

Self Regulated Learning on Academic Performance among Adolescents

P. Nivenitha¹, Dr. K. Nagalakshmi²

¹ PhD Research Scholar Department of Psychology Annamalai University

² Assistant Professor Psychology wing DDE Annamalai University

Email - ¹nivenitha.p@gmail.com ²lakshmidde@gmail.com

Abstract: *The objective of the present study was to find out the impact of self regulated learning on academic performance among adolescents. The present study consist sample of 100 adolescents (50 male and 50 female) between the age group of 15-17 years, selected through simple random sampling method. The data were collected with the help of The Self-Regulation Questionnaire (SRQ) devised by Brown, Miller, & Lawendowski, 1999. Academic performance was found from the marks obtained by the students in their school exams. Correlation coefficient, F-test, and t- test were applied for statistical analysis. Results revealed that there is a positive correlation found between self regulated learning and academic performance. It is also found that there is no significant difference found between gender and self regulated learning and there is significant difference exist between age and self regulated learning.*

Key Words: *Self regulated learning, Academic performance, Adolescence.*

1. INTRODUCTION

Adolescents form a major portion of countries population and the development of the country needs healthy adolescents. Adolescence period is an important developmental stage in an individual's life. This is the stage where they undergo tremendous changes physically, mentally, socially. During this time they starts developing curiosity and interest about various aspects like their future , identity ,profession and so on and therefore this is a very crucial and important stage in their life. This critical transition occurs with tremendous changes with onset of puberty, changing sexual attitudes and behaviors, looking for identity, movements towards social independence, economic independence and so on.

According to WHO "adolescence is a period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19". In 1968 Erickson has defined "adolescence as a period of turmoil, emotional upheaval, identity crisis and conflict with parents". From his words it is understood that adolescents are highly susceptible to emotional and behavioral consequences. These changes happens due to many reasons and the hormones like progesterone, estrogen, testosterone plays major role here. Therefore a thorough understanding of adolescence is highly important. Adolescents in today's context are highly confronted with a number of stressors like highly demanding society, parents, educational institutions etc in various aspects. Along with all those emotional, physical turmoil, they need to satisfy all those demands.

From the point of education, academic performance is the highest demand which is put over them. Their academic performance plays major role in deciding their higher education. Therefore a student in adolescent stage face lots of pressure from their parents, schools, peers to prove themselves academically by showing good performance. Generally academic performance is influenced by many factors like individuals curiosity about subject, intelligence, cognitive functions.

Recent researches on academic performance of students have started stressing on the importance of motivational and cognitive components of learning. It has started moving from the strategy of formal memorizing and reproducing the information given by others to self regulated learning. Along with many factors, self regulated learning is another important factor which shows high influence in student's academic performance. Self regulated learning is one of the domains of self regulation. It is guided by motivation to learn, strategic action and metacognition (Hutchinson, 2006)

Self regulation refers to students "self-generated thoughts, feelings, and actions which are systematically oriented toward the attainment of goals" (Zimmerman 1994), and the use of internalized self-regulatory strategies help individuals to achieve in school (McCoach 2002). According to Zimmerman (2001, 2002) self regulated students characterizes by showing their active participation in learning from the meta-cognitive, motivational and behavioral point of view. With adequate training in these dimensions students could be improved in learning and academic performance. When a student is self regulated in learning they have active control over their actions and they can regulate them towards their learning goals. Self regulated learning theories emphasis (1) on how students select, organize or create advantageous learning environments for themselves, (2) on how they plan and control the form and (3) amount of their own instruction (Zimmerman 1990). Thus by focusing on self regulated learning will help in showing better academic performance among students.

2. METHODOLOGY:

Problem of the Study

The present study is an attempt to investigate the impact of self regulated learning on academic performance among adolescents.

3. OBJECTIVES:

- To find out the relationship between self regulated learning and academic performance among adolescents.
- To find out the differences in self regulated learning on the basis of gender among adolescents.
- To study is there any significant difference exist between self regulated learning and age among adolescents.

