SELF REGULATED LEARNING AMONG SECONDARY SCHOOL STUDENTS

Dr. Rose Kiran Pinto[1]

Abstract

Self-Regulation *means regulating one's behaviour without intervention of external forces or self-control by the individual.* ***Self-Regulated Learning*** *is a powerful instrument that makes learner more independent in learning and promote his ability to implement the knowledge and skills in real life situations. Self-Regulated Learning helps the student in evaluating the tasks, strategies available for fulfilling the task, applying the strategies, evaluation of effectiveness of strategies and their outcomes. It is the proficiency of the learner to learn autonomously without the help of teachers or parents.*

The learner learns independently, plans actively, regulates and evaluates his or her learning activities and its outcomes as per his needs and desires. The study rests on the theoretical perspective of Albert Bandura's Social Cognitive theory that describes the significance of surroundings in self-regulatory improvement of a child. The Social Cognitive Theory consists of four processes of goal realization: self-observation, self-evaluation, self-reaction and self-efficacy. These components are interrelated, each having an effect on motivation and goal attainment. The focus of this study is to find out the difference in Self-Regulated Learning among rural and urban Secondary School Students of standard nine of Mangalore Taluk. The findings revealed that Self-Regulated Learning among Rural and Urban Secondary School Students of Mangaluru Taluk differ significantly. The Self- Regulated Learning of Urban Secondary School Students of standard Nine is significantly greater than the Rural Secondary School Students of standard Nine of Mangaluru Taluk.

Results of this study will help the teachers to know the students learning style and modify the learning strategies. It will help to find out and set goals for students how the Self-Regulated Learning can help in their studies. The results of the study will be a great help for teachers to motivate the students to regulate their studies. Teachers can enhance students' interest not only in studies but also in various areas.

Keywords: *Self-regulated Learning, self-observation, self-evaluation, self-reaction, self-efficacy, motivation and goal attainment*

[1] Assistant Professor, St Ann's College of Education (Autonomous), Mangaluru

INTRODUCTION

Education forms an integral part of the society involving the transmission of knowledge and the activation of learning through experiences of life and with formal education. The learning pattern and regulation of self affects the performance of a child. Self-Regulated Learning makes the learner to perform the task and make active involvement in the learning process. It makes learning more autonomous and encourages the learner to give practical shape to theoretical knowledge. factors like motivation, self-control, self-regulation, media, language skills, peer group, family environment and educational institution etc serve as a link for climbing the ladder of performance through secondary education. Research on Self-Regulated Learning has been flourishing in various areas, ranging from classroom activities to homework accomplishment, from conventional instruction to e-learning during the recent two decades.

RATIONALE OF THE STUDY

Self-Regulated Learning (SRL) refers to initiatives taken by the learner to manage his learning. The importance of Self-Regulated Learning is crucial for high ability students. This is because it helps them as they strive for excellence. Achieving excellence requires practice. This takes planning, effort, and persistence over time. Self-Regulated Learning supports this process. It allows student to become autonomous learners who can pursue their own interest. Self-Regulated Learning enhances student learning. Self-Regulated Learning is a goal driven process. It encompasses skills that can be learned through observations or modelling.

It is an important feature that students are able to evaluate proactively and improve upon their own learning. In a rapidly changing world, successful individuals must be life-long learners who are meta-cognitive about and able to effectively evaluate their learning. Self-regulation allows learners to navigate conditions such as poor study conditions, confusing lessons or difficult texts to be insurmountable obstacles by discovering solutions that work.

There were many studies done on Self-Regulated Learning where it was found there is positive relationship in all the areas. It was found that the study which was focused on Self-Regulated Learning and writing skill was studied there was a significant correlation.

Looking at all the studies done it is a clear indication that many studies have been done earlier on Self-Regulated Learning. There were studies done to find out meta-cognitive and self-regulation skills and their academic achievement in learning language. All these studies have

been focused on Self-Regulated Learning because it is very clear that teacher in the classroom cannot teach everything. It is necessary to inculcate within the learner to learn independently. Rapid growth of the education, new ways of learning only will be enhanced if the learner has the interest on learning then the learner will benefit and can achieve higher goals.

