

PREVALENCE OF SELF-REGULATION AS EXPERIENTIAL LEARNING METHOD AMONG TEACHER TRAINEES

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Abstract

Experiential learning helps to conceptualize content, or meet course outcomes in subsequent active experimentation stages. Self-regulation is the power to evolve, carryout, and flexibly continuing planned behavior in order to gain one's goals. In an effort to more successfully meet learning purposes, the four steps of Kolb's experiential learning cycle was correlated with Self-regulated strategies. Applying these Experiential learning strategies students were able to move afar treating features of problems and generate more feasible alternative actions for future requests of their learning. This descriptive research study systematically collected data using the "The Self-Regulation Questionnaire" (SRQ) (Brown, Miller, & Lawwendowski, 1999) from 145 Bsc, B.Ed and B.Ed students of Gandhigram Rural Institute, Dindigul. The research finds that learning through experiential learning activates the students' motivation and classroom management. And the experiential learning influences problem solving, reflective thinking, self-regulatory behavior and self-study in learning as well.

Keywords: *Experiential Learning, Self-Regulation, Teacher Education.*

INTRODUCTION

From a psychological perspective, engaging students and motivating them in the classroom are related (Han and Wang, 2021). However, while engaging students involves activities that are visible to others, motivating students involves variables that are psychological and harder to detect (Reeve, 2012). Classroom engagement is a three-dimensional notion that can be divided into three categories: physical, emotional, and psychological. (Rangvid, 2018). However, visible indications are not always reliable, it is not always simple to determine whether a student is engaged. Even those who seem engaged or exhibit signs of curiosity or interest in a subject may not learn anything about it. Others can be learning even though they aren't showing any outward indicators of physical engagement (Winsett et al., 2016). Motivation, a crucial element of success and wellbeing, inspires people to become more self-aware (Gelona, 2011). Additionally, it is a force that directs, supports, and encourages goal-

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oriented behaviour, which is critical to both the learning process and academic success (Kosgeroglu et al., 2009). According to D'Souza and Maheshwari (2010), the learner, the teacher, the course material, the teaching strategy, and the learning environment all have an impact on student motivation in the classroom.

EXPERIENTIAL LEARNING

Learning through experience is not a revolutionary idea. John Dewey and David Kolb, two eminent educational theorists, each established the foundation for the significance of experiential learning. Dewey (1938) argued that the traditional classroom approach to learning, which placed little emphasis on applying the knowledge acquired, limits pupils' potential. The basic theory of experiential education, which enumerated the processes required for learning to occur in a hands-on experience, was codified by Kolb (1984). According to Kolb, learning is the process through which knowledge is formed by transforming experience. (Kolb, 1984, p. 38). In a cyclical approach that describes the route to learning by doing, reviewing, concluding, and planning, he postulated that experience, when combined with disciplined reflection, enables pupils to grow through hands-on learning. Following each encounter, there is intentional preparation and reflection that results in improvements for the subsequent experience.

Kolb identified two ways of gaining knowledge and skills through an experience, as well as two ways of changing through an event, which form the basis of his experiential learning paradigm (reflective observation and active experimentation). According to Kolb's Learning starts by doing, in his experiential learning cycle's initial stage. Students can only start to build the necessary information and abilities through experience-based observation and application. The very first step acts as the basis for all subsequent steps. After completing the initial experience, students' reflective conduct advances learning. The second step, reflection, enables students to plan adjustments and generate fresh concepts for the subsequent encounter. When students develop options for improvement to apply to the subsequent experience in light of their reflection, they have completed the third step, known as abstract conceptualization. The final part of the learning process is having students put the solution into practice through experimenting. The iterative approach involves further thought, preparation, and testing that enhances on previous experiences.

SELF-REGULATION

Self-regulation is typically an effort on the part of the student to achieve their own learning (Andreson, 2000 & Bloom, 1985) Self-regulation is defined as "thoughts, feelings, and behaviours that are planned and tailored to meet one's own objectives" (Zimmerman,2000). Self-regulation refers to the capacity to successfully observe, adapt, and activate. As a result, learning independently is achieved (Mahendiran, N., & Kumar, K.B. (2017). The capacity to create, carry out, and adaptably maintain planned behaviour in order to accomplish one's objectives is known as self-regulation. Miller and Brown developed a seven-step self-regulation paradigm, building on Frederick Kanfer's seminal works (Kanfer, 1970a, 1970b) (Miller & Brown, 1991). According to this model, one or more of the following seven phases could go wrong, causing behavioural self-regulation to become compromised: Getting pertinent information, Upon evaluating the data and benchmarking it against standards, causing change, Looking for alternatives, Creating a plan, putting it into action, and evaluating its success. The experiential learning was followed with Building on the foundational work of self-regulation. Applying this, students were able to move beyond treating symptoms of problems and generate more viable alternative actions for future applications of their learning. Improved grades, greater achievement of learning objectives, and positive student reactions provide evidence of the use of experiential learning improves Self-Regulation success. A generalized framework for using self-regulated learning in other management courses is also presented.

