

RELATIONSHIP BETWEEN SELF-REGULATED LEARNING AND ACHIEVEMENT IN ENGLISH AMONG SECONDARY SCHOOL STUDENTS OF PATNA

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ABSTRACT

Academic achievement is an indicator of success of students' learning. Good academic achievement is supported by the ability of self-regulated learning skills. The study deals with Self-Regulated Learning (SRL) skills and Achievement in English of students of secondary schools of Patna. The objectives of the study are to find significant relationship between SRL skills and Achievement in English. Purposefully 198 students of 9th grade of government and private secondary schools student of Patna were selected as sample. Survey method was used in this study. Tools on Self-Regulated Learning scale designed and developed by Dr. Madhu Gupta & Ms. Dimple Mehtani (2017) and Achievement test constructed and validated by the investigator (2019) were used for collecting the data from the sample. For data analysis t-ratio and ANOVA or F-ratio and correlation coefficient have been used. The result showed no significant relationship was found between SRL skills and Achievement in English secondary schools student of Patna.

Key words: *Self-Regulated Learning, achievement in English, secondary schools student of Patna.*

Introduction

Language is a special gift to mankind. It is a mean of communicating thoughts and feelings, which distinguishes individuals from other animals. When a person is growing up, one of the first skills that he or she acquires is that of communication through mother tongue. Many cultures teach their people how to communicate using their own language. Language helps individuals to celebrate and preserve their culture and to survive as useful members of a society. The Education Commission (1964-66) justifies that languages and literature are very important for the development of education and culture. Language is the foundation for all social interactions and academic process. One's learning environment is very important for language learning. When a learner understands and controls his/her learning environment then this is called Self-Regulated Learning. The process whereby students activate and sustain cognitions, behaviors and affects that are systematically oriented toward the attainment of goals (Zimmerman, 1990). Self-Regulated Learning includes self-monitoring, self-instruction and self-reinforcement. Self-Regulation should not be confused with a mental ability or an academic performance skill. Instead, self-regulation is a self-directed process and set of behaviours whereby learners transform their mental abilities into skills (Zimmerman, Bonnor & Kovach, 2002) and habit through a development process (Butler 1995, 1998, 2002) that emerges from guided practice and feedback (Paris and Paris 2001). The learners who practice self-regulated learning have evidence of effective learning outcomes. They experience less anxiety, use more strategies. They are aware of their learning. They are self-motivated. They plan and set the goal, control and self-evaluate their learning to modify and make more effective learning outcomes. The self-regulated learning (cognitions, behaviour, affects)

results in higher achievement in academic. Learners motivated by achievement may work very effectively either alone or with high achievers in higher academic achievement.

Significance of the study

In India, students study English as second language. Generally they don't take interest in learning English. As a result they have many problems regarding self-expression in English. It has been also observed that the students of government and Hindi medium private schools have very low achievement in English. Because of low interest in learning English students have to face a lot of difficulties in further academic life. There may be many reasons for low achievement, low interest, low motivation, less communication skill and low language skill in English, one of them is lack of metacognition skill. Metacognition (thinking about thinking) plays a vital role in academic life any students. Students fail to make themselves aware of their own learning and thinking process. They fail to reflect and evaluate their own strengths and weaknesses and making strategies about learning for best outcomes. When students study English, they don't understand how to do self-study, how to manage time. They are not motivated to study any new topic (except syllabus) in English. Students generally don't know how to assess their knowledge and learning regarding English as subject. Even sometimes they fail to fix their learning aims and actual area of interest of study. So these problems lead to low achievement in English.

Psychologists have found that whether a learner can self-regulate themselves during the process of learning is one of the key correlates of academic success (Pintrich&DeGroot, 1990). Self-regulated learning, as the name implies, is one's ability to regulate him/herself in the process of learning without the assistance of external source or authority. The findings of the search study will help stakeholders and English teachers to work as good facilitators and guides and to understand the SRL skill of their students so that they will arrange instructional strategies accordingly. English teachers while teaching English can teach students the skills necessary to lead them to become self-regulated learners by using strategies such as reciprocal teaching, open-ended tasks, and project-based learning. Findings will be used in curriculum formation which will include such teaching learning activities that will encourage learners to use SRL skill and construct their own knowledge. The findings of this study will help students to understand their SRL skill. Students having knowledge about SRL strategies will become well-organized, generate content, use materials like technology or library more effectively, and reflect on their own performance leading to improvement.

Statement of the Problem

The study is done to assess significant relationships between SRL skills and Achievement in English of secondary school students of Patna. Thus the title of the study is:

“Relationship between Self-Regulated Learning and Achievement in English among Secondary School Students of Patna”.

Operational Definitions of the Terms Used

Self- Regulated Learning (SRL) – In this study Self-Regulated Learning (SRL) skills means assessing students in six dimensions - 1.Self-awareness, 2.Planning and goal setting, 3.self-evaluation, 4.self-control, 5.self-motivation, 6.self-modification of secondary school (9th grade) students of Patna.

