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Exploring Self-Regulated Learning Among Undergraduate Students at Tezpur University

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ABSTRACT

This study was conducted to examine the self-regulated learning among undergraduate students of Tezpur University based on gender and type of family. In the study, the descriptive research design was used. Simple random sampling techniques was adopted for the study and data were collected from 100 students of undergraduate level students. The tool was used in the study Self-regulated learning scale which was developed by the researcher for measuring Self-regulated learning among undergraduate students. The statistical techniques used in this study was mean, median, mode, quartile deviation, skewness, kurtosis, standard deviation, t-test. The results shows that there is no significant difference between male and female students in self-regulated learning among undergraduate students and also there is no significant difference appeared in self-regulated learning between students belonging to nuclear and joint family.

Keyword: Self-regulated learning, undergraduate student

INTRODUCTION

Education is the very powerful tool, and it is the most important aspect of our life. Education is the process which develops the personality and inherent capabilities of an individual. Self- regulated learning helps the students to achieve their target and it also helpful for students to assessing or evaluating their own quality. In simple meaning we can say that self- regulated learning means students control their emotions, thoughts and modifying their own behaviour. Self- regulated learning is a process in which learner learn more independently and enhancing their capabilities to apply their understanding in real life situation. It is a potentiality or power of the students which they learn without helping of their parents and teachers. Here learner learn activity according to their needs.

Self-regulated students are autonomous. As they focus on their studies, they are able to manage their learning. 'They plan and study to score the highest possible marks; And use appropriate methods to recall information. These capabilities eventually enable them to become academically high,' (Magno, 2009). Self-regulated students set their learning goals, choose learning strategies to accomplish these goals, evaluate the level they achieve their goals and choose and use innovative strategies to achieve better. Through these processes, they try to manage their own learning skills.

SIGNIFICANCE OF THE STUDY

Self- regulated learning is one of the main key factors determining the academic achievement of a student. In the era of technical advancement there are lots and lots of distraction present, affecting the performance of a student. And it is highly important for a student to remain disciplined and focused throughout the course of his Study. When students study in their homes they are usually monitored by their parents and helps them to stay focused and avoid distraction. But in a College or University where student reside and study in hostel set up, they are more likely to get distracted by various means. That is where self- regulated learning comes into play. Students who adapt with self- regulated learning have a high chance of performing better than their peers. Moreover, learners who has a better understanding of their ability to perform a task by themselves are more likely to implement Self-regulated Learning strategies resulting in Academic achievement. There are number of studies about

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Self-regulated learning among students are present abroad. But only few studies are available in the context of Assam. This study reveals the percentage of student of Tezpur University implementing the self- regulated learning in their study habit.

This Information would be useful and relevant for course and curriculum designers as well as for the academic staff to provide proper idea and guidance to student about self-regulated learning strategy. The main purpose of this study was to Investigate whether the students are familiar with self-regulated learning strategy and their perspective about it.

OBJECTIVES OF THE STUDY

1. To study the nature of distribution of scores of self- regulated learning among undergraduate students.
2. To compare gender wise self-regulated learning among undergraduate students.
3. To compare type of family wise self- regulated learning among undergraduate students.

HYPOTHESIS OF THE STUDY

$H_0$1 There is no significant gender wise difference in self-regulated learning among undergraduate students.

$H_0$2 There is no significant difference in type of family and self -regulated learning among undergraduate students.

Delimitation of the Study

1. The present study delimited to undergraduate students of Tezpur University
2. The present study delimited to undergraduate students who are studying degree first year

REVIEW OF RELATED LITERATURE

Alotaibi,K., Tohmaz,R., and Jabak,O. (2017) studied the Relationship Between Self-Regulated Learning and Academic Achievement for a Sample of Community College Students at King Saud University . The main purpose of the study was to find out the relationship between self-regulated learning and academic achievement of community college students at King Saud University. They used in their study the self-report instrument developed by Purdie et al. (1996) and validated for Arab setting by Ahmad (2007) was used to assess the level of students in self-regulated learning components. The finding of the study revealed that a positive and significant relationship between academic achievement and self-regulated learning of college students. It was further summarized that the constructs of SRL (i.e., goal setting and planning, keeping records and monitoring rehearsal & memorization and seeking social assistance) were significantly and positively related with the academic achievement.