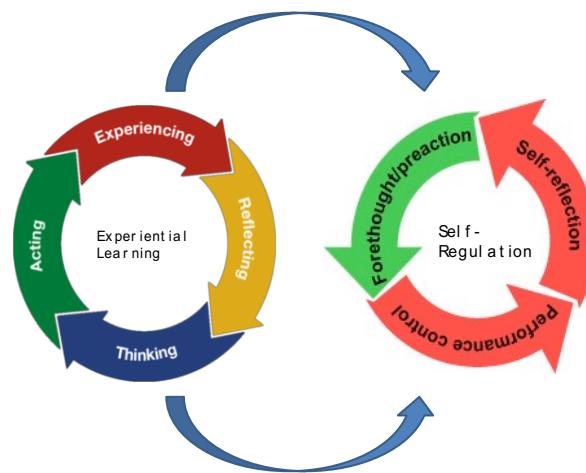


Figure 1. Link between EL & SL

TEACHER EDUCATION

Tradition has stated that it is the responsibility of parents, elders, priests, and wise men to pass on their knowledge and abilities to the younger generation. The ability of a man to impart his knowledge is, in Aristotle's opinion, the surest indication of wisdom. For many centuries—and even in certain countries today—knowing, doing, teaching, and learning could not be distinguished from one another. The process of introducing children to the behaviours, emotions, thoughts, and beliefs that are distinctive to their society has typically been informal—though serious and significant—and has been primarily facilitated by personal interactions with fully-grown adults, participation in group activities, and learning about myths, legends, and folklore. The policies and practices created to provide aspiring teachers with the knowledge, attitudes, behaviours, and abilities necessary to carry out their duties successfully in the classroom, school, and larger community are referred to as teacher education (Taylor, W. (2022).

LITERATURE REVIEW

For one to thrive in their academic, professional, and personal lives, self-regulation is a psychological construct that is defined as judgments, feelings, and behaviours that are planned and carried out to attain personal goals (Zimmerman, 2002). A self-controlled learner can keep track of his or her progress as well as find and use winning tactics (Miller, 2015). The use of self-regulation learning techniques is crucial in conventional classroom settings (Cleary & Zimmerman, 2012; Inan, Yukselturk, Kurucay, & Flores, 2017). Self-regulation is the capacity to organise one's actions in a planned, directed, controlled, and monitored manner, utilising motivational, cognitive, physical, emotional, and social factors to accomplish certain objectives using predetermined tactics. M.K. Chung (2000). argues that learning is influenced by internal (self-regulated) factors in addition to external factors. learning is a proactive, constructive process that requires self-control. (Torrano Montalvo, F. and M. González Torres (2004). So that the learner will get good learning results, if he realizes, is responsible. self-regulated education this is characterised as the learner's capacity to actively and independently engage in motivating themselves and controlling behaviour to boost goal-achieving (B.J. Zimmerman. 2000).

Experiential Learning in the classroom is built on the principle that language learning is facilitated when students are cooperatively involved in working on a project or task which includes the phases of exposure, participation, internalization, and dissemination. Projects that

are challenging, communicative, and meaningful, and that provide opportunities for student to guide and participate in their own language learning, will create an environment that reinforces motivation to learn the target language (Hussin et al., (2000). Students will apply what they learned in present experience and what they learned from past experiences to a similar or different situation. In addition, students will discuss how the newly learned process can be applied to other situations. And finally, students will discuss how more effective behaviors can be developed from what they learned and how issues raised can be useful in future situations (Kolb, 1984). Thus both Experiential Learning and Self-Regulation helps the learners to achieve their educational goals and learning objectives.

OBJECTIVES OF THE STUDY

1. To identify the level of Self-Regulation among students
2. To know the level of setting an aim, creating a strategy, putting the strategy into action and evaluating the effectiveness of the plan.
3. To know the problem-solving aspect, reflective thinking, and self-study.

METHODOLOGY

This survey method was adapted to get the data from 145 students of BSc, B.Ed and B.Ed students. Self-Regulation Questionnaire (SRQ; (Brown, Miller, & Lawendowski, 1999) containing 63 questions was developed as an attempt to assess these self-regulatory processes through self-report. Among 63 questions only 35 questions with seven subscales were only used it for the survey. All 35 items were answered on a 4-point Likert scale with the following scale points: 1 Strongly disagree, 2 Disagree, 3 Agree, 4 Strongly Agree. Presenting the 35 items, the subscales to which they were logically assigned, and the items that are to be reverse-scaled for (R). Researcher was careful in scoring to reverse the scale for R items. For reverse-scaled items, scores are 1=4, 2=3, 3=2 and 4=1.

