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EFFECT OF MONITORING STRATEGIES ON SELF-REGULATION AMONG PRE-SERVICE TEACHERS

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ABSTRACT :

The present study focuses on the effect of monitoring strategies on self-regulation among pre-service teachers. Self-monitoring is the personal perceiving of an individual while performing the task and monitors the transformation of the skills while carrying out the task. Self-regulation as an active mental process of conscious involvement with experience that requires deliberately bringing one's thinking to the level of conscious awareness. Initial attempts to measure self-regulated learning (SRL) using questionnaires and interviews were successful in demonstrating significant predictions of students' academic outcomes. The present article describes the monitoring strategies has involved the development of self-regulatory processes and motivational feelings or beliefs regarding learning in authentic contexts. These strategies include think-aloud, diaries of studying, direct observation, and microanalyses. This experimental study is involving intervention by the investigator and 20 trainees were taken as a sample for the study.

KEYWORDS : Monitoring, Self-regulation, Pre-service Teachers.

INTRODUCTION

The present generation faces new problems in their life. Teachers need to be equipped with skills to help them tackle these new and more complex problems. Teachers play the central role in cultivating character by inculcating self-discipline and empathy. The teachers who will be imparting these skills in schools also need to practise them Monitoring skills can be developed through practice and training. Monitoring involves "one's awareness of comprehension and task performance". Monitoring skills can be developed through practice and training.

This skill can be best conceptualized through the process of performing a specific task and how will it is controlled at regular intervals to check if the learning happens or not. The concept of self-regulation overlaps heavily with the preceding two terms; its focus is on the ability of the learners themselves to monitor their own learning Self-regulations are systematic efforts to direct thoughts, feelings and actions towards the attainment of one's goals. It involves controlling and redirecting one's disruptive emotions and impulses and adapting to changing circumstances. If teachers hope to help low-performing students break out of their intellectual imprisonment, they must find a way to help them develop both an automatic grasp of basic skills and effective monitoring skills to enable self-directed learning.

NEED AND SIGNIFICANCE OF THE STUDY

The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that finally a teacher becomes an agent of change.Teachers would

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understand the need to make judgments about when emotion interfering with or supporting learning emotional literacy inspires learners by enabling them to sustain their thinking in seeking solution to problems. Monitoring strategies can help to sustain the own thinking process. Effective Monitoring strategies equip them in adopting the emotional stability.

The function of the teacher education is promoting adjustment of man to his teacher education plays a crucial role in structuring day-to-day system of the society and shaping the future of the quality of education. Teachers should have the knowledge and skills to use the new digital tool and making good decisions to help all the students' environment. Self-regulation is a person's self-control of behavior, emotions and thoughts.

STATEMENT OF THE PROBLEM
A person with good thinking ability is one who can more easily and extensively vary his behavior as per changing conditions. To perform well and be successful in one's profession, the ability to make emotionally and socially intelligent decisions using their thinking capacity is a basic need. The teachers in their thinking styles will equip them for becoming professionally effective. In order to overcome emotional problem for pre-service teachers, the investigator tries to attempt monitoring strategies are very helpful to enhance self-regulation. So, the investigator has chosen the topic "Effect of Monitoring Strategies on Self-Regulation among Pre-Service Teachers".

OBJECTIVES OF THE STUDY
- To identify the level of monitoring strategies on enhancing self-regulation among pre-service teachers.
- To assess the level of self-regulation among pre-service teachers.
- To find out the effect of monitoring strategies on self-regulation among pre-service teachers.

HYPOTHESES
1. There will be significant mean difference between pre, and post assessment scores on monitoring strategies.
2. There will be significant mean difference between pre and post assessment scores on self-regulation among pre-service teachers.
3. There will be significant mean difference between pre and post assessment scores on effect of monitoring strategies on self-regulation among pre-service teachers.

VARIABLES
Independent Variable: Monitoring Strategies.
Dependent Variable: Self-Regulation

METHODOLOGY
In the present study, Experimental method is the most scientifically sophisticated process. These experimental studies are involving intervention by the investigator. The investigator manipulates the independent variable and then observes whether the hypothesized dependent variable is affected by the intervention. The Experimental method is clearly for determining the causal effect of an isolated, single variable on dependent variable. It provides a systematic and logical way for answering the research questions. It is to establish cause and effect relationship between variables. This method is considered to provide for a high degree of control over extraneous variables and the manipulation of variables. It helps to test hypotheses of relationship between variables. It also permits drawing inference about causality.

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EXPERIMENTAL DESIGN
Single Group Pre-Assessment and Post-Assessment Design

Experimental designs are unique to the experimental method. They serve as positional and statistical plans to designate relationship between experimental treatments and the experimenter's observation or measurement points in the temporal scheme of the study.

SAMPLE

The investigator selected 20 Pre-service teachers. 20 trainees were taken as a sample for the study.

TOOLS

- Monitoring Strategies Scale developed and validated by the researcher.
- Self-regulation Scale developed and validated by the researcher.

DELIMITATION OF THE STUDY

In the present study, only 20 pre-service teachers who opted physical science as their optional subject were selected. This study was carried out only in Sri Raaja Raajan College of Education for Women, Amaravathiputhur, Karaikudi.

