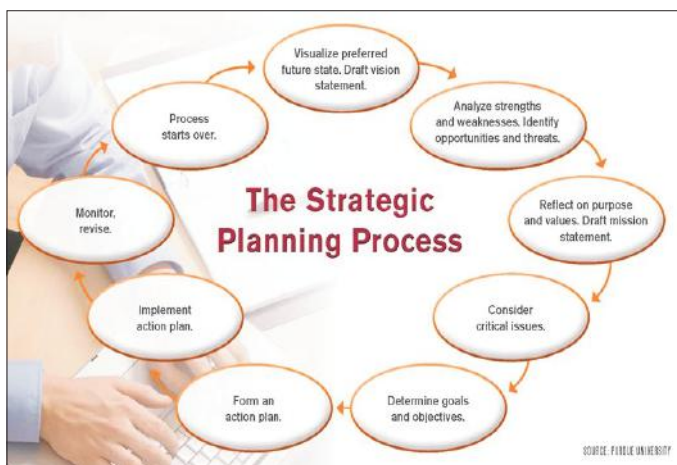


SELF-REGULATED LEARNING STRATEGIES AND THE ACADEMIC ACHIEVEMENT OF STUDENTS

¹Aafreena, ²Kapil Dhingra and ³ Md Raghieb Alam

^{1,3}Research Scholar, ²Assistant Professor, Department of Teacher Training and Non-Formal Education, Jamia Millia Islamia, New Delhi



ABSTRACT:

The topic self-regulated learning has been attracted by educationists, psychologists, policy makers, and researchers for few decades. The aim of this paper is to establish a relation between specific learning strategies of self-regulated learning and their academic achievement at secondary level. Self-regulated learning skills is becoming increasingly important in this era of constant distractions due to the easier access of mobile phones, computers and other social networking sites. An important factor of academic achievement at secondary level is

students own ability to take responsibility for their own learning. SRL behavior includes an array of large number of psychological dimensions including cognitive, motivational, behavioral and environmental components. The present study reveal that there exists a positive correlation between academic achievement and self-regulated learning variables. Further drawing on related literature, the structure of Self-regulated learning comprising of three cyclical phase: the fore-thought phase, the performance phase, and self-reflective phase is presented. The results confirmed the presumption that SRL strategies are crucial factor in enhancing the academic achievement. Finally, the implications of Self-regulated learning in academic learning and achievement are considered.

KEYWORDS:

Self-Regulated Learning, Learning Strategies and Achievement.

INTRODUCTION

Teaching learning process and achievement are among the most important issues and challenges across the whole life span in our modern society most importantly because educational and professional careers, social relations, and the availability of many kinds of resources especially e-resources are largely dependent on individual achievement. Advances in technology at the global level have transformed the whole scenario of our society from technology based products to information. In this era of science and technology, a person's own repertoire of information is the source of good jobs, luxurious life, and higher education. This trend of social change poses a challenge for every citizen to take responsibility of learning new competencies. In this sense the most important quality of a human being is the capability and motivation to self-regulates their own learning. Self-regulated learning represents an important

perspective on academic learning in recent research in educational psychology (Schunk and Zimmerman,1994) . The concept has been supported by educationists, psychologists, policy makers, researchers, teachers and parents because the condition of the present educational system is full of competition. At present, the ability to self –regulate one’s own learning is a key to a successful career in school and beyond. Today’s students at academic level find themselves with more unsupervised learning situations on their sides than their counter parts faced a several decades ago . Modern students spend most of their time on media like phones, CD players, computers and television or on social networking sites, it is surprising to discover that many students have not learned to self –regulate their learning processes. According to the 1992 National Assessment of Education progress survey of students, 61% of 4th graders, 65% of 8th graders and 47% of 12th graders spend three or more hours watching television per day. To promote the concept of self –regulation three things are to be kept in mind:

- * SRL is a new construct in research on student performance and achievement in classroom and non classroom settings.
- * Self – regulation strategies and skills exist, that each student must develop personally to be successful in school and beyond that.
- * Self regulation skills and strategies can be taught, learned and controlled.

