



A STUDY ON SELF REGULATED LEARNING IN RURAL SCHOOLS OF HYDERABAD KARNATAKA REGION



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ABSTRACT:

Around the world, major changes in the design of curricula and the methodologies for teaching learning have been driven by the need to adopt 'learner centred' approaches to education with the view that learners would emerge empowered. Capable of autonomous life long learning skills, such initiatives have also attempted to bridge the gap between 'knowing what' and 'knowing how' a dichotomy which was seen to be a fundamental weakness of teacher centred approaches to education.

KEYWORDS: methodologies , approaches to education , fundamental weakness.

1. INTRODUCTION:

Over the past 3 decades, the psychological basis of learning has shifted gradually from a teacher centred approach to a student centred approach. The learners in this technological era are aware of conceptual relations where, they construct their own conceptualizations and solution to problems. These cognitive powers enable students to be independent learners throughout their lives. Through self-regulated learning, students participate in the learning process Meta cognitively, motivationally, and behaviourally. (Barry Zimmerman 1987)

1.1. Meaning of self - regulated learning:

Self- Regulation or Self-Regulatory learning refers to learning That results from students' self-generated thoughts and behaviours flint are systematically oriented toward the attainment of their learning goals. It involves goal -directed activities that students Instigate, modify and sustain.

Self- Regulated learning fits well with the notion that students other than being passive recipients of information contribute actively to their learning goals and exercise control over goal attainment.

- SRL have a combination of academic learning skill and self-control that make learning easier.
- SRL refers to some specific ways that learners take control of their own learning
- Learning that largely influenced by students self generated thoughts, feelings, strategies and behaviour, which are oriented towards attainment of goals.
- It refers to students' ability to understand and control their learning.

1.2. Stages of SRL:

Three Major phase in SRL cycle:

a. Planning Phase:

Activities performed at this stage.

- Analyse the learning task.
- Set learning goals.
- Plan learning strategies.

b. Monitoring Phase:

Monitoring to make sure of making progress towards one's learning goal.

c. Evaluating Phase:

To evaluate how the chosen strategy works.

Reflection on this cycle is not a separate phase. It goes out throughout the cycle. It links what is expected to know about learning I (Meta cognition knowledge) and what they do about learning (self regulation). Self - Questioning on each phase facilitates reflection process.

1.3. Justification of problems in rural areas:

The investigator specially choose this strategy of SRL in rural areas, because it is where we can find more number of first generation learners, secondly the ill equipped classroom in terms of basic infrastructure facility and well trained unwilling staff. Therefore it is high time that the students regulate one self instead of waiting for qualified but unskilled teachers. Above all the parents of these children from rural areas could not afford sending their wards to private tuitions. Hence the investigators were interested to diagnosis the defects in their learning which denies them from becoming self regulated learners.

1.4. Characteristics of SR Learner:

- a. Students set goals effectively and adjust their goals & choices of strategies in response to changing intra personal, interpersonal, and contextual condition.
- b. Plan and use strategies to achieve their goals.
- c. Manage resource & monitor their progress.
- d. They continuously appear to be self - efficacious about their ability to master a learning task.
- e. Intrinsic interest or value and goal orientation essentially concern students' reason for performing a task.

1.5. Role of teachers in SRL:

Teachers can play a significant role in the establishment of structure and networks in meaningful learning in students. In fact, there are strong recommendations that teacher should carefully train students in purposeful, strategic studying, reading and problem solving.

1.6. Meta cognitive Learning Strategies:

A teacher interested in facilitating her students' use of meta cognitive learning strategies would teach them strategies such as self-questioning, KWL strategy, PQ4R method & IDEAL.

a. Self- Questioning:

To facilitate Meta cognition, teachers can present divergent questions for students to answer or they can encourage the students to generate their own questions.

b. KWL Strategy:

KWL is a strategy enabling students to know what they know, what they want to learn and what they did learn. (Dixon - Krauss, 1996)

c. PQ4R Method:

The PQ4R is a popular strategy with steps similar to KWL. PQ4R is an acronym for: Preview, Question, Read, Reflect, Recite and Review. This PQ4R strategy assists students to process a lot of information in a relatively short amount of time.

d. IDEAL:

A meta cognitive strategy featuring student processing skills i.e., Identification, Definition, Action and Looking to facilitate thinking and problem solving.

2. OBJECTIVES:

- To study the self-regulation skill among students.
- To identify self-regulated and Dependent learners.
- To explore the difference in self regulated skill among boys and girls.

