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Review Study on Self-Regulated Learning

Asma Ishtiaq, Rakesh Verma, Munazah Ali
asmakhan51654@gmail.com, rakeshmed2013@gmail.com, munazavaceem@gmail.com

Abstract: *The researcher reviewed articles from national and international publications published between 2010 and 2021 on self-regulated learning among various factors. It is clear from the research' findings that self-regulated learning and a variety of other factors have a beneficial association.*

Keywords: Learning.

I. INTRODUCTION

A fundamental conceptual framework for understanding the cognitive, metacognitive, behavioural, motivational, and emotional components of learning is self-regulated learning. As a result, it acts as a singular framework for the comprehensive and all-encompassing investigation of a wide range of learning-related variables (such as self-efficacy, volition, and cognitive strategies). Inquiry into "how students become masters of their own learning" gave rise to self-regulated learning (Zimmerman and Martinez-Pons, 1990). It is the result of study done by students who persisted and overcame obstacles to excel in their studies. Numerous research (Pintrich & De Groot, 1990; Pintrich, 1990; Zimmerman, 1990) have demonstrated the impact of self-regulation techniques on academic success. With reference to numerous studies, Wolters, A. C. (2010) demonstrated that turning students into self-regulated learners paves the way for them to develop volition, motivation, and self-management that are transferable to contexts outside of the classroom. The review study was titled The Relationship Between the Twenty-First Century and Self-Regulated Learning (SRL).

Importance of Self-Regulated Learning

Education has adopted self-regulated learning, which has its roots in educational psychology.In order to improve lifelong learning, self-regulated learning is a crucial educational quality (Zimmerman, 2002).Many professionals from a variety of disciplines, including psychology, mathematics, health, sports, medicine, technology, policymaking, marketing, and language instruction, have expressed interest in SRL.Previous studies only used pure cognitive models of self-regulated learning, but through the development of theories and models, research has expanded to include a variety of self-regulated learning components that interact in the self-regulated process. Self-regulation, according to Duckworth et al. (2009), is not just about "thinking skills"; it also calls into question the importance of emotion, motivating beliefs, self-concept, and contextual elements in learning. Numerous research support the value of self-regulation as a learning method for effective second language learning and acquisition (Harrison and Prain, 2009). When the concept of self is viewed as a whole enacting and formulating in relation to the outside environment, it is easier to appreciate. More precise theories about an individual's ideas, motives, and behaviour result from viewing them as a full person that is integrated into the environment. In non-traditional contexts like distance learning and online learning, where personal and self-factors more so than social and contextual factors play a significant role in encouraging academic achievement, self-regulation research has not only been applied to traditional contexts. Furthermore, numerous studies on self-regulated learning have been conducted in the field of foreign language learning. English learning skills also have been subject of inquiry in terms of exploitation of self-regulated learning strategies.

Studies on Self-regulated learning

Xu and others (2010) The goal of this study is to investigate the connection between fifth-graders' reading achievement, parental participation, and self-regulated learning. The study's conclusions showed that parental educational aspirations, school involvement, the frequency of homework, and extracurricular activities had a significant

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and positive influence on self-regulated learning, but TV limits and homework aid affected self-regulated learning. The results also showed that self-regulated learning bridged the gap between parental involvement and reading proficiency.

Cheng (2011) This study aims to investigate how self-regulated learning can improve academic achievement. For the study, a sample of 6,524 pupils from 20 assisted secondary schools in Hong Kong was chosen. The researcher performs factor analysis and reliability tests to validate the survey instrument's designed validity and reliability, and multiple regression analysis to look into the relationships between the variables. The study's conclusions showed that a student's ability to learn, motivation, goal-setting, action control, and learning strategies all have a significant impact in how well they learn.

Tavakolizadeh and Qavam (2011) investigated how teaching students self-regulated learning practises affected their sense of self-efficacy. For the study, a total of 30 students were chosen, 15 in the control group and 15 in the experimental group. The researcher employed a random cluster multiple-stage sampling technique in this study. The research tools employed were a self-efficacy and self-regulated learning questionnaire that was administered as a pre-test to both groups. Following that, the experimental group was the only one to get 18 sessions of instruction in self-regulated learning techniques. Both groups took a post-test using the aforementioned questions after the training.

Ozan, Gundogdu, Bay and Celkan (2012)analysed university students self-regulated learning strategy skills and self-efficacy perceptions in different variables. This study consists of 310 university student groups. From the results of the study, it is revealed that the university student's self-efficacy perceptions and self-regulated learning strategy skills were found high and the values attained through statistical analysis were statistically different according to gender and faculty variables.