Self – regulation refers to the capability to generate knowledge, skills and, attitudes which can be transferred from one learning context to another and from learning situations to a leisure and work context. It provides students with an environment of autonomous learning. From an educational point of view, autonomous learning refers to the capacity to regulate the learning process (Schunk & Zimmerman,2003; Zimmerman 2002). Self –regulation provide help in developing key processes , such as goal setting, time management , learning strategies , motivation , self – evaluation , self attribution, help seeking , self – efficacy and intrinsic task interest. In addition, of having the ability to self- regulate, students must be motivated to use the strategies of self- regulated learning in an effective manner. Young children at secondary level need to self –regulate because they are more vulnerable to engage in unhealthy behaviors. Educationists and policy makers have endorsed the various skills and strategies of Self- regulated learning and make the use of it for school reformation. At present, many resources are devoted to reform schools in such a way that powerful new learning environment become an integral part of them, thus providing students with new learning strategies of Self-regulated learning.

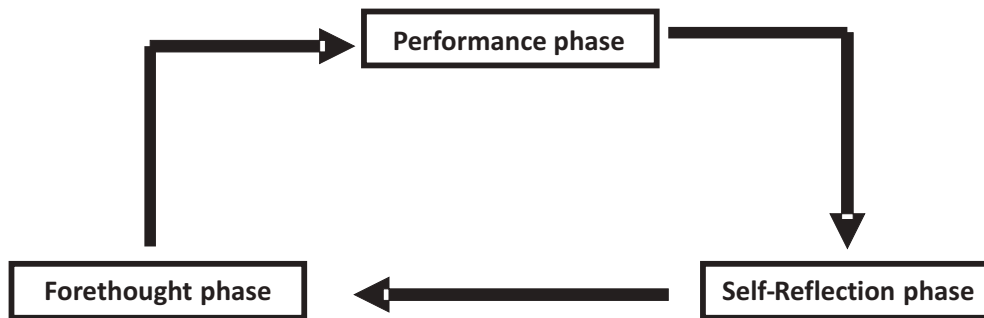
In recent decades, there have been lot of research regarding the nature, origin, and development of how students regulate their own learning behavior (Zimmerman & Schunk , 2001). In this article, I made an attempt to discuss the essential strategies required for academic self- regulation, describe the structure of self-regulatory processes propounded by Zimmerman and teachers role in guiding students to learn on their own.

DEFINITION OF SELF – REGULATED LEARNING

Zimmerman & Schunk (1989) defined Self- regulated learning in terms of self –generated thoughts, feelings ,actions and processes that are planned to acquire information or skills that involve agency, efforts and functional perceptions by learners”. Self-regulated learning considers motivational and learning strategies as its inherent components and in this process students are meta-cognitively, motivationally, and behaviorally active learners in their own learning(Zimmerman, 1989; Pintrich, 1995). In his lead article Winne (1995) described Self- regulated learning as an inherently constructive and self – directed process. Self regulation is crucial for academic success because a major function of education is development of lifelong learning skills.. Now a vast body of literature and researches are available about the various strategies, self- regulated learner’s use to acquire new information and skills and about the specific environments in which Self- regulated learning can be attained most successfully.