Dominguez,C.Y. & Marcelo,C.(2017) conducted a study on University students self-regulated learning using digital technologies. The purpose of the study was to identify the profit among students based on their use of self-regulation strategies with technology. The self-regulating learning models of Zimmerman and Pintrich were used by the researcher as the instrument for the study. The collected data was analysed using SPSS statistical software. The finding revealed that university students, even when they are frequent users of digital technology, they tend not to use these technologies to regulate their own learning process.

Fauzi, A. and Widjajanti, D.B. (2018) conducted a study on Self-regulated learning: the effect on student's mathematics achievement. The main objective of the study was to examine the results of the effects of self-regulated learning on students' mathematics achievement. The result of the study revealed that self-regulated learning was very important to the mathematics achievement because it was a factor that makes the learning process more effective. The study concluded that students who

had high self-regulated learning tend to had high motivation and achievement and vice versa, students who had lower self-regulated learning tend to had low achievement.

METHODOLOGY AND PROCEDURE

Population, Sample and Sampling Technique

The population for the present study is the undergraduate students of Tezpur University. Sample of 100 students have been randomly selected.

Tools used

For gathering the data for this present study Self-regulated learning scale was used which was develop by the researcher.

Statistical techniques used

1. To study the distribution of scores of undergraduate students descriptive statistics like mean, median, mode, standard deviation, skewness, and kurtosis were calculated.
2. t- test was used to compare different between boys and girls, nuclear and joint family for self-regulated learning.

ANALYSIS AND INTERPRETATION OF DATA

Objective 1: Nature of Distribution of Self-regulated learning scores of Undergraduate students

For analysing the normal distribution of self-regulated learning in selected sample of students, the researcher calculated the descriptive statistics. These are given in the following table-

Table 1: Frequency distribution of self-regulated learning among undergraduate students

Class interval	Frequency	Cumulative Frequency			Cumulative Frequency %	
51-60	2	2			2.00%	
61-70	1	3			3.00%	
71-80	8	11			11.00%	
81-90	29	40			40.00%	
91-100	32	72			72.00%	
101-110	26	98			98.00%	
111-120	2	100			100.00%	
		N=100				
Mean	Median	Mode	Q.D.	S.D.	Skewness	Kurtosis
92.8	94.5	97	7.87	10.46	-0.64	1.04

The above table shows the value of mean, median and mode of self-regulated learning score among undergraduate students as 92.8, 94.5 and 97 respectively. The value of quartile deviation is 7.87 and the value of standard deviation is 10.46. The value of skewness is (-0.64) shows that the curve is negatively skewed, and the value of kurtosis is 1.04 which indicates that the curve is more peaked than the normal curve, so the curve is leptokurtic in nature. The skewness and kurtosis with respect to distribution of self-regulated learning is diagrammatically presented below-