Research shows that high academic achievement students have high Self-Regulated Learning within them (Kalyani Krishnan 2019). It increases the learning motivation because it encourages students to acquire knowledge and skills on their own voluntarily. Learners who have high Self-Regulated Learning will have good learning outcome (Adigüzel, Abdullah; Orhan, Ali 2017)

A case study on SRL and academic achievement analysis provided additional support for the potential effectiveness of Self-Regulated Empowerment Programme in academic context.

Going through the related literature, the study on Self-regulation has become a burning topic within Educational Psychology and identifying the gaps, the researcher found that very few studies were done on secondary school students in terms of their demographic location - rural and urban and hence the researcher decided to find out the difference in Self Regulated Learning among urban and rural secondary school students of standard nine of Mangalore Taluk.

THEORETICAL FRAMEWORK ON SELF-REGULATED LEARNING

In social cognitive theory of **Albert Bandura** human behaviour is extensively motivated and regulated by the ongoing exercise of self-influence. The major self-regulative mechanism operates through three principal sub functions. These include self-monitoring of one's behaviour, its determinants, and its effects; judgment of one's behaviour in relation to personal standards and environmental circumstances; and affective self-reaction. Self-regulation plays a central role in the exercise of personal agency by its strong impact on thought, affect, motivation, and action encompassing the self-efficacy mechanism. Social factors affect the operation of the self-regulative system in the interactions perspective of social cognitive theory.

Bandura (1986) explained in his social cognitive theory that every individual has his own way of perceiving, regulating and evaluating behaviour that empower him in controlling his thoughts, feelings, motivation and actions. The role of social environment in development of self-regulation was stressed upon Social cognitive theory (Martinez-Pons, 2002).

The Social Cognitive Theory consists of four processes of goal realization: self-observation, self-evaluation, self-reaction and self-efficacy. These components are interrelated, each having an effect on motivation and goal attainment (Redmond, 2010).

Self-observation: It can be used to assess one's progress toward goal attainment as well as motivate behavioural changes with 2 factors such as regularity and proximity.

Self-evaluation: Self-evaluation compares an individual's current performance with a desired performance or goal and is affected by the standards set and the importance of the goals.

Self-reaction: Reactions to one's performance can be motivating. If the progress made is deemed acceptable, then one will have a feeling of self-efficacy with regard to continuing, and will be motivated towards the achievement of their goal.

Self-efficacy: refers to judgements of the people about their capability to perform particular tasks. The effort and persistence towards challenging tasks increases through Task-related self-efficacy.

Statement of the Problem

Self-Regulated Learning among Secondary School Students of Standard Nine of Mangalore Taluk

OPERATIONAL DEFINITIONS OF TERMS

Self-Regulated Learning:

Self-Regulated Learning is a cyclical process, wherein the student plans for a task, monitors their performance, and then reflects on the outcome. The cycle is then repeated as the student makes use of reflection to adjust and prepare for the next task. The process is not everything fits together but should be tailored for individual students and for specific learning tasks (Zimmerman, 2002).

 In the present study Self-Regulated Learning is planning, monitoring and evaluation of thoughts and actions by the learner himself. Self-Regulated Learning is to be measured by the scores obtained on Self-Regulated Learning scale which is a standardized tool by Gupta. The obtained score will determine the Self-Regulated Learning among students. The scale consists of 48 statements with four components such as self-observation, self-evaluation, self-reaction and self-efficacy.

Secondary School Students:

Secondary School Students are those students studying at the secondary level that is classes VIII, IX and X. In the present study the Secondary School Students are studying in Standard nine under state board syllabus. It includes students from Government, Aided and Private Schools of Mangaluru Taluk.

Demographic Location: Rural and Urban

The present study includes Secondary Schools located in rural and urban areas of Mangaluru Taluk.

Mangaluru Taluk:

Mangaluru Taluk lies in Dakshina Kannada district, Karnataka on the west coast of India. It covers in area of 834 square kilometers.

OBJECTIVE OF THE STUDY

1. To study the difference in Self-Regulated Learning among the Rural and Urban Secondary School Students of Standard Nine of Mangaluru Taluk.

HYPOTHESIS OF THE STUDY

H_1. There is a significant difference in Self-Regulated Learning among Rural and Urban students of Secondary School Students of Standard Nine of Mangaluru Taluk.

