



Effectiveness of Self-Regulated Learning of Secondary School Students

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Abstract:

This article describes how self-regulated learning (SRL) has become a popular topic in research in educational psychology and how the research has been translated into classroom practices. Research during the past 30 years on students' learning and achievement has progressively included emphases on cognitive strategies, metacognition, motivation, task engagement, and social supports in classrooms. SRL emerged as a construct that encompassed these various aspects of academic learning and provided more holistic views of the skills, knowledge, and motivation that students acquire. The complexity of SRL has been appealing to educational researchers who seek to provide effective interventions in schools that benefit teachers and students directly. Examples of SRL in classrooms are provided for three areas of research: strategies for reading and writing, cognitive engagement in tasks, and self-assessment. The pedagogical principles and underlying research are discussed for each area. Whether SRL is viewed as a set of skills that can be taught explicitly or as developmental processes of self-regulation that emerge from experience, teachers can provide information and opportunities to students of all ages that will help them become strategic, motivated, and independent learners.

Keywords: Educational psychology, Self-assessment, Self-regulated learning

1. Introduction

A primary purpose of this special issue is to document the contributions of research in educational psychology to class room practices that promote teaching and learning. Educational psychology, perhaps more than many areas in academic psychology, seeks to bridge theory and practice because the improvement of education is an underlying goal of most researchers. Thus, the question "What has educational psychology done for you lately?" is more than rhetorical. It is a challenge to demonstrate the value and the pragmatic outcomes of research for teachers, policymakers, and others involved in enhancing educational practices. Some may suggest that this endeavor is symptomatic of a new era when political and economic pressures for accountability require academics to justify and publicize their accomplishments. Others may counter that we are "preaching to the choir" with this argument appearing in a specialized scholarly journal. Still others might be proud to illustrate the positive impact of research on educational practice. We belong to the latter camp of enthusiastic optimists who regard the past 30 years of research in educational psychology as an exciting proliferation of useful ideas for teachers and students. Our specific focus in this article is self-regulated learning, a topic that has garnered a great deal of interest among academic researchers and practicing educators because it is a worthy objective for students of all ages in all disciplines.

Self-regulated learning (SRL), as the three words imply, emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of

Information acquisition, expanding expertise, and self-improvement. Zimmerman (2000) said that self-regulation, "... refers to self-generated thoughts, feelings, and actions that are planned and

cyclically adapted to the attainment of personal goals” (p.14). The broad and indefinite scope of SRL appeals to researchers and educators who seek to understand how students become adept and independent in their educational pursuits. For example, students who daydream, forget assignments, and rarely complete their work, display little SRL. In contrast, students who ask questions, take notes, and allocate their time and resources judiciously are in charge of their own learning. We briefly note some historical and conceptual approaches to SRL and then provide examples of classroom practices that enhance SRL. Specifically, we describe how SRL is manifested in students’ strategic reading and writing, task engagement, and self-assessment.

2. Historical Trends in Research on Self-Regulated Learning

The Educational Psychologist has promoted attention to SRL with a series of special issues over the years. For example, there were special issues devoted to academic studying (Levin & Pressley, 1986), metacognition (Paris, 1987), SRL theories (Zimmerman, 1990), motivational influences on education (Brophy, 1999), and social influences on school adjustment (Wentzel & Berndt, 1999). In addition, since 1990 there have been more than 30 articles published in the Educational Psychologist on topics directly related to SRL. The wide range of topics has included phenomenological aspects of SRL (McCombs & Marzano, 1990), children’s social regulation (Patrick, 1997), family influences on self-regulation (Grolnick, Kurowski, & Gurland, 1999), social and cultural influences on SRL (Boekaerts, 1998; Pressley, 1995), monitoring reading (Pressley & Ghatala, 1990), personal cognitive development (Ferrari & Mahalingam, 1998), and specific influences of situation and domain knowledge on SRL (Alexander, 1995). The variety of topics relevant to SRL illustrates how it is interwoven with many aspects of education and development (Paris & Newman, 1990; Pintrich & DeGroot, 1990).