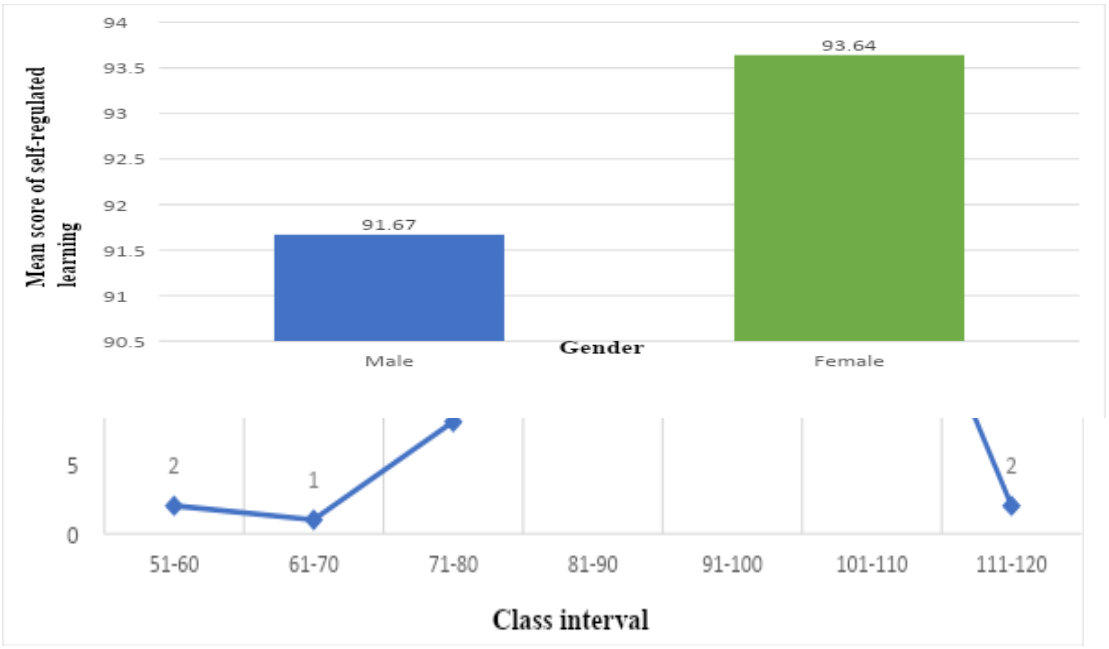

Figure 1: Frequency distribution of self-regulated learning among undergraduate students Objective 2: To compare the scores of self- regulated learning among undergraduate student of both male and female separately, their mean, standard deviations and 't' value were

calculated. The means, standard deviation and 't' value are given below-

Table 2: Comparison of self-regulated learning scores between male and female undergraduate students.

Variable	Gender	N	Means	S.D.	SE_D	df	't' value
Self- regulated learning	Male	43	91.67	10.50	0.22	98	0.93
	Female	57	93.64	10.44			

Significance at 0.05 level of significance.

It is found that the calculated 't' value of comparing self-regulated learning between male and female undergraduate students was 0.93 which is not significant at 0.05 level of significance for two tailed test for degree of freedom, df=98, because the calculated value (0.93) is less than the table value (1.98) at 0.05 level of significance. Hence the hypothesis 'there is no significant gender wise difference in self-regulated learning among undergraduate students' was accepted.

Therefore, it may be interpreted that there is no significant difference in the mean scores of self-regulated learning between male and female undergraduate students. It may be said that apparent difference in the mean scores of two groups (male and female) may be attributed due to chance factor or sampling fluctuation. So, the finding of the study indicate that male and female of undergraduate students exhibit same kind of self-regulated learning.

The data for better understanding of self-regulated learning between male and female students have been diagrammatically presented below-

Figure 2: Bar diagram showing difference in the mean score of self-regulated learning between male and female Objective 3: To comparison of type of family and self-regulated learning among undergraduate students of both nuclear and joint family separately, their mean, standard deviation and 't' value were calculated. These are given below in the following table-

Table 3: Comparison of self-regulated learning scores between students belonging to nuclear and joint family

Variable	Type of family	N	Means	S.D.	SE_D	Df	't' value
Self- regulated learning	Nuclear	59	93.69	9.59	0.57	98	1.02
	Joint	41	91.51	11.60			

Significance at 0.05 level of significance.

It is found that the calculated 't' value of comparing self-regulated learning between students belonging to nuclear and joint family was 1.02 which is not significant at 0.05 level of significance for two tailed test for degree of freedom, df=98, because the calculated value (1.02) is less than the table value (1.98) at 0.05 level of significance. Hence the hypothesis 'there is no significant difference in type of family and self-regulated learning among undergraduate students' was accepted.

