ACADEMIC ENGAGEMENT AND SELF-REGULATED LEARNING AS PREDICTORS OF PRIMARY SCHOOL PUPILS' ACADEMIC ACHIEVEMENT IN ENGLISH STUDIES IN EBONYI STATE

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Abstract

For primary school education, promoting both academic engagement and self-regulated learning is crucial. Teachers should design interactive lessons, encourage goal setting, provide feedback, and teach simple self-monitoring strategies. The study determined academic engagement and self-regulated learning as predictors of primary school pupils' academic achievement in English Studies in Ebonyi State. Five purposes, five research questions guided the study and five hypotheses tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study consisted of all 12,410 Primary school Five (Pri. 5) pupils of the 1,088 government owned (public) primary schools Ebonyi State who enrolled for 2025/2026 academic session with a sample of 400 primary five (127 male and 273 female) pupils which was determined using multi-stage sampling procedure. Data was collected using the Pupils' Academic Engagement Questionnaire (PAEQ), Pupils' Self-Regulated Learning Questionnaire (PSRLQ) and pupils' academic achievement scores from their promotion examination results in English Studies in Primary 4 for 2024/2025 academic session. The instruments were validated by three experts. Using Crombach Alpha method, the reliability coefficients of the instruments were estimated to be 0.82 and 0.86 with overall reliability of 0.84. The researcher together with six research assistant collected data for the study. Ordinary Least Square simple was used to answer the research questions while multiple regression was used to test the null hypotheses at 0.05 level of significance. Findings among others revealed that there is a positive prediction between academic engagement and pupils' academic achievement in English Studies in Ebonyi State. Also, there was a positive significant prediction between academic self-regulated learning and pupils' academic achievement in English Studies in Ebonyi State. Based on the findings, it was recommended among others that, English Studies teachers should adopt learner-centred

instructional strategies that promote pupils' active participation in classroom activities. Again, school administrators and head teachers should organize regular in-service training, workshops, and seminars for primary school teachers on strategies for fostering academic engagement and self-regulated learning among pupils.

***Keywords**: Academic engagement, Self-regulated learning, Academic achievement, English Language, and Primary School Pupils*

Introduction

English Studies is widely recognized as a global language of communication and one of the most spoken languages in the world. It plays an essential role in connecting people across nations, particularly in areas such as education, science, business, and technology. In countries like the United Kingdom, the United States, and Australia, English is used as a native language, while in countries such as Nigeria, it functions as a second or official language. One of the strengths of English lies in its rich vocabulary, flexible structure, and its ability to evolve with cultural and technological changes. In the Nigerian context, English Studies is especially important because it serves not only as a subject but also as the main medium through which teaching and learning takes place. It allows individuals from different linguistic and cultural backgrounds to communicate, share ideas, and participate in global discussions. In this sense, English Studies goes beyond communication; it acts as a bridge that links people and societies together (Nwankwo and Akudolu, 2024). At the primary school level in Nigeria, English Studies is a compulsory subject and occupies a central place in the curriculum. Despite the presence of many indigenous languages, English Studies serves as a unifying factor in the country's educational system and social life. The National Policy on Education (FRN, 2013) clearly highlights the importance of English as the official language and a tool for national unity. In the early years of schooling, pupils are first taught using their mother tongue or the language of their immediate environment. Gradually, English is introduced to help them develop skills in listening, speaking, reading, and writing. This gradual transition, as noted by Nwankwo and Akudolu (2024), helps pupils build a strong foundation in both their native language and English, enabling them to function effectively in different environments.

