'A STUDY OF SELF REGULATED LEARNING COMPONENT OF ACADEMIC PERFORMANCE BELONGING TO SENIOR SECONDARY LEVEL'

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ABSTRACT

The study examined the self-regulated learning component and academic performance of senior secondary *students. The subjects consisted of 400 students from 20 private schools of the Ghaziabad district at senior secondary level. Self-regulated learning component tool was constructed by the researcher was used for data collection. The results revealed that self-regulated learning and academic performance were not significantly related. It was suggested that teachers must use self-regulated learning to involve students in academic activities for improving their academic performance.*

INTRODUCTION

The present scenario of society and education is interwoven due to the emerging in impacts of science and technology and information communication revolution. Revolutions are not produce by mediacratic mind but by an innovative and creative mind. Mind has put on intensified extensive possibilities of exploring new dimensions, new ideas and new diversions.

The habit of persistent thinking, problem solving abilities, reflective potential of a person depends upon how such people manage their motivational itself regulated learning. It is the inner urge of a person to grow, to discover explore and navigate any new idea which is facilitated by many factors on research studies revealed.

Family exposure, environmental challenges, attitude, conductive support ability, motivational makeup and self-regulation also. The present study has been planned and designed to study as to how the very forceful psychological component of the creative structure of person's mind inter play with the academic success of person. The problem, therefore has been stated as follows

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OBJECTIVES OF THE STUDY

1. To study the self regulated learning of high and low academic performance of students belonging to senior secondary level.

2. To study the high and low academic performance of students at senior secondary level

HYPOTHESES OF THE STUDY

• There exists no significant difference between self regulated learning of high and low academic performance of students at senior secondary level.

• There exists no significant difference between students belonging to high and low academic performance of students at senior secondary level.

DELIMITATIONS OF THE STUDY

1.The study was delimited to, academic performance, self-regulated learning variables only.

2.The study was delimited to Public and private senior secondary schools of Ghaziabad district of Uttar Pradesh state only.

Discussion the terms used in the study

MEANING OF SELF REGULATED LEARNING

Self-regulated learning is an important aspect of learning and achievement in academic contexts. Students who are self-regulating are much more likely to be successful in school, to learn more, and to achieve at higher levels. Accordingly, it is important for schools and classrooms to attempt to foster the development of expertise in self-regulated learning. Of course, there are developmental, motivational, and contextual factors that can facilitate or constrain self-regulated learning, but there are implicit and explicit ways to help foster self-regulated learning. In the twenty-first century and as the explosion of information and multiple ways of learning increase, it will become even more important that individuals know how to self-regulate their learning and that fostering self-regulated learning becomes an important goal for all educational systems.

Self-regulated learning (SRL) refers to the ability of a learner to understand and control his or her learning process and outcome (Schraw, Crippen & Harley, 2006). What follows is a review and analysis of the theoretical perspectives and research findings related to how social factors within the learning environment influence a learner's likelihood and ability to self- regulate. The objective is to assess what (if any) social features influence a learner's ability to self-regulate and how those features should be considered within the design of instruction to increase a learner's self-regulation. Self-regulated learning is ubiquitous in research on education nowadays and it is an umbrella term for

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various processes such as goal setting, meta-cognition, and self-assessment, all of which influence learning in various ways.

Most recently, Schunk and Zimmerman (2008) defined SRL as the process by which learners personally activate and sustain cognitions, affects, and behaviors that are systematically oriented towards attainment of learning goals. In summary, SRL skills helps to describe the ways of how students approach tasks, apply strategies, monitor their performance, and interpret the outcomes of their efforts towards achieving specific learning goals.

METHOD OF RESEARCH

The ex-post facto research design has been used in this study as a part of descriptive research.

POPULATION

In the present investigation Simple Random sampling technique was used for the selection of the sample. The sample comprised of 400 students of XI th class from Public schools of Ghaziabad District. The sample was selected randomly from each school and students were taken randomly.

PROCEDURE FOR DATA COLLECTION

For the purpose of collecting data rapport was established with the students by explaining them the objectives of the present study in brief. The data were collected by administering the test in groups (range 40 – 50 students) on different days from different schools.The instructions given to the students were written in Hindi/ English on the first page of various tests. The investigator asked the students to express their view freely, fearlessly and without hesitation. It was made explicate to them that their frank and prudent answer would not harm them in any, rather there would add objectivity and worthwhile to the study. In this way the data were collected.

TOOLS USED

To collect data on independent and dependent variables of the present investigation the following tools were used.To measure self-regulated learning the tool was constructed by the researcher.

STATISTICAL TECHNIQUES USED

For the present study, the following statistical techniques were used for the analysis and interpretation of data: Mean, Standard deviation and t-test.

ANALYSIS AND INTERPRETATION OF DATA

HYPOTHESIS 1 states that "there exists no significant difference between high and low academic performance on self-regulated learning at senior secondary level."

In order to test this hypothesis, Table 1has been prepared.

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TABLE: 1

SHOWING A SIGNIFICANCE OF DIFFERENCE BETWEEN THE HIGH AND LOW ACADEMIC PERFORMANCE ON COMPONENT OF SELF REGULATED LEARNING

Group	N	Mean	SD	t-value	Level of Sign
High Academic Performance	175	229.97	30.11	10.22	Sign at 0.01 Level
Low Academic Performance	225	206.73	14.18		

It is clear from the table 4.8 that the t-value has come out to be significant, hence the hypothesis is rejected which means that the high and low academic performance on self regulated learning differ significantly from each other. The analysis of mean values shows that the students belonging to high academic performance are more self regulated learning than the students belonging to low academic performance.

HYPOTHESIS 2 states that "there exists no significant difference between students belonging to high and low academic performance on senior secondary level."

In order to test this hypothesis, Table 2 has been prepared.

TABLE:2 : SHOWING A SIGNIFICANCE OF DIFFERENCE BETWEEN THE STUDENTS BELONGING TO HIGH AND LOW ACADEMIC PERFORMANCE

Group	N	Mean	SD	t-value	Level of Sign
High Academic Performance	175	91.8286	18.50704	1.890	Not Sign at any of the level
Low Academic Performance	225	94.8800	13.78012		

df=398

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From the above table it has been found that the t- value has come out to be non significant, hence the hypothesis is accepted which means that the students belonging to high and low academic performance on don't have much difference from each other.

MAIN FINDINGS

There exists no significant difference between self-regulated learning component and high and low academic performance of students at senior secondary level and significant difference between high and low academic performance of students at senior secondary level.

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