Achievement in English – In this study achievement signifies the level of educational development of secondary school students in English as determined by the scores of English achievement test designed and standardized by the researcher to measure knowledge and proficiency in English comprehension, grammar and vocabulary of 9th standard.

Objectives of the Study

To find significant relationship between Self-Regulated Learning (SRL) skills and Achievement in English among secondary school students of Patna.

To find significant relationship between SRL skills and Achievement in English among government secondary school students of Patna.

Research Hypotheses

There is no significant relationship between self-regulated learning (SRL) skills and achievement in English among secondary school students of Patna.

There is no significant relationship between SRL skills and Achievement in English among government secondary school students of Patna.

Delimitations of the Study

Only 198 students of secondary school have been taken as sample.

Only 9th standard students of secondary schools have been taken in the study.

The study has been conducted in some schools of only urban area of Patna.

Methodology of the study

Method used

For the present study, the investigator selected the survey method in the view of the objectives of the study and the nature of the problem concerned.

Population

The population of the study consists of 9th Std. school students of Patna.

Sample

The investigator has used purposive sampling as sampling technique and selected four schools of Patna from where he selected 198 students of 9th standard as his sample. The number of students collected from Srichandra High School, St. Michaels High School, Hartman High School, St. Paul's High School were 49, 60, 41, 48 respectively. The types of schools selected as sample are government, private and missionary school with different boards of studies BSEB, CBSE, and ICSE Board.

Statistical techniques used

Depending upon the nature of the hypothesis of the investigator used the following statistical techniques: Mean, SD, t-test and ANOVA for analyzing and interpreting the data.

Tools to Be Used

The tool on Self-Regulated Learning scale designed and developed by Dr. Madhu Gupta & Ms. Dimple Mehtani (2017) was used for collecting the required data.

The tool on Achievement test constructed and validated by the investigator (2019) was used.

Analysis of Data

TEST OF HYPOTHESIS 1

$H_{0,1}$ There is no significant relationship between self-regulated learning (SRL) skills and achievement in English among secondary school students of Patna.

For the test of above hypothesis Pearson Product Moment coefficient of correlation is obtained between the two set of variables. The result is as shown in table below.

Table 1 Results of Pearson Product Moment coefficient of correlation of SRL skills scores and Achievement in English of secondary school students of Patna.

	Mean	Standard Deviation		Achievement in English	SRL skill score	Remark
Achievement in English	13.69	5.300	Pearson Correlation	1	-.048	NS
			Sig. (2-tailed)		.504	
			N	198	198	
SRL skill score	176.08	17.801	Pearson Correlation	-.048	1	
			Sig. (2-tailed)	.504		
			N	198	198	

(NS means Correlation is not significant)

The observation on the above table reveals that calculated results of value of coefficient of correlation between the two set of variables is $-.048$ and is found to be very low and it is not significant. Thus null hypothesis is accepted and we can say that there is no relationship between self-regulated learning (SRL) skills and achievement in English among secondary school students of Patna.

TEST OF HYPOTHESIS 2

H_{0,2} There is no significant relationship between SRL skills and achievement in English among government secondary school students of Patna.

For the test of above hypothesis Pearson Product Moment coefficient of correlation is obtained between the two set of variables. The result is as shown in table 4.3.10.

Table 2 Results of Pearson Product Moment coefficient of correlation of SRL skills scores and Achievement in English among government secondary school students of Patna.

	Mean	SD		Government school Achievement in English	Government school SRL skill score	Remark
Government school Achievement in English	6.2245	1.61071	Pearson Correlation	1	-.031	NS
			Sig. (2-tailed)		.831	
			N	49	49	
Government school SRL skill score	177.12 24	19.16989	Pearson Correlation	-.031	1	
			Sig. (2-tailed)	.831		
			N	49	49	

(NS means Correlation is not significant)

From the above table 4.3.10 it can be concluded that the calculated value of coefficient of correlation between the two set of variables is $-.031$ and is found to be very low and therefore it is not significant. Thus null hypothesis is accepted and we can say that there is no relationship between self-regulated learning (SRL) skill and achievement in English among government secondary school students of Patna.

Interpretation of the findings

There is no significant relationship between self-regulated learning (SRL) skills and achievement in English among secondary school students of Patna. It may be due to the facts that students might be practicing of SRL skills and they might be practicing it in their self-study but the reasons for low achievement in English may be due to medium of instruction, board of study and attitude of students towards English subject.

There is no significant relationship between self-regulated learning (SRL) skills and achievement in English among government secondary school students of Patna. It may be due to the fact that most of the students do self-study in government schools and they might be practicing SRL skills. But reasons for low achievement in English may be due to Hindi as medium of instruction, not efficient teachers of English in schools and low interest of government school students towards English.

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