In Nigeria's educational system, English Studies serves a dual purpose: it is both a subject on its own and the language through which other subjects are taught. Because of this, it is often seen as the foundation of academic success. For example, pupils must obtain at least a credit pass in English Studies to gain admission into Nigerian universities, which shows how important the subject is for further education. According to Nwachukwu and Sunday (2022), one of the major goals of education in Nigeria is to ensure that learners develop strong competence in English. Without this competence, pupils may struggle academically and even face challenges in their personal development. The primary school stage is particularly important because it lays the groundwork for future learning (Ike-Nwafor, 2020). In addition, English is the language used in government, administration, and official communication, which further emphasizes the need for pupils to have a good command of it (Nwankwo and Akudolu, 2024) .However, despite the importance of English Studies, pupils' performance in the subject has remained a major concern. Many pupils continue to perform poorly in English, both in classroom assessments and in national examinations such as the National Common Entrance Examination (NCEE). Studies by Mekiliuwa (2018), Ike-Nwafor (2020), Usman and Noviana (2021), and Nwankwo and Akudolu (2024) all point to the same issue of unsatisfactory academic achievement in English Studies. Reports from the NCEE between 2020 and 2024 also show fluctuating and generally low mean scores, indicating that the problem has persisted over time. This situation is troubling, especially considering the central role of English in education. Several factors have been identified as contributing to this poor performance. These include ineffective teaching methods, lack of adequate learning materials, shortage of qualified teachers, and limited exposure to English outside the classroom (Nwankwo and Akudolu, 2024). In many homes, English is not the primary language of communication, which makes it difficult for pupils to practice what they learn in school (Okika, Anyamene and Anyachebelu, 2021). As a result, many pupils struggle with basic language skills such as reading, writing, speaking, and listening. Since English is the medium of instruction for most subjects, poor proficiency in the language often affects overall academic achievement.

Academic achievement generally refers to how well pupils perform in their studies and how much of the learning objectives they are able to achieve. It is usually measured through tests, examinations, and continuous assessments. Berkley and Chang (2022) describe it as the

attainment of educational goals, while Inyang (2022) sees it as an indicator of how well pupils meet expected learning outcomes. In simple terms, it reflects how much a pupil has learned and how well they can apply that knowledge. To the researcher, academic achievement refers to the extent a learner has attained educational goals, knowledge, skills and competencies as prescribed by a curriculum or learning objectives. According to Agu, Ezeugo, and Okafor (2024), academic achievement shows how well learners perform in cognitive tasks compared to a set standard. Pupils who perform well academically often feel more confident and satisfied, while those who perform poorly may struggle with low self-esteem (Mbaegbu, Ikeanumba and Anazodo, 2023). Academic achievement is influenced by many factors, including intelligence, motivation, teaching methods, and the learning environment. However, recent attention has shifted toward psychological factors such as academic engagement and self-regulated learning. These factors are sometimes overlooked by teachers and school counselors, even though they play an important role in how pupils learn and perform (Agu, Anikpe and Ikeanumba, 2024). Therefore, academic achievement can be understood not only as a product of cognitive ability and instructional quality but also as a direct outcome of the degree of academic engagement exhibited by learners in the learning process.

Academic engagement refers to how actively involved pupils are in their learning. It includes their interest, participation, effort, and emotional connection to school activities (Ayoola, 2023). When pupils are engaged, they pay attention in class, participate in discussions, complete their assignments, and show a genuine interest in learning. Research has shown that engaged pupils are more likely to succeed academically because they are motivated and committed to their studies (Imaobong and Mfonobong, 2023; Gunuc and Kuzu, 2024). Engagement also encourages pupils to take responsibility for their learning, which leads to better outcomes. Operationally, academic engagement refers to the degree pupils are actively involved. committed and invested in their learning activities and educational experiences. Academic engagement provides the motivational and behavioral foundation through which academic achievement is realized. Pupils who are actively engaged in learning attending classes regularly, participating in discussions, completing assignments, and investing cognitive effort in understanding concepts are more likely to achieve higher academic scores. This is because engagement enhances attention, persistence, and depth of processing, all of which are essential

for meaningful learning and retention. Conversely, low academic engagement often results in poor academic achievement. Pupils who are disengaged tend to exhibit reduced interest in schoolwork, minimal effort in learning tasks, and weak commitment to academic goals, which ultimately reflect in their performance outcomes (Lawal et al., 2025). Closely related to engagement is self-regulated learning.