DELIMITATIONS OF THE STUDY

This study is only based on empirical findings gathered through survey. The respondents may not be giving correct information and is limited to certain respondents.

- The study may not be able to focus on all the areas of Self-Regulated Learning. There are many factors like motivation, interest, attitude, parental support, environment etc. which can be the part of the study, and give overall results of self-regulated learning
- Study will be limited to Secondary School Students of rural and urban areas only.
- Only few dimensions of Self – Regulated Learning have been studied in this study.
- Study has been conducted on Standard Nine Students only.
- The present study is restricted to Mangaluru Taluk

METHODOLOGY

Tool Used:

The Self-Regulated Learning scale (SRLS-GMMD) constructed and standardized by Prof. (Dr.) Madhu Gupta and Ms. Dimple Mehtani, Former head and research scholar respectively of Department of Education, Maharishi Dayanand University, Rohtak

Population:

In the present study the population consisted of Secondary School of both Rural and Urban areas of Mangaluru Taluk

Sample of the Study:

The researcher used the Simple Random Sampling Technique for the selection of sample from both Rural and Urban Secondary School in order to study Self-Regulated Learning. The sample consisted of 400 students of standard nine belonging to rural and urban areas.

Statistical Techniques Used:

Descriptive Statistics:

Mean, Median, Standard Deviation, Normal Probability Curve, Frequency Distribution, Graphical representation on bar diagram and Ogive curves were plotted for the various variable of the study.

Inferential Statistics:

't' was employed to study the significant difference between the mean scores of the Self-Regulated Learning with respect to variable on the basis of location.

ANALYSIS AND INTERPRETATION OF THE OBJECTIVE USING DESCRIPTIVE STATISTICS

The objective was analyzed by using descriptive statistics i.e., mean, median, standard deviation, cumulative percentage frequency distribution and graphically represented in the form of Ogive. The cumulative percentage distribution of the scores on Self-Regulated Learning for Rural and Urban Self-Regulated Learning is given in table 1

Table 1.

Cumulative Percentage Frequency Distribution of the scores on Self-Regulated Learning among the rural and urban Secondary School Students of Standard Nine

Class-Interval	Rural				Urban			
	f	cf	Cum.%	Smoothed Cm %	f	cf	Cum.%	Smoothed Cm %
135-144	0	0	0	0.33	0	0	0	1.16
145-154	2	2	1	1.16	7	7	3.5	4
155-164	3	5	2.5	2.83	10	17	8.5	9.16
165-174	5	10	5	5.83	14	31	15.5	17
175-184	10	20	10	17.6	23	54	27	30.16
185-194	34	54	27	30	42	96	48	47.5
195-204	52	106	53	53.66	39	135	67.5	67
205-214	56	162	81	75.5	36	171	85.5	83.83
215-224	23	185	92.5	91.16	26	197	98.5	94.66
225-234	15	200	100	100	3	200	100	100
	N=200				N=200			

Figure 1.

Ogives Representing the Distribution of Scores on Self-Regulated Learning among the Rural and Urban Secondary School Students of Standard Nine
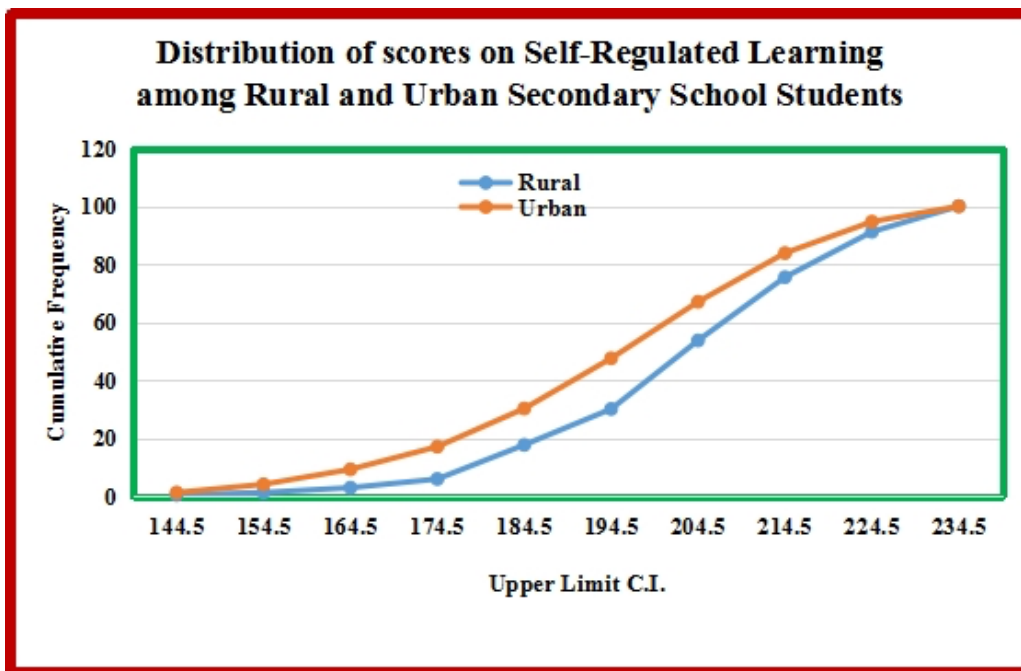
From the figure 1, it is observed that the Ogive curve representing the scores of Self-Regulated Learning of Urban students lies to the right of the Ogive Curve of the scores for Rural Students. This shows that the scores of Urban Students on Self-Regulated Learning is higher than the Rural students. The distance between the curves represents the difference between the Rural and Urban Students.

