



## Self – Regulative Learning and Academic Achievement Among B.ed Students

### KEYWORDS

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**ABSTRACT** *This study is an attempt to find out the relationship between self – regulative learning and academic achievement among B.ED students. The sample consists of 250 students from Nellai district. Survey method has been adopted. Zimmermann B.J., Self – regulative learning questionnaire (SRLQ) were used as tool. Relational and differential analyses were used. Results showed that there is significantly difference in the mean scores of self – regulated learning and academic achievement among B.ED students. There is no significant relationship between Self – regulated learning and academic achievement of B.ED students.*

### INTRODUCTION

Learning occupies an important place in our life. Learning is the process by which an individual acquires and develops knowledge, skills interest and attitudes that are necessary to meet life's situations. It may be defined as "modification of behavior for the attainment of specific goals".

Regulated learning is not a mental ability or an academic performance skill; rather it is the directive process by which learners transform their mental abilities into academic skills. Self – Regulated learning has become a current focus for research, and one of the essential axes of educational practice.

#### Three central characteristics of self – regulated learning are

- Awareness of thinking
- Use of strategies
- Sustained motivation

#### A)Awareness of thinking

This is metacognition or thinking that **Flavell (1978)** and **Brown (1978)** first described. Paris and winograd (1990) summarized these aspects of metacognition as children's developing competencies for self – appraisal and self – management.

**BANDURA (1986)** emphasized that self – regulation involves three inter related process;

Self - Observation

Self - Evaluation

Self - Reaction

#### B)Use of strategies

There are three important metacognitive aspects of strategies, namely

Declarative knowledge

Procedural Knowledge

Conditional knowledge

- (Paris, Lipson and Wilson – 1983)

#### C)Sustained motivation

Self – Regulated learning involves motivational decisions about the goals of an activity, the perceived difficulty and value of the task – the self perceptions of the learner's ability to accomplish the task, the potential benefit of success or

liability of failure.

#### PHASES OF SELF – REGULATED LEARNING

- The Planning Phase
- Monitoring Phase
- Evaluating Phase
- Reflective Phase

#### AREAS OF SELF – REGULATED LEARNING

The different areas of self – regulative learning are as follows:

- Cognitive
- Motivational
- Behavioral and
- Affective

#### TEACHING OF SELF – REGULATED LEARNING

**Schunk and Zimmerman 1998** in their book "From Teaching to Self Reflective Practice" lists out the following strategies for teaching self – regulated learning.

- Direct teaching of strategies
- Modeling
- Guided and autonomous practice using strategies
- Feedback
- Self – observation
- Social support and
- Withdrawal of social support when the student has reached a certain degree of responsible participation and
- Self – reflection

#### How does a learner become self – regulated?

- Rehearsal strategies
- Elaboration Strategies
- Organizational Strategies
- Comprehensive – Monitoring strategies
- Affective strategies
- Developing defective thinking
- Long term practice
- Corrective feedback
- Time planning and
- Time management

#### SELF REGULATED LEARNING -TEACHERS ROLE

Teachers can help their students become more autonomous, strategic and motivated in their learning so that they can apply their efforts and strategies in a variety of meaningful contexts beyond school. The quality of human resource development in the 21<sup>st</sup> century context envisages rapid growth in the pursuit of higher education.

Self – regulated learning strategies have been used to achieve greater success on AQQ higher education.

### ACADEMIC ACHIEVEMENT – DEFINITIONS

Larien (1965) believes that academic achievement is based on a number of factors such as children's attitude, interest personality characteristics and social class in addition to learning.

### FACTORS FACILITATING ACADEMIC ACHIEVEMENT

**Savage (1962)** has reported that academic achievement of student could be improved by enhancement of their self-concept. Ambition is also an important factor which facilitates achievement in an academic situation, states, what a student learning methods has shown that scholastic achievement is significantly related to one's socio-economic status and educational aspirations. Educational investigations have given reports indicative of factors such as motivation, attitude, interest and intelligence constantly facilitating academic progress and attainment.

### NEED AND SIGNIFICANCE OF THE STUDY

Self regulative learning is a fusion of skill and will. The strategic degree students is one who has learned to plan, control and evaluate his or her cognitive, motivational, effective, behavioural or contextual process and uses the above towards their academic achievement.

One of the characteristics of degree students who self-regulate their learning is the control of their motivation and emotions towards their academic achievement. If self-regulative learning and its various components are used effectively by the degree students, there exists an unprecedented opportunity to further academic achievement through higher heights. The study on "self – regulative learning", 'Academic achievement' has been presented to highlight the conceptual positions with which this study has been planned and conducted.

### OBJECTIVES OF THE STUDY

- To study whether there is a difference in self – regulative learning and academic achievement among B.Ed students with respect to Age.
- To study whether there is a relationship between self – regulative learning and academic achievement among B.Ed students.

### HYPOTHESES OF THE STUDY

- There is no significant difference in self – regulative learning and academic achievement among B.Ed students with respect to Age.
- There is no significant relationship between self – regulative learning and academic achievement.