Self-regulated learning refers to pupils' ability to manage their own learning by setting goals, planning their activities, monitoring their progress, and evaluating their performance (Anikpe, Agu and Ikeanumba, 2024). Self-regulated learners are active participants in their learning process. They know what they want to achieve and take steps to achieve it. They also reflect on their performance and make adjustments when necessary. According to Burman, Green, and Shanker (2015), self-regulated learning involves thinking about one's thinking (metacognition), using appropriate strategies, and staying motivated. To the researcher, self-regulated learning (SRL) refers to the process through which pupils actively plan , monitor, control and evaluate their own learning in order to achieve academic goals, Pupils who develop these skills tend to perform better academically because they are more independent and focused. Primary school pupils, usually between the ages of six and eleven, are at a very important stage of development. This is the period when they begin to build basic skills in reading, writing, and thinking, as well as develop attitudes toward learning. In addition, helping pupils develop curiosity and self-regulation skills at an early stage can positively influence their academic success (Abdelghani et al., 2024). This highlights the need to pay attention not only to what pupils learn but also to how they learn. The relationship between curiosity, self-regulation skills, and academic achievement can also be viewed through the lens of gender differences, as research suggests that boys and girls may differ in how they express and develop these learning-related traits.

Gender is another factor that has been widely studied in relation to academic achievement. It refers to the biological differences between males and females (Obikezie, Nwuba and Ibe, 2023). However, findings on gender differences in English achievement have been mixed. Some studies suggest that female pupils perform better, others indicate that male pupils perform better, while some find no significant difference at all. This inconsistency shows that gender alone may not fully explain differences in academic performance and that other factors

need to be considered. While English Studies remains a crucial subject in Nigeria's education system, pupils' performance in the subject continues to be a concern. Many previous studies have focused mainly on teaching methods and environmental factors, often neglecting important psychological variables such as academic engagement and self-regulated learning. Yet, existing research suggests that these factors play a significant role in shaping pupils' academic outcomes. Although some studies have examined these variables separately, there is still limited research on how they work together to influence pupils' achievement in English Studies. This gap highlights the need for further investigation, which is the focus of the present study to examine how academic engagement and self-regulated learning jointly predict primary school pupils' academic achievement in English Studies in Ebonyi State, regardless of gender.

Statement of the Problem

English Studies is a core subject in the Nigerian educational system and serves as the primary medium of instruction across all levels of education. It is not only a subject of study but also a fundamental tool for communication, learning, and cognitive development. At the primary school level, English Studies is designed to equip pupils with essential language skills such as listening, speaking, reading, and writing, which are necessary for effective participation in academic and social activities. Despite the central role of English Studies in Nigeria's educational system, many primary school pupils in Ebonyi State continue to perform below expectations in the subject. Reports from internal school assessments and external examinations suggest persistent challenges in pupils' reading comprehension, writing skills, and overall language proficiency. This situation raises concerns among educators, parents, and policymakers, especially given that English serves as the medium of instruction for most school subjects and a foundation for further academic success.

Several factors have been identified as contributing to pupils' poor academic achievement in English Studies, including inadequate teaching methods, limited instructional materials, and learners' socio-economic backgrounds. However, beyond these external factors, there is growing recognition that pupils' internal learning characteristics particularly their level of academic engagement and ability to regulate their own learning play a crucial role in determining academic outcomes. Academic engagement, which encompasses behavioural, emotional, and cognitive involvement in learning tasks, is essential for sustaining attention and

active participation in classroom activities. Similarly, self-regulated learning, which involves goal setting, self-monitoring, and strategic learning behaviours, enables pupils to take control of their learning process. In many primary schools in Ebonyi State, pupils often exhibit low levels of engagement, such as inattentiveness, lack of interest, and minimal participation during English lessons. Additionally, many pupils appear to lack essential self-regulatory skills, including effective study habits, time management, and the ability to monitor their own understanding. These issues may significantly hinder their academic achievement, yet they are often overlooked in classroom practice and educational research within the local context.

