Exposed to Risk**

Legend: Range of Means	Interpretation
4.51 – 5.00	Very Highly Exposed to Risk
3.51 – 4.50	Highly Exposed to Risk
2.51 – 3.50	Moderately Exposed to Risk
1.51 – 2.50	Rarely Exposed to Risk
0.51 – 1.50	Very Rarely Exposed to Risk
0.00 – 0.50	Not at All Exposed to Risk

a) Distal Risk Behaviors. Among the six distal risk behaviors, the students admitted they are slightly frequently engaged in four (4) social activities and never in two (2) social activities as shown by the means that range from 0.09 to 2.38. Joining excursions/picnics is the most engaged-in distal risk behavior by the students since these social activities are undeniable enticing to them because of the activities' recreational appeal. With the hectic schedules students in academic track usually have, picnics are perceived to relax minds and body specially when they are with their peers of family. Also engaged slightly frequently by the students are sports activities, parties, and going to movie houses with means of 2.25, 1.92, and 1.98 respectively. Though not frequent, going to cinemas could be a ruse for dating and subsequent parties which may lure them to engage in some risky social behaviors including but not limited to use of drugs, smoking, drinking alcoholic beverages. Such behaviors might lead them to premarital sex. The students reported to have never gone to discos or fraternity/sorority activities. Again, the number of students doing these distal risk behaviors is negligible but the computed means indicate the presence of students engaged in such behaviors.

b) Proximal risk behaviors. On the other hand, involve social behaviors that pose greater risks to the adolescent compared to the distal risk behaviors (Cruz, et al., 2001). The findings show that students slightly frequently (1.52) visit massage parlors, never (0.67) go to strip shows or night clubs and beer houses where they could experience alcoholic drinking and sex for pleasure, and later, may lead to being infected with sexually transmitted disease.

c) Risky social behaviors. Out of the 13 considered highly risky behaviors, three (3) are not frequently engaged in by the students and 10 other risky behaviors are never engaged in by the students. They claimed to have rarely bullied someone nor started any fight with someone. A few students reported to have run away from home at one point as indicated by the mean of 0.55 with the description of not frequent. The other 10 risky behaviors are very rarely engaged in by the students in the academic track. These include getting into trouble (0.44), skipping school without permission (0.40), smoking cigarettes (0.270, performing vandalism (0.25), gambling (0.19), having premarital sex (0.12), taking illegal drugs (0.07), and being expelled from school (0.04). Although Qidwai et al. (2010) posited that adolescents are characterized by strong tendency to experiment with risk behaviors, the student-respondents seem not much of risk takers since they are enrolled in the academic track.

Self-Regulated Learning
The degree to which the senior high school student-respondents demonstrate self-regulated learning (SRL) is shown in Table 3. The table shows that students exhibit moderate level of self-regulated learning as indicated by their overall mean of 4.93. According to Vygotsky's theory of sociocultural development, this means that the students can satisfactorily coordinate, but bot yet to a high extent, their mental processes such as memory, planning, synthesis, and evaluation. They exercise some control over their thinking and actions, and these coordinated processes do not operate independently of the context in which they are formed.
To Beimiller et al. (as cited in Effeney et al., 2013), in their three-stage developmental sequence, this is characterized by the ability to perform tasks with limited guidance, for example,

Table 3: Self-regulated learning of senior high school students.

	Strategies for Learning	Mean	Interpretation
1	I am certain I can understand the ideas taught in my classes.	4.90	MSR
2	I expect to do very well in most of my classes.	5.02	MSR
3	Compared to other students in my class, I think I am a good student.	4.57	MSR

4	My study skills are excellent compared to other students in my class.	4.34	MSR
5	I think I will get a good grade in my subjects.	4.55	MSR
6	I prefer class work that is challenging so I can learn new things.	5.23	MSR
7	I think I will be able to use what I can learn in my class in other subjects.	5.45	MSR
8	Even if I do poorly in a test, I try to learn from my mistakes.	5.92	HSR
9	I think that what I am learning from my classes are useful for me to know.	5.92	MSR
10	I think that what I am learning in my classes are interesting.	5.62	MSR
11	When I study for a test, I try to put together information I got from class and from the book.	5.16	MSR
12	When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.	5.31	MSR
13	When I study, I put important ideas into my own words	4.82	MSR
14	I always try to understand what the teacher is saying even if it doesn't make sense.	4.82	MSR
15	When studying, I copy my notes over again to help me remember material.	4.60	MSR
16	When I study for a test, I practice saying the important words over.	4.97	MSR
17	I use what I have learned from old homework assignments and the textbook to do new assignments.	4.62	MSR
18	When I am studying a topic, I try to make everything fit together.	4.69	MSR
19	I outline the chapters of my book to help me study.	3.90	MSR
20	When reading, I try to connect the things I am reading about with what I already know.	4.79	MSR
21	I ask myself questions to make sure I know the material I have been studying.	4.91	MSR
22	I work on practice exercises and answer end of chapter exercises even when I don't have to.	4.01	MSR
23	Before I begin studying I think about the things I will have to do to learn.	4.81	MSR
24	When I am studying I stop once in a while to go over what I have been studying.	4.82	MSR
25	I work hard to get a good grade even when I don't like a class.	5.47	MSR
	Mean	**4.93**	**MSR**

