

**A CORRELATIONAL-COMPARATIVE STUDY OF GRADE 4,
GRADE 5, AND GRADE 6 STUDENTS' SELF-EFFICACY FOR
LEARNING AND PERFORMANCE IN INTEGRATED SUBJECTS
WITH THEIR ACADEMIC ACHIEVEMENT IN A MOTHER
TONGUE-BASED MULTILINGUAL EDUCATION CONTEXT IN
5 SJNI-CBE SCHOOLS IN NORTHERN SHAN STATE, MYANMAR**

**Ja Htoi Din¹
Richard Lynch²**

Received: 20th March 2021

Revised: 28th April 2022

Accepted: 1st July 2022

Abstract: The purpose of this quantitative study was to investigate whether there was a significant relationship between self-efficacy for learning and performance in integrated subjects of Grade 4, Grade 5, and Grade 6 students and their academic achievement in 5 SJNI-CBE Schools, Northern State, Myanmar. An adapted version of the Motivated Strategies for Learning Questionnaire by Pintrich, Smith, Gracia, and McKeachie (1991) was used to collect data from a total of 433 students; 117 Grade 4 students, 159 Grade 5 students, and 157 Grade 6 students. The subjects' final assessment results were used to determine the integrated subjects' academic achievement levels. The researcher also compared the self-efficacy for learning and performance in integrated subjects among Grade 4, Grade 5, and Grade 6 students. Descriptive statistics (means and standard deviations) and statistical hypothesis testing (correlational analysis using Pearson product-moment correlation and one-way ANOVA) were used to analyze the data. The research findings indicated high levels of self-efficacy for learning and performance in integrated subjects of Grade 4, Grade 5, and Grade 6. The integrated subject's final assessment result revealed that grade 4, Grade 5, and Grade 6 students had good academic achievement. Pearson product-moment correlation suggested that self-efficacy for learning and performance in integrated subjects of Grade 5 and grade 6 students and their academic achievement were significantly positively correlated; in contrast, there was no significant relationship between students' self-efficacy for learning and performance in integrated subjects of Grade 4 students and their academic achievement. The findings indicated a significant

¹ M.Ed. in Curriculum & Instruction, Principal, Church-Based Education Shan State Kachin Baptist Union, Loihkang Road, Kawngghka, Kutkai, Northern Shan State, Myanmar.
jarhtoidin5@gmail.com

² Ph.D., Assistant Professor, Graduate School of Human Sciences, Assumption University, Thailand. richardlynch2002@yahoo.com

difference in self-efficacy for learning and performance in integrated subjects between Grade 4 and Grade 5. Still, there was no significant difference between Grade 4 and Grade 6 students and between Grade 5 and Grade 6 students. Recommendations for students, teachers, parents, implementers and administrators of SJN-CBE, and future researchers are provided.

Keywords: Self-efficacy for learning and performance in integrated subjects, academic achievement, mother tongue-based multilingual education context, Northern Shan State, Myanmar

Introduction

Mother tongue-based multilingual education (MTB MLE) is an education program for children who do not speak or understand the national language or school's official language. In this program, students' first language comes first. Students' mother tongue is taught as a subject and used as one of the languages of instruction to the end of primary school. Students' knowledge and experience gained from their homes and communities are appreciated as important tools for the learning process. That students become multilingual and multiliterate and achieve a high quality of education is an important goal of MTB MLE.

The first world conference on education for all was conducted in Thailand in 1990. Government officials from 155 countries met and identified the actions governments should take to ensure that all children and adults have access to quality education in their countries (UNESCO, 1990). Then, in 2000, with 164 countries' government officials in attendance, the second education for all (EFA) conference was held in Dakar, Senegal, emphasizing primary school-age children, including those who have traditionally lacked access to formal education (UNESCO, 2000).

Also, in 2000, in a meeting at the United Nations (UN) headquarters in the United States, leaders of 189 countries agreed to work together to achieve eight Millennium Development Goals (MDGs) by 2015. According to Goal 2, governments will ensure that all children can complete a full course of primary schooling by 2015 (United Nations, 2013).

By 2010, according to the EFA Working Group, it was clear that few governments would achieve the Education for All priorities or Goal 2 of the MDGs by the target date of 2015. One reason many linguistic and ethnic minority children have difficulty in school is that they are taught in a language they struggle to comprehend. Globally, around 221 million children learn at schools in a language of instruction that they do not speak at their home, and