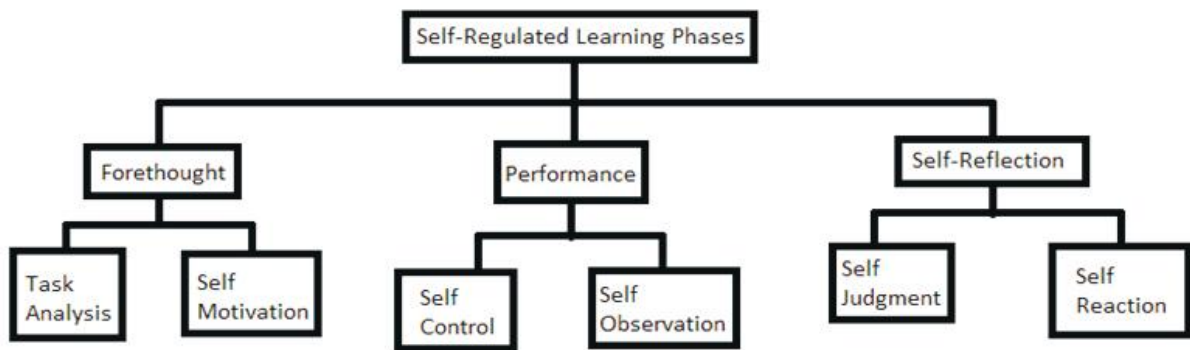
SELF-REGULATED LEARNING STRATEGIES AND ACADEMIC ACHIEVEMENT

Previous research have investigated the relationship between Self-regulated learning and academic achievement and has found a significant positive relationship between these two variables across all education levels (Lindner and Harris, 1992). Kosnin (2007) found a positive correlation between high achievers and their use of self-regulated learning strategies than low achievers. Academic achievement is the variable for which self-regulated learning processes are assumed to be crucial (Bandura,1982, Zimmerman 1983). At the secondary level success is believed to be highly dependent on self-regulation probably because at higher level learning occurs in unstructured settings. Self-regulated learners are conscious of their academic strength and weaknesses and use various strategies to deal with the academic problems. Self-regulated learners attribute their success or failure to their own efforts performed on a particular task, use of various learning strategies and the control on their behavior (Dweck & Master, 2008). Students who exhibit Self-regulated learning skills are eager to take those tasks requiring challenging efforts, apply various skills, are motivated to develop deep understanding of the content, and perform every effort to achieve academic success(Paris & Perru, 2001). A major cause of underachievement is the inability of students to regulate their own behavior (Krouse & Krouse, 1981). Zimmerman and Martinez-Pons (1986) through an interview identified 14 types of strategies of self-regulated learning among high school students. Among these strategies was organization of information, setting of goals, seeking information, self monitoring, help seeking, and examination evaluation. These strategies of self-regulated learning have a positive correlation with academic achievement. Zimmerman (2000) proposed the three phases of the cyclical model to assess and optimize the strategies of self-regulated learning processes.



Phases of Self-Regulation. From “Motivating Self-Regulated problem solvers” by B.J. Zimmerman and M. Campillo, 2003.

Strategies of self-regulated learning help in the acquisition of information or skills. Systematic use of meta cognitive, motivational and behavioral strategies is the key feature of self-regulated learners(Zimmerman,1989) This cyclical model presents a classical view which covers task engagement, because it includes the key functions performed before and after a task. The forethought phase precedes the actual performance and refers to processes that set the stage for action. The performance or volitional control phase involves processes that occur during learning and indirectly affect attention and action. During the self – reflection phase, which occurs after performance, people respond to their efforts (Zimmerman&Schunk,2004)



SELF-REGULATION CYCLE PHASES

Phases of self-regulation. From” Motivating Self-regulated problem solvers”by B.J.Zimmerman and M. Campilloi, (2003).

a. FORETHOUGHT PHASE

This phase can be understood through two distinctive and closely linked categories of forethought i.e., Task analysis and self -motivational beliefs. Goal setting is the main purpose of task analysis, a second form of task analysis is strategic planning (Weinstein & Mayer , 1986). Goal setting plays an important role in academic success. For example key word or integrative image strategies are known to enhance the recall and use of information during motoric performance (Schneider & Pressley, 1997). Self-motivation plays a key role in the application of Self-regulatory strategies through self –efficacy (belief in one’s own capability) and outcome expectations about personal consequences of learning (Bandura, 1997).

b. PERFORMANCE OR VOLITIONAL PHASE

Self– control and Self- observation are the two major strategies of performance phase. Self– control refers to the application of various strategies set forth in forethought phase .Self–control process including self –instruction, imagery, attention focusing, and task strategies, help learners and performers to concentrate on the task and bring their effort to a maximum level. In pursuing a task, self–instruction guides a learner in executing a task, e.g., performing a task which requires reasoning or memorizing, and research shows that such verbalizations can improve students’ learning (Schunk,1992).. Another category of self control i.e., attention focusing, enhance once power of concentration and flash out other unnecessary processes. Task strategies assist learning and performance level of students by narrowing a task to its important parts and rearranging the parts meaningfully. Self observation refers to a person who is aware of the specific elements of their own performance, the situations that surround it, and the imprints that a learning performance produces on the behavior (Zimmerman&Paulsen,1995).Setting hierarchical process goals during forethought facilitates effective observation because these goals concentrate on specific processes and proximal events. The temporal proximity of once self observation is a critical variable (Bandura , 1986 ; Kazdin , 1974). Self – observation should be accurate to be effective; individuals who misperceive their behavior cannot correct them appropriately. Self – observation should also involve the valence of behavior .Monitoring negative aspects of once behavior, such as cigarette smoking, etc can vanish a person’s motivation to self-regulate these activities (Kirschenbaum & Karoly ,1997).Self recording is a common self – observational technique that can enhance the proximity, in formativeness, accuracy and valence of feedback (Zimmerman and Kitsantas , 1996) . Recording of any observation at the moment it occurs helps the observation to be objective, structure it to be most meaning full, preserve its accuracy, and provide a larger data base for discerning evidence of progress.