Although previous studies have examined factors influencing academic achievement, there is limited empirical evidence specifically investigating how academic engagement and self-regulated learning jointly predict pupils' achievement in English Studies at the primary school level in Ebonyi State. This gap creates uncertainty about the extent to which these learner-related variables contribute to academic performance and how they can be effectively enhanced to improve learning outcomes. It is against this backdrop that the present study seeks to examine academic engagement and self-regulated learning as predictors of primary school pupils' academic achievement in English Studies in Ebonyi State. The problem of this study, therefore, is the persistent poor academic achievement of pupils in English Studies and the insufficient understanding of how their engagement and self-regulatory capacities influence this outcome.

Research Questions

The following research questions guided the study

1. What is the predictive value of pupils 'academic engagement on their academic achievement in English Studies Ebonyi State?
2. What is the predictive value of male and female pupils 'academic engagement on their academic achievement in English Studies in Ebonyi State?
3. What is the predictive value of pupils 'self-regulated learning on their academic achievement in English Studies in Ebonyi State?
4. What is the predictive value of male and female pupils self-regulated learning on' their academic achievement in English Studies in Ebonyi State?
5. What is the joint predictive value of pupils' academic engagement, self-regulated learning and their academic achievement in English Language in Ebonyi State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Pupils' academic engagement does not significantly predict their academic achievement in English Language
2. Male and female pupils' academic engagement does not significantly predict their academic achievement in English Studies.
3. Pupils' self-regulated learning does not significantly predict their academic achievement in English Studies.
4. Male and female pupils' self-regulated learning does not significantly predict their academic achievement in English Studies.
5. Pupils' academic engagement, self -regulated learning does not jointly predict their academic achievement in English Studies.

Methods

The study adopted a correlational research design. The population of the study consisted of all 12,410 Primary school Five (Pri. 5) pupils of the 1,088 government owned (public) primary schools Ebonyi State who enrolled for 2025/2026 academic session with a sample of 400 primary five (127 male and 273 female) pupils which was determined using multi-stage sampling procedure. Data was collected using the Pupils' Academic Engagement Questionnaire (PAEQ), Pupils' Self-Regulated Learning Questionnaire (PSRLQ) and pupils' academic achievement scores from their promotion examination results in English Studies in Primary 4 for 2024/2025academic session. The instruments were validated by three experts. Using Cronbach Alpha method, the reliability coefficients of the instruments were estimated to be 0.82 and 0.86 with overall reliability of 0.84. The researcher together with six research assistant collected data for the study. Ordinary Least Square simple regression was used to answer the research questions while multiple regression was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question One: What is the predictive value of pupils 'academic engagement on their academic achievement in English Studies Ebonyi State?

Table 1: *Linear Regression Analysis on the Predictive Value of Academic Engagement on Achievement of Primary School Pupils in English Studies*

Model	R	R Squared	Adjusted R Squared
1	.724	.244	.245

The regression analysis shows a strong positive relationship between academic engagement and pupils' academic achievement in English Studies (R = 0.724). Academic engagement accounts for 24.4% of the variation in achievement (R^2 = 0.244), indicating it is a significant predictor, although other factors also influence performance. The Adjusted R^2 (0.245) confirms the model's reliability and consistency.

Hypothesis One: Pupils' academic engagement scores in English Studies do not significantly predict their academic achievement.

Table 2: *Multiple Regression Analysis on the Significant Prediction of Academic Engagement on Primary School Pupils' Academic Achievement in English Studies*

Model	Sum of Squares	df	Mean Square	F	t-cal	Sig.
Regression	16.463	1	16.463			
				44.427	-6.665	.000
Residual	333.878	399	.371			
Total	350.341	400				

The multiple regression analysis reveals that academic engagement significantly predicts pupils' academic achievement in English Studies. The model is statistically significant (F = 44.427, $p < 0.05$), indicating that variation in achievement is meaningfully explained by academic engagement. The significant t-value (t = –6.665, $p < 0.05$) further confirms its contribution. Therefore, Hypothesis 1 is rejected, showing that academic engagement is a significant predictor of pupils' achievement.

