

## **SELF-REGULATED LEARNING OF HIGHER SECONDARY STUDENTS**

**J. RUBINA\***

### **ABSTRACT**

Self-regulated learning (SRL) is a fundamental process that empowers individuals to take control of their learning experiences, fostering autonomy, metacognition, and motivation. This paper presents a comprehensive review of the existing literature on self-regulated learning, focusing on its theoretical underpinnings, cognitive processes, and the impact it has on academic achievement and lifelong learning. The aim of this study is to shed light on the key factors that contribute to successful self-regulation and to explore the potential implications of SRL in various educational settings.

**Keywords:** Metacognition, cognitive processes, Self-monitoring, Self-evaluation, Self-reflection, goal-setting.

### **Introduction**

Self-regulated learning (SRL) is a powerful and dynamic educational concept that has garnered significant attention in the field of cognitive psychology and education. It refers to the process by which learners actively take control of their own learning experiences, employing a range of strategies to set goals, monitor their progress, and adapt their approaches to achieve optimal learning outcomes. This proactive and metacognitive approach to learning empowers individuals to become independent, self-directed learners, capable of navigating the complexities of knowledge acquisition and skill development. The concept of self-regulated learning has its roots in social cognitive theory and the broader construct of self-regulation, which involves managing one's thoughts, emotions, and behaviors to attain specific objectives. In the educational context, self-regulated learning goes beyond traditional pedagogical approaches, where learners are passive recipients of information. Instead, it places learners at the center of the learning process, encouraging them to become active participants and drivers of their own learning journey.

**\*Research Scholar, Stella Matutina College of Education, Chennai**

## Review of Literature

**Zimmerman, B. J., & Schunk, D. H. (2001).** Self-regulated learning and academic achievement: Theoretical perspectives. Routledge. This book delves into the theoretical perspectives of self-regulated learning and its impact on academic achievement, providing an essential foundation for understanding SRL.

**Pintrich, P. R. (2000).** The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451-502). Academic Press. This chapter focuses on the role of goal orientation in self-regulated learning and how it influences learners' motivation and engagement.

**Schunk, D. H., & Ertmer, P. A. (2000).** Self-regulation and academic learning: Self-efficacy enhancing interventions. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 631-649). Academic Press. This chapter discusses interventions that enhance self-regulation, with a focus on self-efficacy.

**Wolters, C. A. (2003).** Understanding procrastination from a self-regulated learning perspective. *Journal of Educational Psychology*, 95(1), 179-187. This study explores procrastination as a self-regulation problem and investigates the factors that contribute to students' delay in academic tasks.

## Need and Significance of the study

Significance of self-regulated learning and its potential implications for diverse educational contexts. By empowering learners to take charge of their own learning, self-regulated learning holds the promise of shaping a generation of self-motivated, curious, and resourceful individuals who are eager to explore and embrace the challenges of the modern world. key components of self-regulated learning, exploring its theoretical foundations and cognitive processes. We will also investigate the role of motivation in SRL, as learners' intrinsic drive and willingness to engage with the learning process play a pivotal role in their overall success. Additionally, we will examine how self-regulated learning impacts academic achievement, not only in formal educational settings but also in the pursuit of lifelong learning and personal development.

### Objectives of the Study

To find out any significant difference in Self-regulated Learning among Higher Secondary Students owing to difference with respect to Gender and Region

### Hypotheses of the Study

**H 1** There is no significant difference in Self-regulated learning among Higher Secondary Students owing to difference in Gender.

**H2** There is no significant difference in Self-regulated learning among Higher Secondary Students owing to difference in Region.

### Tool

**Self-regulated Learning tool is prepared by the researcher.**

### Sample

The sample for the study was selected randomly, sample of 300 students from rural and urban of Chennai and Kancheepuram district. Survey method was employed.

### Analysis and Interpretation

**H 1** There is no significant difference in Self-regulated learning among Higher Secondary Students owing to difference in Gender.

**Table 1 showing the difference in Self-regulated learning among Higher Secondary Students owing to difference in Gender**

Variable	Gender	N	Mean	SD	SE	t value	df	Level of Significance
Self-regulated learning	Male	150	139.46	17.691	1.444	-.548	298	.584
	Female	150	138.45	14.159	1.156			

From the above table the “p” value is 0.584 which is greater than the “p” value(0.05) at 95% level of confidence. The hypotheses which assumed that there is no significant difference in Self-regulated learning in Higher Secondary Students owing to difference in Gender is accepted. Hence, we conclude that there is no significant difference in Self-regulated learning in Higher Secondary Students owing to difference in Gender.

**H2** There is no significant difference in Self-regulated learning among Higher Secondary Students owing to difference in Region.

**Table 2 showing the difference in Self-regulated learning among Higher Secondary Students owing to difference in Region**

Variable	Region	N	Mean	SD	SE	t value	Df	Level of Significance
Self-regulated Learning	Rural	150	138.91	14.424	1.178	-.043	298	.966
	Urban	150	138.99	17.490	1.428			

From the above table the “p” value is 0.966 which is greater than the “p” value(0.05) at 95% level of confidence. The hypotheses which assumed that there is no significant difference in Self-regulated Learning among Higher Secondary Students owing to difference in region is accepted. Hence, we conclude that there is no significant difference in Self-regulated Learning among Higher Secondary Students owing to difference in region.

### Findings of the Study

#### Gender

The hypothesis is accepted after the interpretation of data in **table 1** which showed that there is no significant difference in Self- regulated learning of Higher Secondary Students owing to difference in Gender. These finding infer that Self- regulated learning of both Boys and Girls are same.

## Region

The hypothesis is accepted after the interpretation of data in **table 2** showed that there is no significant difference in Self-regulated learning of Higher Secondary Students owing to difference in Region. These findings infer that in Self-regulated learning of Higher Secondary Students residing in both Urban and Rural region are same.

## Limitations of the Study

- The present study was delimited to Higher secondary school stage only; it could be conducted on other stages of school too.
- Present study was delimited to Chennai and Kanchipuram only. To make it universalized it could be conducted in other cities or even a state too.

## Conclusion

By understanding the intricacies of self-regulated learning, educators, policymakers, and learners themselves can leverage this knowledge to design more effective and learner-centric educational interventions. Furthermore, identifying the factors that contribute to successful self-regulation can foster a culture of continuous improvement, where individuals become adept at monitoring their progress, identifying areas of growth, and adapting their learning strategies accordingly. Exploration of self-regulated learning assumes greater significance. As new technologies and learning environments emerge, the application of SRL principles can serve as a guiding framework to cultivate adaptable and resilient learners capable of thriving in the face of constant change.

## References

- 1) Zimmerman, B. J. (2008). Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments, and Future Prospects. *American Educational Research Journal*, 45(1), 166-183.
- 2) Schunk, D. H., & Ertmer, P. A. (Eds.). (2000). Self-Regulation and Academic Learning: Self-Efficacy Enhancing Interventions. *Handbook of Self-Regulation* (pp. 631-649). Academic Press.
- 3) Dignath, C., & Büttner, G. (2008). Components of Fostering Self-Regulated Learning Among Students: A Meta-Analysis on Intervention Studies at Primary and Secondary School Level. *Metacognition Learning*, 3(3), 231-247.