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SELF-REGULATED LEARNING OF HIGHER SECONDARY STUDENTS

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ABSTRACT

Self-regulated learning is a cognitive, motivational and contextual element. Self-regulated learning is essential for the higher secondary students to plan, control and evaluate their cognitive, motivational, effective, behavioral or contextual process towards the academic achievement. In this study, the investigators made an attempt to study the self-regulated learning of higher secondary students in Kanniyakumari district. The objectives of the study were to find out the level of self-regulated learning of higher secondary students and to find out whether there is any significant difference in the self-regulated learning of higher secondary students with respect to their sex, locale of the school and the medium of instruction. Normative Survey method was adopted for the present study. The sample consisted of higher secondary students studying class XI of various higher secondary schools in Kanniyakumari district. Using random sample technique, the investigator selected a sample of 400 class XI students. The findings revealed that the majority of the higher secondary students had average level of self-regulated learning. It was also found that significant difference existed in the mean scores of self regulated learning of male and female, Tamil and English medium higher secondary

students. But there is no significant difference between the urban and rural higher secondary students in their self-regulated learning.

INTRODUCTION

Self-regulated learning refers to the learning in which students are independent, self initiative and self monitor one's own learning. Self-regulated learning results in higher learning outcomes. Self-regulated learners are self motivated to achieve their set goals. It enables them to develop a set of constructive behaviors that can positively affect their learning.

Zimmerman (2001) defines self-regulated learning as the degree to which students are metacognitively, motivationally and behaviorally active in their own learning processes. Self-regulation is essential one to the learning processes (Jarvela & Jarvenoja, 2011; Zimmerman, 2008). It helps the students to create better learning habits and strengthen their study skills (Wolters, 2011). It applies various learning strategies to enhance academic outcomes and monitor their performance (Harris et al, 2005) and evaluate their academic progress (De Bruin, Thuide & Camp, 2011). Self-regulated learning is a cognitive, motivational and contextual element.

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Self-regulated learning is an essential aspect for the higher secondary students who have learned to plan, control and evaluate their cognitive, motivational, effective, behavioral or contextual process towards the academic achievement.

NEED AND SIGNIFICANCE OF THE STUDY

Self-regulated learning is an important aspect of students learning and academic achievement in the classroom context. Self-regulated learning includes student's metacognitive strategies of planning, monitoring and modifying their cognition. It is a process through which students activate and sustain cognition, behavior that would help a student to attain the goals. The importance of self-regulated learning lies in providing students with successful experience in order to enhance their intrinsic motivation and promote their self-regulation ability (Boekaerts, Pintrich & Zeidner, 2000).

OBJECTIVES

- To study the level of self-regulated learning of higher secondary school students.
- To study whether there exists any significant difference in the mean scores of self-regulated learning of higher secondary school students with respect to Gender, Locale of the school and Medium of Instruction.

HYPOTHESIS

There exists no significant difference in the mean scores of self-regulated learning of higher secondary students with respect to their Gender, Locale of the school and Medium of Instruction.

METHODOLOGY IN BRIEF

METHOD

Normative Survey Method was adopted for this study.

SAMPLE

The sample for the study consisted of higher secondary students studying in the class XI of various higher secondary schools in Kanniyakumari district following state board syllabus during the academic year 2015-2016. The sample size of the study is limited to 400 higher secondary school students. Simple random sampling technique is used for collecting the data.

TOOL USED

Self-regulated Learning Questionnaire (Sreedevi and Deepa, 2016)

STATISTICAL TECHNIQUES USED

For analyzing the data, the statistical techniques such as percentage, mean, standard deviation and t test were used.

RESULT AND DISCUSSION

TABLE 1

PERCENTAGE WISE DISTRIBUTION OF DIFFERENT LEVELS OF SELF-REGULATED LEARNING

Self-Regulated Learning	Count	Percent
Low	66	16.50
Medium	266	66.50
High	68	17.00
Total	400	100.00

From the table-1 it is clear that, 16.50 percent of higher secondary students show low level of self-regulated learning, 66.50 percent show medium level of self-regulated learning, and 17.00 percent show high level of self-regulated learning. This indicates that the most of the higher secondary students have medium level of self-regulated learning.

TABLE 2

COMPARISON OF SELF-REGULATED LEARNING OF MALE AND FEMALE
HIGHER SECONDARY STUDENTS

Gender	Mean	SD	N	t	p	Remark
Male	76.45	9.59	183	3.322	0.001	Sig. at 0.01 level
Female	79.46	8.31	217			

From the table-2 it is clear that the calculated 't' value ($t=3.32, p<0.01$) is significant at 0.01 level of significance. The mean scores of female higher secondary students is found to be 79.46 which is higher than that of male higher secondary students whose mean score is 76.45. Therefore the null hypothesis is rejected. Hence it can be stated that female higher secondary students are higher in their self-regulated learning technique than the male higher secondary students.

TABLE 3

COMPARISON OF SELF-REGULATED LEARNING OF RURAL AND URBAN
HIGHER SECONDARY STUDENTS

Locality of school	Mean	SD	N	t	P	Remark
Rural	77.74	8.46	171	0.667	0.505	NS
Urban	78.34	9.45	229			

From the table-3 it is clear that the calculated 't' value ($t=0.667, p>0.05$) is not statistically significant. Therefore the null hypothesis is accepted. Hence it can be said that rural and urban higher secondary students do not differ significantly in their self-regulated learning.

TABLE 4

**COMPARISON OF SELF-REGULATED LEARNING OF TAMIL AND ENGLISH
MEDIUM HIGHER SECONDARY STUDENTS**

Medium of Instruction	Mean	SD	N	t	P	Remark
Tamil	76.46	8.17	85	2.005	0.05	Sig. at 0.05 level
English	78.52	9.22	315			

From the above table-4, the calculated t value is 2.005, $p < 0.05$ and it is significant at 0.05 level. The mean scores of higher secondary students of English medium is found to be 78.52 which is higher than that of higher secondary students of Tamil medium which is 76.46. Therefore the null hypothesis is rejected. Hence it can be said that the English medium higher secondary students have high self-regulated learning than the Tamil medium higher secondary students.

FINDINGS

1. Majority of the higher secondary students possess moderate level of self-regulated learning.
2. Sex and Medium of Instruction have significant influence on self-regulated learning of higher secondary students.
3. Female higher secondary students possess more self-regulated learning than the male higher secondary students.
4. English medium higher secondary students possess more self-regulated learning than the Tamil medium higher secondary students.
5. There is no significant difference in the self-regulated learning of urban and rural higher secondary students.

IMPLICATIONS

The study revealed that the majority of the higher secondary students in Kanniyakumari district possess moderate level of self-regulated learning. Measures should be taken to improve the self-regulated learning of higher secondary students.

The teachers can design open-ended instructional activities and scaffold assistance for student inquiry. Teachers can make their students engage in self-regulated learning practices, real support and provision for opportunities for the implementation of their knowledge. To develop self-regulated learning among the students, the teachers should provide some strategies namely Self-Assessment, Wrapper Activity, Think Aloud, Questioning and Reciprocal Teaching.

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