Research Question Two: What is the predictive value of male and female pupils 'academic engagement on their academic achievement in English Studies in Ebonyi State?

Table 3: *Linear Regression Analysis on the Predictive value of Academic Engagement on Male and Female Primary School Pupils academic achievement in English Studies*

Gender	Model	R	R Squared	Adjusted R Squared	Fchange	Std. Errorof theEstimate
Male	1	0.762[a]	.210	.212	.420	6.64204
Female	1	0.742[a]	.272	.237	.822	6.37861

a. **Predictor:** (Constant), Academic Engagement in English Studies

The regression results show that academic engagement is a strong positive predictor of academic achievement in English Studies for both male and female pupils. For males, academic engagement explains 21.0% of the variance ($R^2 = 0.210$), while for females it explains a higher 27.2% ($R^2 = 0.272$), indicating stronger predictive power among female pupils. The models for both groups are stable and reliable, with slightly more precise predictions for females. Overall, academic engagement significantly influences achievement for both genders, but more strongly for female pupils.

Hypothesis Two: Male and female pupils' academic engagement does not significantly predict their academic achievement in English Language.

Table 4: *Regression Analysis of the Prediction of Male and Female Pupils' Academic Engagement on Academic Achievement in English Studies*

Gender	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
Male	Academic Engagement	.714	.484	.0708	.718	0.002
Female	Academic Engagement	.730	.340	.0610	.333	0.000

The regression coefficients indicate that academic engagement positively and significantly predicts academic achievement for both male and female pupils. For males (B = 0.714, $p < 0.05$) and females (B = 0.730, $p < 0.05$), the relationships are statistically significant, confirming that increased engagement leads to higher achievement in English Studies. Therefore, Hypothesis 2 is rejected for both groups, showing that academic engagement is a significant predictor of achievement for male and female pupils separately.

Research Question Three: What is the predictive value of pupils 'self-regulated learning on their academic achievement in English Studies in Ebonyi State?

Table 5: *Linear Regression Analysis on the Predictive Value ofAcademic Self-Regulated Learning on Academic Achievement ofl Pupilsin English Studies*

Model	R	R Squared	Adjusted R Squared
1	.866	.332	.321

The analysis reveals a very strong positive relationship between self-regulated learning and pupils' academic achievement in English Studies (R = 0.866). Self-regulated learning explains 33.2% of the variance in achievement ($R^2 = 0.332$), indicating it is a substantial predictor. The Adjusted R^2 (0.321) confirms the model's stability, showing that self-regulated learning significantly contributes to pupils' academic achievement.

Hypothesis Three: Pupils' self-regulated learning does not significantly predict theiracademic achievement in English Language.

Table 6: *Multiple Regression Analysis on the Significant Prediction of Academic Self-Regulated Learning on Pupils' Academic Achievement in English Studies*

Model	Sum of Squares	df	Mean Square	F	t-cal	Sig.
Regression	14.994	1	14.994			
				40.285	-6.347	.21
Residual	335.347	399	.372			
Total	350.341	400				

The regression analysis shows that although academic achievement explains only a small proportion of the variance in self-regulated learning, the model is statistically significant ($F = 40.285$, $p < 0.05$). The significant t-value ($t = 6.347$, $p < 0.05$) further confirms the relationship. Therefore, Hypothesis 3 is rejected, indicating that self-regulated learning significantly predicts pupils' academic achievement in English Studies.

Research Question Four: What is the predictive value of male and female pupils self-regulated learning on' their academic achievement in English Studies in Ebonyi State?

Table 7: *Linear Regression Analysis on the Predictive value of Self-Regulated Learning on Academic Achievement of Male and Female Pupils in English Studies*

Gender	Model	R	R Squared	Adjusted R Squared	Fchange	Std. Error of the Estimate
Male	1	.785[a]	.270	.242	.371	3.25410
Female	1	.762[a]	.323	.335	.443	4.13521

a. Predictor: (Constant), Self-Regulated Learning in English Studies

Self-regulated learning significantly and positively predicts academic achievement in English Studies for both male and female pupils. It explains more variance in achievement among females (32.3%) than males (27.0%), indicating stronger predictive power for female pupils. Overall, the models are stable and show that self-regulated learning has a meaningful influence on achievement for both groups.