Therefore, it may be interpreted that there is no significant difference in the mean scores of self-regulated learning between students belongs to nuclear and joint family. It may be said that apparent difference in the mean scores of two groups (nuclear and joint family) may be attributed due to chance factor or sampling fluctuation. So, the finding of the study indicates that student from nuclear or joint family exhibit same kind of self-regulated learning.

The data for better understanding of self-regulated learning between students from nuclear and joint family, have been diagrammatically presented below-

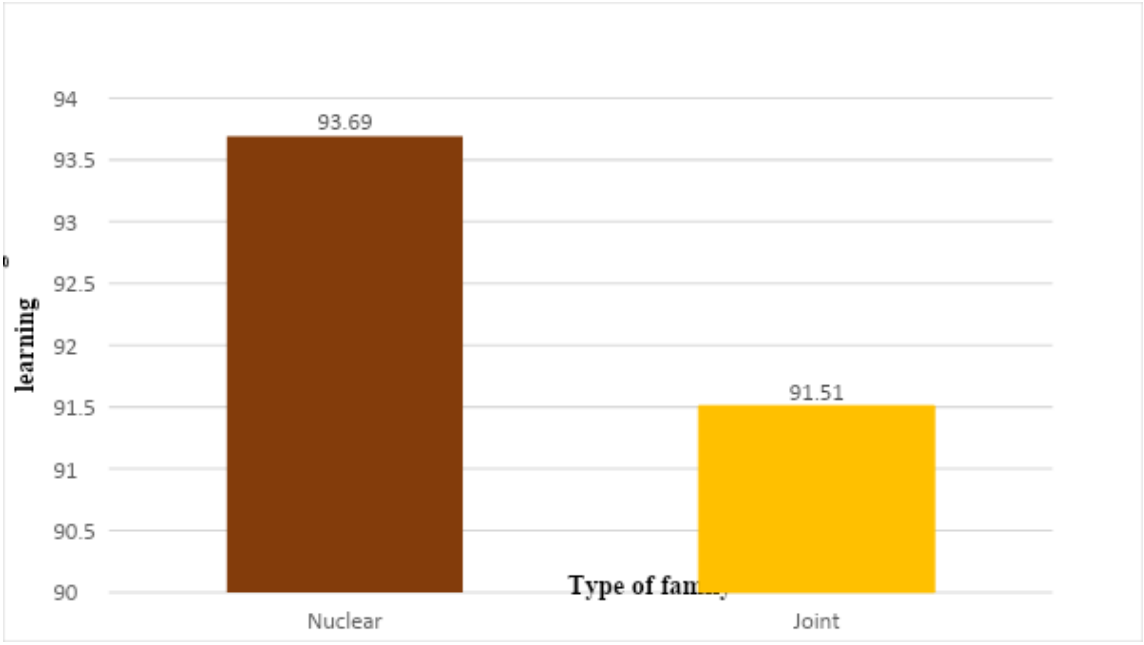

Figure 3: Bar diagram showing difference in the mean score of self-regulated learning between students belongs to nuclear and joint family .

FINDING AND CONCLUSION

The mean scores of self-regulated learning of male is 91.67 and female is 93.64. So, there is no significant difference between male and female students in self-regulated learning among undergraduate students, they exhibit more or less same kind of self-regulated learning. It can be interpreted that both male and female students are equally concerned about their academic performance and achievement. Everyone wants to achieve something good in life. They are well known about various distraction which can affect their study. And they know how to avoid those

distraction and focus on their study by means of self-regulated learning. Therefore, there is no significant gender wise difference in self-regulated among undergraduate students.

No significant difference appeared in self-regulated learning between students belonging to nuclear and joint family. The mean score of self-regulated learning in students from nuclear family is 93.69 and joint family is 91.51. So, the undergraduate students from both type family (nuclear or joint family) exhibit more or less same kind of self-regulated learning. It can be interpreted that even if the other members of the family provide guidance to become self-regulated students father and mother are usually more involved in monitoring the students so that he or she can learn to control himself and avoid unwanted distraction. Therefore, there is no significant difference in type of family and self-regulated learning among undergraduate students.

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