Shell, Hazley, leen-kiat soh, Ingraham and Ramsay (2013) The present study analyses the associations of student's creativity, Motivation, and self-regulation with learning and achievement in college computer courses. The purpose of this study was to explore how strategic self-regulation, motivation and creative skills were connected with course accomplishment and long-term learning of computational thinking knowledge and skills in introductory computer science courses. We used pearson correlations to examine how students' strategic self-regulation, motivation, and creative competency were associated with course grades and retention of core course content as indicated by the computational thinking knowledge. The findings of the study revealed that creative competency was associated with knowledge retention, but not grades and with higher strategic self-regulation.

Virtanen, Nevzi and Niemi (2013) A study on self-regulation in higher education students' motivational, regulatory, and learning strategies as well as their relationships to academic success was conducted by Virtanen, Nevzi, and Niemi in 2013. The purpose of this study is to identify the aspects of self-regulated learning that are related to master's degree study success and advancement. Undergraduate students' (N=1248) responses to IQ assessment self-report questionnaires and data (n=229) that were recovered from the institution served as the study's sources of data. The study's findings demonstrate the close ties between the sub-procedure of self-regulated learning's affective and motivational components, regulation.

Johnson and Davis (2014) An investigation of self-regulated learning in a digital setting was done by Johnson and Davis in 2014. This essay examines the most recent empirical research, theoretical frameworks, and practical uses of digital technology to self-regulated learning. This structure is intended to help professionals who plan and deliver instruction in a digital environment consider and specifically address the degree to which their students are able to self-regulate.

Mohmoodi, Kalantari and Ghaslani (2014) Iranian EFL learners' language proficiency was investigated by Mohmoodi, Kalantari, and Ghaslani (2014) in relation to motivation and self-regulated learning.130 EFL students from two language schools were chosen as study participants. The self-regulated learning questionnaire and the motivation questionnaire were the instruments employed in the study, and Pearson product moment correlation was used for data analysis. The study's findings demonstrated a strong correlation between motivation and self-regulated learning.

Chika E, Obodo and Okafor (2015) Conducted a study on the effect of Self-regulated learning Approach on Junior Secondary School Students achievement in basic science. This study consists of two co-educational schools by using simple random sampling technique, thus, in the first school treatment group was used whereas, in the second school control group was used by simple toss of the coin. This study uses Quasi-experimental design. The instruments used for

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the collection of data was Basic Science Achievement Test (BSAT). In this study the data used for framing the research questions were answered descriptively by applying standard deviation, and mean whereas, the hypotheses were approved by applying analysis of Covariance (ANCOVA) at any alpha level. From the results of the study it is suggested that self-regulated learning strategy emphasized higher students achievement in basic science than the traditional method.

Jouhari, Haghani and Changiz (2015) Studied factors affecting self-regulated learning in medical students. This study consists of sample of 560 students studying at Isfahan University of Medical Sciences. In the present study the investigator uses semi-structured interview for the collection of data and Conventional content analysis was employed for the analysis of data. The results of the study indicated that self-regulated learning strategies in students were influenced by motivation and self-efficacy.

Kamgar and jadidi (2016) This study aims to examine the relationship of Iranian EFL Learners critical thinking and self-regulation with their reading comprehension ability. Furthermore, this relationship has been studied for beginner, intermediate, and advanced learners.This study consists of 70 learners studying English education and literature selected through a convenient sampling process have completed a reading placement test, a critical thinking questionnaire, and a self-regulatory questionnaire. The results of the study showed that there was a statistically significant association between advanced and intermediate learners who had better critical thinking skills, but no significant relationship between self-regulation and reading comprehension ability except for advanced learners. Course designers, professors, and students will all benefit from this research.

Liu (2016) Studied correlation research on the application of e-learning to students self-regulated learning ability, Motivational beliefs and academic performance. The focus of this study is on university students majoring in hospitality management in Taiwan. A total of 396 students were selected for the study. The findings of the study showed that self-regulated learning had a significant positive effect on motivational beliefs, motivational beliefs had a positive effect on academic performance, and self-regulated learning had a positive effect on academic performance.

Jayawardena,et al., (2017) An investigation was done by Jayawardena et al. (2017) to support self-regulated science learning. Researchers use semi-structured interviews and classroom observations to gather data. According to the study's findings, teachers may have found it difficult to implement teaching strategies that encourage self-regulated learning because of the limited resources and the overloaded science curriculum.