Hypothesis Four: Male and female pupils' academic achievement scores in English Studies do not significantly predict by their self-regulated learning.

Table 8: *Regression Analysis of the Prediction of Male and Female Pupils' Self- Regulated Learning on Academic Achievement in English Studies*

Gender	Model	Unstandardized Coefficients	Standardized Coefficients		T	Sig
		B	Std. Error	Beta		
Male	Self-Regulated Learning	.839	.331	.0719	.211	.002
Female	Self-Regulated Learning	.833	.352	.0822	.321	0.001

The regression coefficients show that academic achievement significantly predicts self-regulated learning for both male and female pupils. For males ($B = 0.839$, $p < 0.05$) and females ($B = 0.833$, $p < 0.05$), the relationships are positive and statistically significant. Therefore, Hypothesis 4 is rejected, indicating that self-regulated learning in English Studies is significantly influenced by pupils' academic achievement for both genders.

Research Question Five: What is the joint predictive value of pupils' academic engagement, self-regulated learning and their academic achievement in English Language in Ebonyi State?

Table 9: *Linear Regression Analysis on the Joint Predictive Power of PupilsAcademic Engagement and Self-Regulated Learningon their Academic Achievement in English Studies*

Model	R	R Squared	Adjusted R Squared
1	.893	.201	.604

The joint regression analysis shows a very strong positive relationship between academic engagement, self-regulated learning, and pupils' academic achievement in English Studies ($R = 0.893$). Together, the two predictors explain 20.1% of the variance in achievement ($R^2 = 0.201$), indicating a meaningful combined influence, although other factors also contribute. The Adjusted R^2 suggests that the model remains stable after adjustment, confirming the reliability of

the joint predictive effect. Overall, academic engagement and self-regulated learning jointly predict pupils' academic achievement in English Studies.

Hypothesis Five: Pupils' Academic Engagement and Self-Regulated Learning does not jointly predict their academic achievement in English Studies.

Table 10: *Multiple Regression Analysis on the Joint Prediction of Pupils Academic Engagement and Self-Regulated Learning ontheir Academic Achievement in English Studies*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	85.308	1	17.362		
				96.456	.000
Residual	265.033	399	.295		
Total	350.341	400			

The results show that academic engagement and self-regulated learning jointly have a significant effect on pupils' academic achievement in English Studies. The model is statistically significant ($F = 96.456$, $p < 0.05$), indicating that both variables together meaningfully predict achievement. Therefore, Hypothesis 5 is rejected, confirming that academic engagement and self-regulated learning significantly co-predict pupils' academic achievement in English Studies.

Discussion of Findings

The study found that academic engagement has a positive relationship with pupils' academic achievement in English Studies and explains 24.4% of the variance in performance ($R^2 = 0.244$). This indicates that higher engagement leads to better achievement. The finding aligns with previous studies such as (Unachukwu et al., 2022; Asanre et al., 2024; Okere and Ikeh, 2025; Lawal et al., 2025; and Hamman et al., 2025), which also reported that academic engagement significantly predicts academic achievement across different levels and subjects. Overall, the results confirm that academic engagement significantly enhances pupils' achievement in English Studies in Ebonyi State.

The study found that academic engagement positively predicts academic achievement for both male and female pupils in English Studies, though the effect is stronger among females as

shown by their higher R^2 value. This agrees with studies such as Delfino (2019), Asanre, Ifamuyiwa, and Abiodun (2024), and Emesi and Anyanwu (2024), which also reported that academic engagement significantly predicts academic achievement for both genders, with females often performing better. Overall, the results confirm that academic engagement is a significant predictor of achievement for male and female pupils in English Studies in Ebonyi State.