### METHODS OF THE STUDY

The present study is survey method has been used.

### DESCRIPTION OF THE TOOLS

Self – regulative learning questionnaire (SRLQ) developed by Zimmermann B.J., a famous Psychologist.

### Scoring procedure for Academic Achievement

Achievement marks obtained in the model examination conducted by the respective Colleges as recorded in their registers were taken as the academic achievement.

### SAMPLE

Totally 250 sample were taken for the study. All the students were studying in Bachelor of Education. Colleges were chosen from Nellai District. All the students were selected randomly.

### HYPOTHESIS – 1

There is no significant difference in the mean scores of self regulated learning with respected to age.

**Table – 1**  
**"t" test for the mean scores of self – regulative learning with respect to Age**

Variable	Age	Number	Mean	S.D.	't' Test	Level of Sig. at 0.05 level
Self – Regulative learning	Below 21	134	66	8	2.36	Significance
	Above 21	116	60	11		

From the above Table (1), it is clear that the calculated 't' value (2.36) is greater than the table value (1.96). Hence, the null hypothesis, "There is no significant difference in the mean scores of self regulated learning of B.ED students with respect to age" is rejected.

### HYPOTHESIS – 2

There is no significant difference in the mean scores of Academic Achievement of B.ED students with respect to age

**Table – 2**  
**"t" test for the mean scores of academic achievement with respect to Age**

Variable	Gender	Number	Mean	S.D.	't' Test	Level of Sig. at 0.05 level
Academic achievement	Below 21	134	61	29	1.97	Significance
	Above 21	116	64	23		

From the above Table (2), it is clear that the calculated 't' value (1.97) is greater than the table value (1.96). Hence, the null hypothesis, "There is no significant difference in the mean scores of Academic Achievement of B.ED students with respect to age" is rejected.

### HYPOTHESIS – 3

There is no significant relationship between Self – Regulative learning and Academic achievement.

**Table – 3**  
**The relationship between Self – Regulative learning and Academic achievement**

Variable	Number	R-Value	Significant
Self – Regulative learning Vs Academic Achievement	250	0.17	NS

From the above Table (3), it is found that the calculated 'r' value (0.17) is greater than the table value (0.16). Hence, the null hypothesis, "There is no significant relationship between Self – Regulative learning and Academic achievement among B.ED students" is accepted.

### MAJOR FINDINGS OF THE STUDY

- Based on age level significantly differ in their Self – Regulative learning.
- Based on age level significantly differ in their Academic Achievement.
- There is a no significant relationship between self – regulative learning and academic achievement among B.Ed students.

### DISCUSSION

This study concludes that there is a significant relation between self – regulated learning and academic achievement among B.Ed students, who could try to become self – regulators with help of those ten dimensions.

From the table (1&2), it is revealed that the mean score of overall self – regulative learning was high for B.Ed students whose age is below 21 years (66) and the same was low for

the B.Ed students whose age is above 21 years (60). This is because fresh students have more subject knowledge, memory power. This students are able to develop their self regulative learning. But in academic achievement above 21 years students have more score (64) when compare to below 21 years students (61). This is because aged students have more experience in various field and they know the ideas how to get high score in the examination.

#### EDUCATIONAL IMPLICATION

- Self – Regulative learning are strongly associated with motivational, self - regulative learning encompasses the various aspects of academic learning and provided more holistic views of skills, knowledge and motivation that students acquire. Generally teachers and schools are failing to help children acquire knowledge, skill and dispositions that are crucial for life outside school and in the work place. The challenge we face is how to make the learning in schools more authentic, more useful and more contextualized for students. So that they are equipped to solve problems that they confront in and beyond school.
- Establish curricular experiences that focus on helping students learn how to learn.
- Orientation activities or a credit course called "An Introduction to College" can be geared toward helping students gain a greater understanding of how learning occurs and their responsibility in the process. Inventories of learning style and other processes can be used to help make students aware of their own preferences and strengths. Attention should also be given to help-

ing them develop strategies for succeeding in courses taught in ways that are incongruent with their primary self - learning abilities.

- Self – regulative learning enhance the educational success through better academic achievement. Few teachers encourage students to establish specific goals for their academic work or teach explicit study strategies.
- Teachers are aware of mans processes, such as students self – awareness of the quality of their and preparedness in class.
- Principles of self – regulative learning can be used by teachers in the classroom to develop self – regulatory process among the B.Ed students.
- Helping students create and structure favorable learning environments. Powerful learning environments do indeed promote their use of self – regulatory skills. Specifically, this can be accomplished by helping them develop volitional strategies aimed at avoiding internal and environmental distraction (noises, classmates, interference, etc.) and eliminating or diminishing them, keeping their attention and their effort on the task being performed.
- Self regulated students seek out help from others to improve their learning. They can profit greatly and within their mental limitations and become successful learners.

#### CONCLUSION

The present study has been proved that there is a remarkable relationship between self – regulative learning and academic achievement of B.Ed students. The investigation revealed that there is no significant difference between self – regulative learning and academic achievement of the students.

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