RESULT AND DISCUSSION

Table 1: Overall Performance in Self-Regulation

Q.N	M	S.D	Q.N	M	S.D
1	3.13	0.66	19	3.10	0.67
2	3.08	0.70	20	2.88	0.62
3	2.80	0.64	21	2.67	0.74

4	3.00	0.64	22	2.56	0.73
5	3.48	0.54	23	3.09	0.07
6	2.35	0.73	24	3.23	0.68
7	3.24	0.55	25	3.07	0.56
8	1.93	0.74	26	2.64	0.86
9	3.20	0.59	27	3.06	0.67
10	3.26	0.62	28	3.26	0.64
11	3.04	0.55	29	2.91	0.68
12	2.22	0.68	30	2.91	0.80
13	3.02	2.59	31	3.07	0.45
14	3.00	0.47	32	3.11	0.59
15	2.97	0.55	33	3.25	0.54
16	3.20	0.60	34	2.72	0.67
17	3.28	0.65	35	3.22	0.68
18	3.23	0.58	Total	2.98	0.33

Note: M: Mean; SD: Standard Deviation

The above table is the overall score of the each 35 questions regarding Self-Regulation. The total score (mean=2.98, S.D=0.33) finds the acquisition of self-regulation among the participants. The highest score(mean=3.48, SD=0.54)of the 5th question “I learn from my mistakes” indicates the positive response relating the utilization of Self-Regulation among the BS.c.,B.Ed. and first&second year of B.Ed. students of The Gandhigram Rural Institute,Dindigul. Among the 35 questions three sets of Self-Regulation Questions got similar scores (QN=29&30;mean=2.91), (QN=4&14;mean=3)& (QN=18&24;mean=3.23). This similarity shows students are in the same level of receiving relevant information, activating changes,looking for options,working out the plans and assessing the effectiveness of their plans. The lowest score (QN=8; mean=1.93&SD=0.74) show that participants are lagging in evaluating the information and comparing it to norms.

Table2. Participants' top ten scores in Self-Regulation

S.No	Reg.No	M	SD
1	125	3.62	0.49
2	31	3.48	0.95
3	25	3.4	0.65
4	52	3.4	0.65
5	28	3.37	0.73
6	59	3.37	0.91
7	66	3.34	1.05
8	17	3.31	0.67
9	18	3.31	0.63
10	123	3.31	0.79

Note: M: mean; SD: Standard Deviation.

Table 2 is the top ten participants' overall score among 145 sample size. It represents exposure of using self-regulation in all the seven aspects mentioned in the questioner. Result shows that participants have high level of implementing Self-Regulation in receiving relevant information, formulating & planning effectively, problem solving ability and reflective thinking.