Findings from the study showed a strong positive relationship between pupils' self-regulated learning and their academic achievement in English Studies. This indicates that pupils who effectively plan, monitor, and regulate their learning tend to perform better academically. The finding is supported by previous studies such as Kamel, Abdeen and Mohamed (2023), Okoli and Ezegba (2025), and Anyanwu, Ezenwosu and Emesi (2025), which also reported that self-regulated learning significantly predicts academic achievement across different subjects and levels. Furthermore, hypothesis three revealed that self-regulated learning significantly predicts pupils' academic achievement in English Studies. This is consistent with findings by Sutarni et al. (2021), Suan (2023), and Anyanwu, Ezenwosu and Emesi (2025) all of whom established that students with higher self-regulated learning skills tend to achieve better academically. The findings confirm that higher levels of self-regulated learning led to improved academic achievement in English Studies among primary school pupils in Ebonyi State.

Findings from the study revealed that self-regulated learning positively predicts academic achievement in English Studies for both male and female pupils, with a slightly stronger effect among females. This aligns with studies such as Emesi and Anyanwu (2024) and Asanre, Ifamuyiwa, and Abiodun (2024), which reported that female learners often demonstrate stronger self-regulatory skills that enhance academic performance. It also agrees with Moghadari-Koosha et al. (2020), who found that self-regulated learning significantly predicts academic achievement across both male and female students.

Similarly, hypothesis four showed that self-regulated learning significantly predicts academic achievement for both genders. This is consistent with findings by Inggriyani and Hamdani (2019), Moghadari-Koosha et al. (2020), and Sutarni et al. (2021), all of which confirmed that self-regulated learning significantly enhances academic achievement. Overall, the findings emphasize that self-regulated learning is essential for success in English Studies, as it supports comprehension, reflection, and effective learning among both male and female pupils.

Findings from research question five revealed that academic engagement and self-regulated learning jointly have a positive and significant prediction on pupils' academic achievement in English Studies. This indicates that when both variables are combined, they meaningfully enhance pupils' academic performance, although other external factors also contribute to achievement. This finding is supported by Rodríguez-Llorente et al. (2021), Martincová et al. (2025), and Hamman, Filgona and Magaji (2025), who all reported that academic engagement and self-regulated learning jointly improve students' academic performance.

Similarly, findings from hypothesis five showed that the combined effect of academic engagement and self-regulated learning significantly predicts pupils' academic achievement in English Studies. This agrees with previous studies that established a significant joint contribution of both variables to academic achievement. The results confirm that enhancing both academic engagement and self-regulated learning leads to improved academic achievement in English Studies among primary school pupils in Ebonyi State.

Conclusion

This study established the predictive power of academic achievement in English Studies by pupils' academic engagement and self-regulated learning, separately and jointly. Based on the findings from the result, it can be concluded that the investigated academic engagement and self-regulated learning, predicted pupils' better academic achievements in English Studies, except for test-taking skills that predicted pupils' high academic achievement. The study further concluded that gender influence was significant in the prediction of achievement by academic engagement and self-regulated learning. These findings indicated that pupils' academic engagement and self-regulated learning, positively affected their academic achievement in English Studies in State.

Recommendations

The following recommendations were made for the study;

1. School administrators and head teachers should organize regular in-service training, workshops, and seminars for primary school teachers on strategies for fostering academic engagement and self-regulated learning among pupils. Such capacity-building

programmes will equip teachers with practical skills for enhancing pupils' learning experiences in English Studies classrooms

2. Teachers at the primary school level should explicitly teach self-regulated learning skills to pupils. This can be achieved by guiding pupils to set simple learning goals, monitor their understanding during lessons, manage their time effectively, and reflect on their learning outcomes.
3. Curriculum planners and educational policymakers, particularly at the Ebonyi State Universal Basic Education Board (SUBEB), should integrate activities that promote academic engagement and self-regulated learning into the primary school English Studies curriculum.
4. Teachers should encourage male and female primary school pupils to enhance their academic engagement and self -regulated learning skill for optimal academic achievement in school.

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