3. SAMPLES:

Informed consent obtained from 200 students volunteering for the study (100 males and 100 females) at higher secondary level from the rural area.

4. DATA ANALYSIS:

Relative autonomous Index = 2 X Intrinsic + Identified — Introjected — 2 X External

The controlled subscales are weighted negatively, and the autonomous subscales are weighted positively. The more controlled the regulatory style represented by a subscale, the larger its negative weight; and the more autonomous the regulatory style represented by a subscale, the larger its positive weight. In these scales, items representing external and introjected regulation make up the controlled subscale, and items representing identified, integrated, and/or intrinsic make up the autonomous subscale.

a. **Control Subscale:** The value under this is determined by the sum of two sub components namely A) External Regulation B) Introjected Regulation

b. **External Regulation:** As the name denotes it is determined externally without the complete involvement of students. The items under this component denote the involvement by student in their work either on fear or thrust.

c. **Introjected Regulation:** The combination of items under this component denote the self regulation possessed by students in their work is what they have acquired out of external factors, the main difference between the external regulation and introjected regulation is that here the involvement of the students is not out of fear or thrust but as a result of shy, shame which forces them to take up a pseudo act or mask themselves to the requirement of the teachers.

The higher the value is lesser interest in achieving their goal. Wlcre they are mostly motivated by external factors, which would I ;train them from being self-regulated.

d. **Autonomous Subscale:** The Autonomous Subscale consists .l Iwo scales namely Identified regulation and intrinsic regulation.

e. **Identified regulation:** The items under this subscale denote the presence of positive instinct, which directs the students towards ..ell-regulation. The students are regulated in their activities and lake them up as a challenge and ultimately strive to achieve goal.

f. **Intrinsic Regulation:** It is not widely different from Identified regulation here again it is the instinct that enable the '.Indents to achieve goal, but the students attitudes is not only self growth but element of joy, happiness and fun in completion of activities fill up the lacunae of the earlier type. The higher the value, the more the self-regulation in learning.

Table 1
Mean Difference of Relative Autonomous Index between Boys and Girls

Variables	N	Mean	S.D	SED	CR Value	Level of Significance
Girls	100	23.7	10.79	1.07	5.5	0.01
Boys	100	14.64	12.44	1.24		

It could be inferred from the above table boys and girls differ significantly. The obtained CR value 5.5 was found to be significant at 0.01 levels. Further it was found that the mean scores of girls is less than the mean scores of boys. It may be concluded that boys are more self regulated in learning than girls.

Table 2: Mean and Percentage for subscales of Self regulated Learning.

Variable	Subscales	Mean	Percentage
Girls	Control Subscale	60.25	83.68
	Autonomous Subscale	43.86	78.32
Boys	Control Subscale	54.43	75.60
	Autonomous Subscale	45.29	80.88

The above table reveals the mean scores and percentage of control and autonomous subscales of boys and girls. Girls (83.68 per cent) are more controlled in learning than boys (75.60 per cent). Further in the autonomous subscale, boys (80.88 per cent) are more independent in learning than girls (78.32 per cent).

5. APPLICATION:

- Helping students to analyze personal styles and strategies of learning as a way to enhance feelings of self - efficacy.
- Teaching self - management of thinking, effort and effect on goal setting, time management, reflection and comprehension monitoring that can provide students with tools to be adaptive, persistent, strategic and self-controlled in learning and problem solving situations.
- Using a variety of explicit instructional approaches and indirect modeling and reflection approaches to help students acquire Meta cognitive skills and seek evidence of personal growth through self-assessments charting, discussing evidence and practicing with experts.

6. CONCLUSION:

Self-regulation concerns the entire range of factors that affect student performance. According to Gregg Straw, teaching self-regulation may be the most important thing a teacher can do for students; it may amount to empowering them to be lifelong learners. **Self-regulation** is a relatively new construct in research on learning. Self-regulated learners attempt to adjust the characteristics of their behavior, motivation, and cognition to fit the task at hand. Perhaps most important, control and goal setting come from within the student; they are not externally imposed.

Self-regulated learning is a way of approaching academic tasks that students learn through experience and self-reflection. It is not a characteristic that is genetically based or formed early in life so that students are "stuck" with it for the rest of their lives.

The teachers need to become aware of SRL, to become models of effective strategies, to analyze their own students' learning, and to implement classroom activities that contextualize learning. Courses on pedagogy need to be designed and taught, that focus on teaching and learning strategies that promote SRL for both teacher and students.

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