Legend: Range of Means	Interpretation
5.51 – 7.00	High Self-Regulation (HSR)
2.51 – 5.50	Moderate Self-Regulation (MSR)
1.00 – 2.50	Low Self-Regulation (LSR

hints. The students rated themselves high on three items descriptive of self-regulated learning (SRL) with mean ratings ranging from 4.01 – 4.57. The students feel they have high self-regulation with regard to trying to learn from their mistakes even they perform poorly in a test (Item No. 8), considering their learning from classes as useful for them to know (Item No. 9), and believing that what they learn in classes are interesting (Item No. 10). These three are motivational items. They have moderate self-regulation (MSR) with regard to having the belief that what they are learning in a class can be utilized in other subjects (Item No. 7) and having preference for class work that is challenging so as to learn new things (Item No. 6). Their capacity to try to remember what the teacher said in class so that they can answer the questions correctly (Item No. 12), and getting their mindset on working hard to get a good grade even they do not like the class (Item No. 25) likewise are of moderate level.

These findings indicate that the students have moderate self-regulated learning. This suggests that they exercise some extent of self-direction that they can easily adjust to any kind of class situation they may be exposed in the future. As Pintrich (2000) posited, SRL is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. This degree or level of self-regulated learning is a prelude to reaching a level of internalization or mastery (Biemiller et al. as cited in Effeney et al., 2013), or in Zimmerman's model (Effeney et al., 2013), moderate SLR means that the students are close to a level of self-regulatory skill development which arises when complex situations demand higher levels of self-regulatory competence in which they systematically adapt their learning strategies to changing personal and contextual situations.

Relationship Between Students' Lifestyle and Self-Regulated Learning
Table 4 shows that lifestyle of the students, either in terms of their mass media consumption or their engagement on risk behaviors is not related to self-regulated learning. This is shown by the r obtained of 0.077 (mass media consumption) and -0.016 (engagement in risk behaviors)

which are not significant at 0.05 level. These findings imply that the degree of the students' mass media consumption and their engagement in risk behaviors has nothing to do with their capacity to self-regulate learning.

Table 4: Relationship of lifestyle of students to self-regulated learning.

Lifestyle of Students	Self-Regulated Learning
1 Mass Media Consumption	0.077ns
2 Engagement in Risk Behaviors	-0.016ns

Legend: ns – not significant (p>0.05)

This could be due to the fact that students' media consumption and engagement in risk behaviors are more of a form of entertainment than opportunities to learn or improve themselves. Moreover, the students just want to add spice to their student life— to experience something new and have adventures or to satisfy their curiosity especially with regard to the different kinds of risk behaviors which do not necessarily pose risk when one knows how to manage.

It is important to note that the none-interrelatedness between lifestyle and self-regulated learning due to the fact that senior high school students remain unaffected when it comes to learning, since self-regulated learners have already established routines, hence, always find time to study despite other demands Effeney et al. (2013).

CONCLUSIONS AND RECOMMENDATIONS

It was concluded that the students have low exposure to the different mass media, with surfing the internet and watching television as the most common activities. According to the concept, the degree to which an adolescent can control his/her media consumption and risk behaviors is carried over to learning behaviors. When a student can regulate his mass media consumption and risk behaviors, then he/she can also regulate his/her motivational beliefs and learning strategies. The students seldom join activities that could put them in danger physically, emotionally, or socially. However, findings show that the risk behaviors of students do not influence their self-regulated learning behaviors. This is different from the social cognitive theory of Bandura which posits that human being functioning results form reciprocal interactions among personal factors, behaviors, and environment conditions. Based on the above findings and conclusions, it is recommended that parents should monitor their child's use of different media. This way, they can screen the contents of the media and see which is beneficial and not. Parents should accompany their children or at least monitor them closely when they attend social gatherings so that distal and proximal risk behaviors. Also, students, especially those in the senior high school, should understand that they must be in charge of their own learning, the necessity of setting short- and long-term goals for their learning, of planning ahead to accomplish their goals, of self-regulation, or focusing on their goals and progress. Also, the students are recommended to

device strategies in balancing their time in terms of media use. This study on lifestyle and self-regulated learning may be replicated by other researchers.

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