DATA ANALYSIS

Table 1: Mean, SD and t-value between Pre and Progressive Assessment Scores on Monitoring Strategies

S.No.	Monitoring Strategies	Mean	SD	t-test
1	Pre assessment	32.30	1.92	11.75
2	Progressive assessment	41.65	3.42	

Table-1 shows that the calculated t-value between the pre-assessment and progressive assessment score is 11.75 which is greater than the theoretical t-value of 1.96. It is inferred the progressive assessment mean score is significantly greater than the pre-assessment.

Table 2: Mean, SD and t-value between Pre and Post Assessment Scores on Monitoring Strategies

S.No.	Monitoring Strategies	Mean	SD	t-test
1.	Pre assessment	32.30	1.90	35.03
2.	Post assessment	70.60	3.92	

Table-2 depicts that the calculated t-value between the pre-assessment and post- assessment score is 35.03 which is greater than the theoretical t-value of 1.96. It is inferred the post assessment mean score is significantly greater than the pre-assessment.

Table 3: Mean, SD and t-value between Progressive Assessment and Post Assessment Scores on Monitoring Strategies

S.No.	Monitoring Strategies	Mean	SD	t-test
1	Progressive assessment	41.65	3.42	21.13
2	Post assessment	70.60	3.92	

Table-3 reveals that he calculated t-value between the progressive-assessment and post assessment score is 21.13 which is greater than the theoretical t-value of 1.96 significant at 0.05 level. It is inferred the post assessment mean score is significantly greater than the progressive-assessment.

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Table 4: Mean, SD and t-value between Pre and Progressive Assessment Scores on Self-regulation

S.No.	Self-regulation	Mean	SD	t-test
1	Pre assessment	41.60	2.90	21.87
2	Progressive assessment	66.45	3.41	

From Table-4, the calculated t-value between the pre-assessment and progressive assessment score is 21.87 which is greater than the theoretical t-value of 1.96 significant at 0.05 level. It is inferred the progressive assessment mean score is significantly greater than the pre-assessment.

Table 5: Mean, SD and t-value between Pre and Post Assessment Scores on Self-regulation

S.No.	Self-regulation	Mean	SD	t-test
1	Pre assessment	41.60	2.90	45.42
2	Post assessment	91.35	3.85	

From Table-5, the calculated t-value between the pre-assessment and progressive assessment score is 45.42 which is greater than the theoretical t-value of 1.96 significant at 0.05 level. It is inferred the progressive assessment mean score is significantly greater than the pre-assessment.

Table 6: Mean, SD and t-value between Progressive Assessment and Post Assessment scores on Self-regulation

S.No.	Self-regulation	Mean	SD	t-test
1	Progressive assessment	66.45	3.41	33.72
2	Post assessment	91.35	3.85	

From Table-6, the calculated t-value between the progressive-assessment and post assessment score is 21.16 which is greater than the theoretical t-value of 1.96 significant at 0.05 level. It is inferred the post assessment mean score is significantly greater than the progressive-assessment.

FINDINGS OF THE STUDY

- The mean scores "Self-Regulation" in the post assessment (41.60) is greater than progressive assessment (66.45) and Pre assessment (91.35). The increase in the mean scores shows the effectiveness of Monitoring Strategies (MS) in enhancing self-regulation.
- The mean scores on "Monitoring Strategies" in the post assessment (31.30) is greater than progressive assessment (41.65) and Pre assessment (70.60). The increase in the mean scores shows that enhances the strategies of awareness of self-management.

EDUCATIONAL IMPLICATIONS

The investigator attempted on applying monitoring strategies on enhancing self regulation among Pre-service teachers. The adaptation of self-monitoring strategies on the development regulates the thinking and feelings of the individual. The findings reveal that it is possible to increase the self-regulation by making use of the corresponding elements of Monitoring strategies such as clarifying the information, appropriate learning activities and giving guided practice etc. Therefore, there is an urgent need to increase the organization self-management among the individual. This could be made possible by activation of matching of embedded facts and beliefs under thinking process. If the people are aware of their abilities, automatically facilitates thinking and generates good solutions to their problems. Finally, this will lead to develop the self regulated teachers have good motivation, awareness and self-control in their teaching-learning process.

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SUGGESTIONS FOR FURTHER RESEARCH

- These strategies may be applied to enhance the Emotional competency.
- This study was conducted among the students of Sri Raaja Raajan College of Education for Women. It may be conducted by pre-service teachers of other Colleges and Universities as sample.
- This study was conducted for pre-service teachers only. It may be conducted on Arts and Science students and Engineering students.

CONCLUSION

Teachers are facilitating physical, intellectual, moral, social, and emotional development of the students. The self-regulation among the Pre-service teachers has enhanced through the implementation of Monitoring Strategies. The investigator has implemented monitoring strategies during the experimentation period. After the implementation of monitoring strategies, the researcher found that there was a notable positive change Pre-service teachers. By implementing this strategy the pre-service teachers were able to internalize their ideas to bring out the concept perfectly due to self-regulation, a strategy of monitoring. Finally, these strategies helps the individual to develop a sense of responsibility for their behaviour.

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