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**Original Research Paper** 

Education

# Relationship between Self-regulated Learning and Perceived Classroom Climate among Secondary school students

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Self- regulated learning refers to one's ability to understand and control one's learning environment. It is not a mental ability or an academic performance skill rather it is the self-directive process by which learners transform their mental abilities into academic skills. Self-regulated learners approach education tasks with confidence, diligence and resourcefulness. They are aware of what they do. They seek information when needed and follow the steps to master it. One of the factors that influence students learning is school atmosphere and classroom environment. Classroom plays a vital role in shaping the future of quality of school life and learning is school atmosphere and classroom environment. Classroom plays a vital role in shaping the future of quality of school life and learning is school atmosphere and classroom environment. Classroom plays a vital role in shaping the future of quality of school life and learning in students. It is seen as a major determiner of classroom plays a vital role in shaping the future of quality of school life and learning in students. It is seen as a major determiner of classroom behavior and learning. Through the present study, the investigator made an attempt to study whether self-regulated learning of secondary school students is related to perceived classroom climate.

# **KEYWORDS**

Self- regulated Learning , Perceived Classroom Climate.

#### Learning is not something that happens to students, it is something that happens by students"

#### - Zimmerman

Self-regulated learning is a new construct in research on student's performance and achievement in classroom setting. It creates opportunities for students to manage their own resources and to perform better in all learning process.

Self- regulated learning refers to one's ability to understand and control one's learning environment. It is not a mental ability or an academic performance skill rather it is the self-directive process by which learners transform their mental abilities into academic skills (Barry. J. Zimmerman, 1990). It can be described as a goal oriented process of active and constructive knowledge acquisition involving the guided interaction of an individual's cognitive and motivational resources. It is the process we use to activate and sustain our thoughts, behavior and emotions in order to reach our goals. Self-regulation involves developing key processes, setting goals, time-management, learning strategies, self-evaluation, selfattributions, seeking information and important self-motivational beliefs(Becoming a self-regulated Learner, 2002). Students need to realize that in order to do well in the class they need to set goals, maintain time management, developing strategies, seek information and the most important have self-motivational beliefs. Self-regulation of cognition and behavior is an important aspect of student learning and academic performance in the classroom context (Corno & Mandinach 1983; Corno & Rohrkemper, 1985)

One of the factors that influence students learning is school atmosphere and classroom environment. Classroom plays a vital role in shaping the future of quality of school life and learning in students. It is seen as a major determiner of classroom behavior and learning. It can be defined as the mood or atmosphere created by a teacher in his or her classroom, the way the teacher interacts with students and the way the physical environment is set out. Classroom climate influences the student achievement, their selfesteem and participation in the lesson. Instructors' attentiveness to the physical, intellectual, social, educational and emotional environment creates a classroom climate conducive to student engagement with the content and skills of the discipline.

Self-regulated learners approach education tasks with confidence, diligence and resourcefulness. They are aware of what they do. They seek information when needed and follow the steps to

master it. When they encounter obstacles such as poor study conditions, confusing teachers or abstruse text books they find a way to succeed (Zimmerman, 1990).

Through the present study, the investigator made an attempt to study whether self-regulated learning of secondary school students is related to perceived classroom climate

# Objectives

- To find whether there exist any significant relationship between self-regulated learning and perceived classroom climate among secondary school students.
- To find out whether there exists any significant difference in the mean scores of self regulated learning between boys and girls.
- To find out whether there exist any significant difference in the mean scores of perceived classroom climate between boys and girls

# Hypotheses

- There is no significant relationship between self-regulated learning and perceived classroom climate among secondary school students.
- There is no significant difference in the mean scores of self regulated learning between male and female students.
- There is no significant difference in the mean scores of perceived classroom climate between male and female students.

# Methodology

**Sample:** The study is carried out in a representative sample of 76 secondary school students from Wayanad district using stratified random sampling. Survey method was adopted.

**Tool:** Self -regulated Learning scale (Sindhu & Bindhu, 2015) and Perceived classroom climate scale (Nincy & Bindhu, 2012) were the tools used for the study.

**Statistical Technique:** Karl Pearson Correlation Co.efficient (r) Test of significance of difference between means (t -test)

# Analysis & Discussion

The results of the study on the above mentioned objective is given below Data and result of relationship between self -regulated learning and perceived classroom climate among secondary school

#### Tahla-1

Variables correlated	N	Correlation (r)	P value				
Self-regulated learning	Total=76	0.460	0.000				
Learning & Perceived	boys=42	0.437	0.004				
Classroom Climate	girls=34	0.539	0.001				

From table-1, as the significant value is 0.000, at 0.01 level of significance, the null hypothesis is rejected. That is, there is significant relationship between self- regulated learning and perceived classroom climate among secondary school students. The Karl Pearson's Correlation Coefficient(r) obtained is 0.460 which means only moderate positive correlation exists between self regulated learning and perceived classroom climate among total sample. The Karl Pearson's Correlation Coefficient(r) obtained is r = 0.437 and r = 0.539 for boys and girls respectively which means only moderate positive correlation exists between self regulated learning and perceived classroom climate among them.

Data and result of test of significance of difference between mean scores of self- regulated learning among boys and girls are shown below in Table-2

#### Table-2

ſ	Self-regulated	Ν	Mean	S.D	t-value	p-value
	Learning	boys=42	93.24	9.712	0.408	0.275
		girls=34	92.29	10.43		

As the significant value is found to be 0.275, at 0.05 level of significance, the null hypothesis is accepted. The test of significant difference in the mean scores of self- regulated learning among boys and girls is 0.408. That is, there is no significant difference in the mean scores of self regulated learning between boys and girls.

Data and result of test of significance of difference between mean scores of perceived classroom climate among boys and girls are shown below in Table-3

#### Table-3

Perceived	Ν	Mean	S. D	t-value	p-value
classroom	Boys=42	106.05	8.419	1.802	0.006
climate	Girls=34	111.35	16.646		

From table-3, as the significant value is found to be 0.006, at 0.05 level of significance, the null hypothesis is rejected. That is, there is significant difference in the mean scores of perceived classroom climate between boys and girls. The test of significant difference in the mean scores of perceived classroom climate among boys and girls is 1.802

#### Conclusion

As said earlier, classroom environment plays a very good role in students' achievement. But, here in this study perceived classroom climate has no much influence on student's self- regulated learning of students. Students are more independent now a days. They can access information and clear doubts through many sources in this digital era at their own pace. Learners of this age need not have to wait for teachers or other faculties for clearing their doubts. They are more self -efficient and able in doing all things alone when compared to traditional students.

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