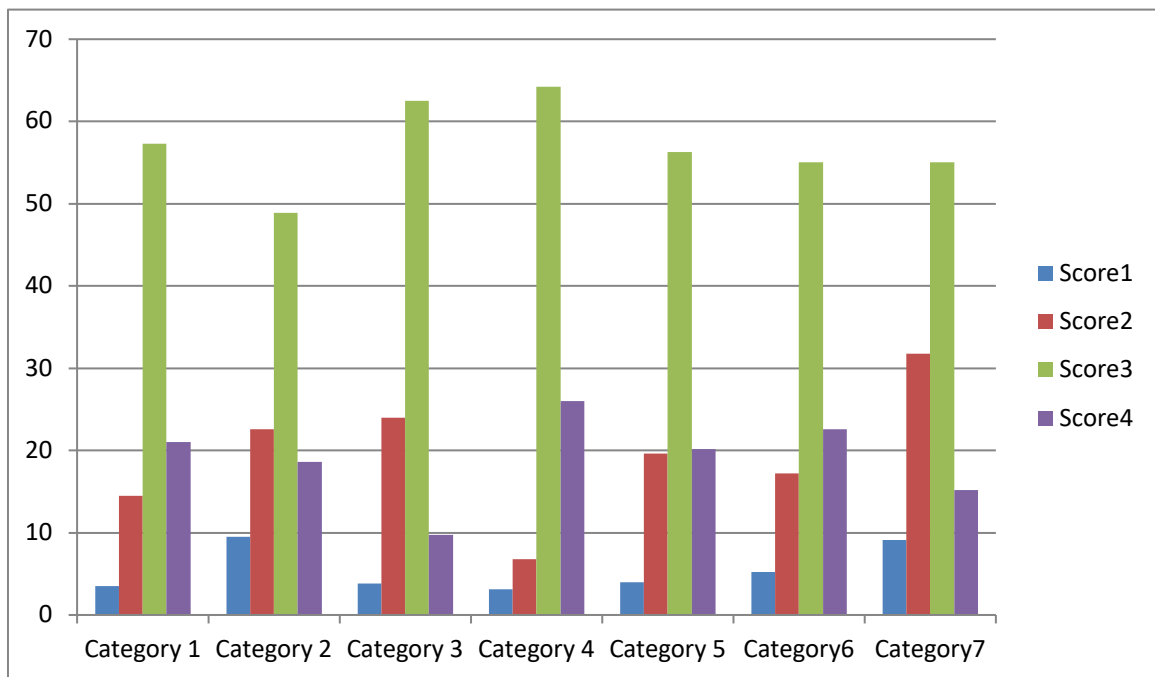


Figure 2. Self-Regulation Score Chart

In figure two all the categories from I to 7 represent the Self-Regulation subscales like Getting pertinent information (category 1), assessing the information and benchmarking it against standards (category 2), promoting change (category 3), looking for a solution(category 4), creating a strategy (category 5), Putting the strategy into action (category 6) and evaluating the effectiveness of the plan (category 7), respectively. From the figure2 the researcher finds most of the students got score-3 which indicates the positive acquisition of Self-Regulation through experiential learning. The above figure shows that student-teachers are in high level of Self-Regulation sub scale looking for options(category4). And secondly participants got high score in category3 which indicates the Self-Regulation sub scale Activating changes. The participants lag in category2- Evaluating the information and comparing it to norms. This is a Reflective thinking process which is a form of critical thinking that reflects on experiences and learning

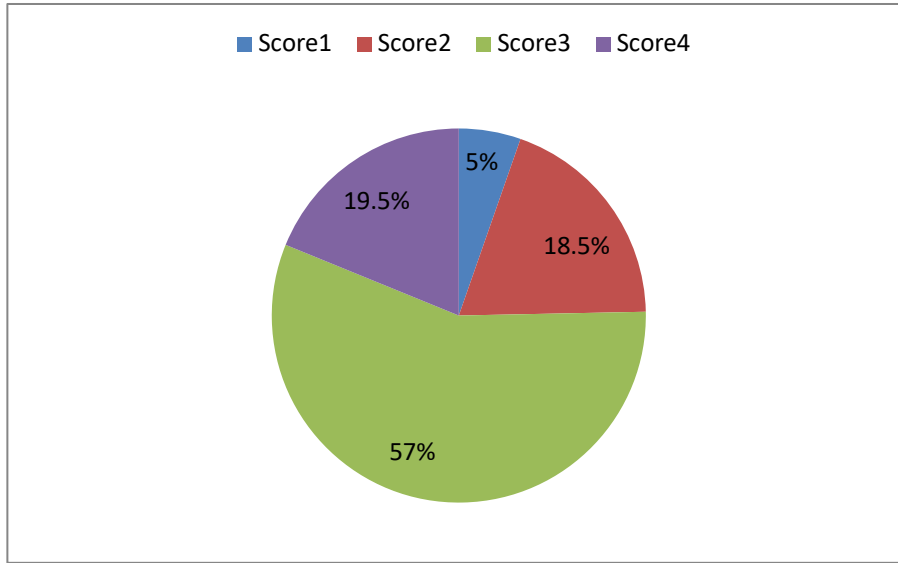


Figure 3. Self-Regulation Overall Performances

Figure 3 the overall performance shows that participants have positive correlation on Self-Regulation. Among 145 students 57% participants scored 3 rating, 19.5% score on second rating and 19% on 4 rating show the intermediate score. And only 5% participants gained least score which shows that a very few participants are requiring Self-Regulation awareness and acquisition.

CONCLUSION

Figure 3 finds the high level utilization of Self-Regulation among B.Ed and Bsc, B.ed students. Experiential learning proves positive impact on Self-Regulation and Self-Evaluation. Whereas Figure 2 shows that students are a little low in Self-evaluation comparatively with other subscales of Self-Regulation. Teachers can encourage students to focus on learning process, as much as on content. Students have to be active participants in their own learning. Experience and theory that interact with each other can produce knowledge: "Learning is a process by which knowledge is created through the transformation of experience". Kolb said students must go through four stages of the learning cycle which helps to get a complete learning experience. Self-regulated learning is a predictor or determinant of student academic achievement in a learning environment. Self-regulated learning (SRL) can be used by students as encouragement to manage their own learning activities. The result describes that the student-teacher's overall approach by highlighting a network of connections between SRL and experiential learning. This includes: connecting learning with real-life experiences, active learning, motivation, critical and reflective thinking, and inventing and resolving problems.

We conclude that SRL and experiential learning are mutually reinforcing. However, more studies are needed to establish the underlying links. We contend that the teacher's role in promoting SRL should be examined in diverse contexts to tackle its complexity. This research explores experiential learning in teacher education gives better result on the personal, behavioral and environmental factors that might influence the learner's use of self-regulated learning strategies.

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