The scores on the Self-Regulated Learning of urban secondary school students are greater than that of rural students of Secondary School.

ANALYSIS AND INTERPRETATION OF THE OBJECTIVE USING INFERENTIAL STATISTICS

In order to test the significance of difference in Self-Regulated Learning on the bases of Locality,'t' test was employed.

H_1 : There is a significant difference in Self-Regulated Learning among rural and urban students of Secondary School Students of standard Nine of Mangaluru Taluk.

In order to test the hypotheses it was changed into null hypotheses

H_0: There is no significance difference in Self-Regulated Learning among rural and urban students of Secondary School Students of standard Nine of Mangaluru Taluk.

Table 2.

't' Value of Scores on Self-Regulated Learning on Rural and Urban Secondary School Students of standard Nine

Variable	N	Mean	Median	SD	't' value	Result
Rural	200	201.54	203	15.48	3.67	Significant at 0.05 level
Urban	200	193.57	195	18.32		

From the table 2 it is observed that the obtained t value 3.67 is greater than the 't' theoretical value 1.97 at 0.05 levels at 398 degree of freedom. Hence the formulated null hypotheses "There is no significant difference in Self-Regulated Learning among Rural and Urban Secondary School Students of standard Nine of Mangalore Taluk" is rejected and the alternative hypotheses "There is a significant difference in Self-Regulated Learning among Rural and Urban Secondary School Students of standard Nine of Mangalore Taluk" is retained.

CONCLUSION

- Self-Regulated Learning among Rural and Urban Secondary School Students of Mangaluru Taluk differ significantly.
- The Self- Regulated Learning of Urban Secondary School Students of standard Nine is significantly greater than the Rural Secondary School Students of standard Nine of Mangaluru Taluk.

EDUCATIONAL IMPLICATIONS OF THE STUDY

- Self –regulated Learning should be given more emphasis by the Management and teachers to enhance their capabilties

- Students need constant support and guidance regarding Self-Regulated Learning till it becomes regular habit of the students to focus and imbibe themselves in Self-Regulated Learning.

- Students should avail the facilities provided by teachers to enhance Self-Regulated Learning.

- Self-Regulated Learning strategies should be practiced by students as guided by their teachers, parents and administrators.

- Students should seek help from teachers and friends to enhance their Self-Regulated Learning.

- Students should be motivated to enhance Self-Regulated Learning by conducting workshops or curricular and co-curricular activities or training programmes by school authorities and state government.

- Self –Regulated Learning becomes effective when it is guided; planned and constant encouragement for the students is given. For this Parents need to support the children and help them to regulate their learning by themselves.

- Self-Regulated Learning has to be focused in Rural as well as in urban areas mainly to enhance and regulate their learning efficiently.

- Self-Regulated Learning is prominent among girls according to the present study since there is a slight significant difference among girls. These students can help other students to focus on Self- Regulated learning. Teachers need to facilitate and guide the students. Students are comfortable and willing to learn from their peer group.

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