Because SRL is relevant to so many aspects of learning and control, diverse theoretical perspectives have been proposed as useful for examining SRL. These include theories based on Piaget’s constructivist theory, Vygotsky’s sociocultural theory, social learning theories, and information-processing theories. Zimmerman and Schunk (1989, 2001) highlighted these different approaches by asking authors in their volumes to examine SRL from distinctive theoretical stances (even though a mix of eclecticism is evident in most research). For example, it is commonly accepted now that children construct beliefs, concepts, and naïve theories about the psychological world, especially their own views of epistemology. It is equally accepted that adults and peers shape those emerging theories through sociocognitive processes of guided participation, scaffold assistance, and apprenticeship. Goals that guide plans and behavior, volition to enact them, and feelings of self-efficacy that follow task completion are also accepted as motivational accompaniments of SRL (Pintrich, 2000; Schunk & Ertmer, 2000). The theoretical lineage of these ideas is less important to teachers than the practical applications of the concepts. We think SRL theories that emphasize how other people can help children learn tactics to regulate their own behavior and learning have had the most direct application to classrooms because they have both theoretical and practical foundations.

Although there are numerous conceptual approaches to research on SRL, there is a need to identify explicitly the practical applications of SRL to classrooms. It seems to us that there are at least two reasons for this. First, there are increasing historical pressures to synthesize findings in educational psychology and link research with practice. Second, there have been historical changes in the practical relevance of research in educational psychology so that the benefits of interventions are made available to more students with methods that teachers can adapt and use in their classrooms. These historical changes are evident in research on cognitive strategies and instruction that led to the popularity of SRL. We briefly trace the historical convergence of these topics on SRL.

3. Statement of the problem

In the present research study the prime focus is to find out different types of Self-Regulated Learning issues and its impact on students of secondary school. Information related to the Self-Regulated

Learning of point in view the following problem was chosen for the present study: “*Study Effectiveness of Self-Regulated Learning of Secondary school students*”

4. Objectives of the Study

1. To prepare a Self-Regulated Learning Measurement Scales.
2. To study the effect of Self-Regulated Learning on gender of secondary school students.
3. To study the effect of Self-Regulated Learning on area of secondary school students.
4. To study the effect of Self-Regulated Learning on habitat of secondary school students.

5. Variables of the Study

Following variables have been investigated in present research study:

Table: 1 Variables of the Study

Sr.	Types of Variable	Name of Variables Under Investigation
1.	Dependent Variable	▪ Self-Regulated Learning
2.	Independent Variables	▪ Gender ▪ Habitat ▪ Area
3.	Moderate Variables	▪ Interest ▪ Type of schools

6. Delimitations of the Study

The present research study has been delimited:

1. To investigate Self-Regulated Learning issues students of Mehsana city.
2. To study Self-Regulated Learning of the students of Mehsana city during the year of 2014-2015.

7. Research Method

Looking to the nature of the present research work, the researcher has employed Descriptive survey method to meet the objectives of the present research problem. Besides descriptive survey method the case study method has also been employed since the study dealt with the Self-Regulated Learning of secondary school of Mehsana region.

8. Study Area

The study area of the present research study is students of secondary schools of Mehsana city of Gujarat state.

9. Population and Sampling of the Research

According to David Fox: “In the social sciences, it is not possible to collect data from every respondent selection to our study but not only from some functional part of the respondent. The process of selecting functional part of the respondent is calling sampling. A sample may be defined as a selected number from the population to represent it. Generally, this selection is done according to some rule or plan. By studying the sample, some inferences may be made about the population. In sampling study’s conclusions derived from the population by just watching a few units or few individuals of the population. So it is necessary to examine the question of the degree of reliance which can be placed on the sample estimates. In this present study total 160 students were selected by sampling of school.

10. Major Findings of the Study

H₀₁ There will be no significant difference between mean score of Male and Female secondary school students on Self-Regulated Learning Rating Scale.

Result: Mean score of the male students of secondary and higher secondary schools were found significantly higher than the mean score of the female students of secondary and higher secondary schools on computer science instruction.

H₀₂ There will be no significant difference between mean score of rural and urban secondary school students on Self-Regulated Learning Rating Scale.

Result: Mean score of the urban students of secondary and higher secondary schools were found significantly higher than the mean score of the rural students of secondary and higher secondary schools on computer science instruction.

H₀₃ There will be no significant difference between mean score of achievement of the secondary school students on Self-Regulated Learning Rating Scale.

Result: Mean score of the urban habitat male students of secondary and higher secondary schools were found significantly higher than the mean score of the urban habitat female students of secondary and higher secondary schools on computer science instruction.

H₀₄ There will be no significant difference between mean score of rural habitat male and rural habitat female secondary school students on Self-Regulated Learning Rating Scale.

Result: Mean score of the rural habitat male students of secondary and higher secondary schools were found significantly higher than the mean score of the rural habitat female students of secondary and higher secondary schools on computer science instruction.

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