C. SELF – REFLECTION PHASE

Bandura (1986) has identified two Self – reflective processes that are closely associated with self – observation technique, which involves self –judgment and self-reactions. Self judgment as a process involves evaluation of one’s own performance and attributes causal significance to the results. , judging the adequacy of one’s performance is relatively easy when the result is objective one, such as being able to do an experiment or solve a mathematical problem. Another form of self-judgment involves causal attribution, which is a sort of belief about the cause of one’s success or failures, such as a score on a particular subject. Causal attribution determines whether poor performance is due to ones limited ability or due to insufficient effort. Attributions are not automatic results of positive or negative self- evaluations but rather depend on cognitive factors of an individual , perceptions of personal efficacy or mitigating environmental conditions (Bandura ,1991). Self- reaction involves feelings of self- satisfaction and a positive affect regarding one’s own performance. Self –satisfaction in relation to a task promotes motivation where as decrease in self –satisfaction inhibits further efforts to learn (Schunk,2001).Self – reaction also take the form of adaptive verses defensive responses. Defensive reactions are used by students to protect one’s self image or position through withdrawing opportunities to learn and perform a task. In contrast, adaptive reactions refer to a certain kind of adjustment to increase the effectiveness of a learning strategy, such as discarding or modifying an ineffective learning strategy.

This view of self –regulation is cyclical in a way, self –reflection of various efforts undertaken in performance phase affect subsequent forethought processes (Zimmerman & Bandura , 1994). Research has found high correlations among learners use of forethought, performance, and self – reflection phases processes (Zimmerman & Kitsantas , 1999).

TEACHERS INVOLVEMENT TO HELP STUDENTS SELF –REGULATE THEIR LERNING IN THE CLASSROOM

Currently, most researchers agree that self –regulation is closely associated with students own competence in a particular discipline. It develops through active and constructive interaction with the fundamental concepts and structure of that particular discipline. The interaction which takes place between teachers and students plays an important role in the enhancement of self – regulatory processes. Modern classrooms are different from traditional classrooms in the way of teacher’s control over learning .The theory of Constructivism have put forward the theory of situated learning and anchored instruction , researchers introduced the concept of “ powerful learning environments” in educational fields and they advised teachers to improve their classroom practices to help students to self- regulate their academic learning .Teacher’s behavior plays a significant role in self-regulatory behavior of students. Hopkins (1993) suggests that successful students consider their teachers as friends, than as helpers and finally as teachers. Teachers should give some control to students over their work, so that students feel engagement and commitment to learning. Teachers can enhance the self – regulated behavior through giving assignments, initiating the help seeking behavior of students, through guiding various learning strategies and inviting students to collaborate in small groups to share information and knowledge.

SUMMARY AND CONCLUSION

Through Self – regulated learning, students are able to select, organize or create advantageous learning environments for themselves. These students plan and set goals to enhance their own learning. Undoubtedly, all learners are responsive to some degree during instruction, however; students who display initiative, intrinsic motivation and personal responsibility achieve academic success (Zimmerman& Martinez – Pons, 1988) . These Self –regulated students are distinguished from others by their systematic use of meta- cogitative, motivational and behavioral strategies; by their responsiveness to feedback

regarding the effectiveness of their learning, and by their self perceptions of academic achievement (Zimmerman, 1990). There are enormous individual differences with respect to self-regulated behavior of students. Some learners change their habits of studying and become Self-regulated learners, others take some time and there are still others who never change. Schools should communicate to both parents and students that no one has more control over a student's success than the student himself or herself. However, formal programs to develop self-regulated learning skills to promote students who are at academic risk e.g., underachievers are beginning at international level and should also be promoted in a developing country like India. There is evidence through a lot of researches that students who can attain self-regulation in their learning will enhance their academic achievement in their formal schooling with self confidence, and be well prepared to meet the challenges of the modern age of science and technology.

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