4. HYPOTHESES:

- There is a significant relationship between self regulated learning and academic performance among adolescents.
- Selected respondents differ in the self regulated learning on the basis of gender.
- There is a significant difference between self regulated learning and age among adolescents.

5. SAMPLING:

The sample of the present study comprised of students studying in the schools under the age group of 15 to 17 years, where the sample size was 100 and it is comprised of both male and female 50 in each. Simple random sampling technique was adopted for data collection.

6. TOOLS:

The investigator used The Self-Regulation Questionnaire (SRQ) devised by Brown, Miller, & Lawendowski, 1999 to measure self regulated learning. The Questionnaire contains 63 items where seven dimensions are measured and the items are positively and negatively framed and are rated on a 5 point Likert scale. Percentage of marks obtained by the respondents in their tenth class board exam was used to obtain the academic performance. Personnel information schedule devised by author was used to obtain the demographic details.

7. RESULTS AND DISCUSSIONS:

Table 1

Shows the Correlation coefficient between Self Regulated Learning and Academic Performance among selected respondents

	Academic Performance	Self Regulated Learning
Academic Performance	-	.638**
Self Regulated Learning	.638**	-

** Correlation is significant at the 0.01 level (2-tailed)

Table 1 shows the values of correlation coefficient between self regulated learning and academic performance among selected respondents. It is clear from the table that self regulated learning is significantly and positively correlated with academic performance ($r=.638$). This result implies that when self regulated learning is high, academic performance is high. The present finding line with the study conducted by (Alejandro, Raquel, and Pablo 2016) and supports the present finding. The result is also supported by an interventional study observation by Hattie *et al.* (1996) that self regulated learning strategies improve the academic performance. Therefore from the present study results the formulated hypotheses, there is a significant relationship between self regulated learning and Academic Performance among selected respondents is accepted.

Table 2

Shows the Mean, SD, and t value of Self regulated learning scores of selected respondents on the basis of Gender

Gender	N	Mean	Std. Deviation	t-test	Level of significance
Male	50	218.64	11.621	0.826	Non significant
Female	50	221.62	22.712		

Table 2 shows the mean, SD, and t value of self regulated learning scores of selected respondents on the basis of gender. The obtained mean value and standard deviation value for male is 218.64 and 11.621 and for female is 221.62 and 22.712 respectively. The obtained mean value shows that female are slightly more in self regulated learning than male. The obtained t value is 0.826 which is non significant, therefore the formulated hypothesis, selected respondents differ in the self regulated learning on the basis of gender is rejected.

Table 3

Shows the Mean, SD, and F value of Self Regulated Learning scores of selected respondents on the basis of Age

Age	N	Mean	Std. Deviation	F value	Level of significance
15	24	215.04	15.321	3.086	0.05
16	39	218.03	11.811		
17	37	225.65	23.270		

Table 3 shows the mean, SD, and t value of self regulated learning scores of selected respondents on the basis of age. The obtained mean value and standard deviation value for the age 15 is 215.04 and 15.321, for 16 is 218.04 and 11.811 and for age 17 is 225.65 and 23.270 respectively. The mean value shows that as age progresses, self regulated learning also progresses. The obtained t-value is 3.086 and it is significant at 0.05 level, therefore the formulated hypothesis, selected respondents differ in the self regulated learning on the basis of age is accepted.

8. FINDINGS:

- There is a significant positive relationship found between self regulated learning and academic performance among adolescents.
- Adolescents do not differ in the self regulated learning on the basis of gender.
- As age increases the self regulated learning among adolescents also increases.

9. CONCLUSION:

The present study was undertaken to find out influence of self regulated learning on academic performance among adolescents. From the results it is found that there is a significant positive relationship found between self regulated learning and academic performance. There is no significant difference found between gender and self regulated learning. It is also found that as age progresses self regulated learning also progresses among adolescents. Thus from the present study it is concluded that when self regulated learning of the students is improved, their academic performance gets improved.

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