Alhadi, et al., (2018) Conducted a study on self-Regulated Learning of Javanese Junoir High School Students in Indonesia. This study aims to explore the degree of self-regulated learning of Muhammadiyah junior high school students, and this is a quantitative study. This study consists of population of 14 Muhammadiyah junior high school students. The investigator here uses cluster sampling technique with N = 300 students in 16 Muhammadiyah junior High School in Bantul District, and self-regulated learning scale were used as an instrument for the study. Descriptive statistic with percentage and standard deviation technique were used as a data analysis technique for the study. From the results of the study, it is revealed that 5% of students were in the very high category, 27.3 % were in the high category, 41.3% were in the medium category, 23.7% were in the low category, and 2.7% were in the very low category. Therefore, the findings of the study can be used by counsellors as a guide for developing counselling strategies to improve students self-regulated learning.

Mirhosseini, Lavasani and Hejazi (2018) This study aims to explore how self-regulated learning strategies affected fifth grade female student's motivation, self-efficacy and academic performance in science classes. The instruments used for the collection of responses were Hater's educational motivation questionnaire and academic self-efficacy questionnaire. In order to evaluate the data, the investigator uses one factor covariance analysis. The findings of the study indicated that self-regulated learning strategies have a significant influence on students motivation and academic self efficacy and hence, academic performance of students increases significantly.

Venitz and Perels (2018) Studied two level method on improvingthe self-regulated learning of pre-schoolers through indirect intervention. The sample selected for the study were 16 parents, 37 pre-school teachers and 53 pre-schoolers. Responses were gathered using a questionnaire and a rating scale, and the techniques used was Analysis of variance. The results of the study indicated that parents teaching had no effect on self-regulated learning of the pre-schoolers.

Adel El-Adl and Alkharusi (2020) Investigated the relationships between self-regulated learning strategies, learning motivation and mathematics achievement. The study employed a descriptive research design. The participants were 238 ninth grade students. The Motivated strategies for learning Questionnaire for learning questionnaire was used to assess the participants use of self-regulated learning strategies and motivation. Academic achievement was reflected by the total score obtained in mathematics. Results revealed statistically positive relationships of self-regulated learning with intrinsic motivation, extrinsic motivation, task value, control of learning beliefs, self-efficacy and academic achievement. Test anxiety was found to be negatively related to self-regulated learning. The study offers insights on how to develop effective instructional strategies to enhance students self-regulated learning skills.

Adel M. ELAdI and YousraS.Polpol (2020) Investigated the effect of Self-Regulated learning strategies on developing creative problem solving and academic self-efficacy among intellectually superior high school students.A sample of 80 students were selected for the study by using random sampling technique, and these students were further divided in to Experimental group and control group, therefore, 40 students come under experimental group and 40 students comes under control group. In this study experimental pre-test and post-test control group design was used. The investigator uses three fundamentals of self-regulated learning strategies, such as, meta-cognitive and resource management strategies. From the findings of the study, it is revealed that prominent gains for students in the experimental group in creative problem solving and academic self-efficacy results. Thus, the findings also showed that there was separation in post-test scores between control and mean experimental groups on innovative problem-solving test.

Segaran and Hasim (2021) Conducted a study on the self-regulated learning through e portfolio. Meta-analysis was executed to observe the patterns and gaps in this field area. A total of 204 studies had been recognised based on a key word search associated with SRL and portfolio. It is reported that Self-regulated learning develops learners' self-determination and successful academic consequences. The result of the study revealed that all nine studies contained in this review indicated different research approaches and mentioned important modifications or large changes in student's learning outcomes. From these nine studies, eight are quantitative in nature, whereas only one study is qualitative in nature.

II. CONCLUSION

It is commonly acknowledged that the findings of self-regulation learning and its significant association with performance and success are very dependable when taking into account the pertinent theories, research, reviews, and meta-analytical investigations of the self-regulation literature (Pintrich & Schunk, 1996). The literature clarified the importance of self-regulated learning and the helpful part that the learning and teaching environment plays in its development and encouragement. In today's education, the importance of this skill in facilitating effective learning is being communicated through the inclusion of self-regulation skill training programmes as independent courses in most disciplines. Helping students to reach the point that they have the capacity to regulate their own learning is advised to equip learners to advance their learning. By the same token, other- regulation and co-regulation is a way of propelling learners into self-regulation. As literature enlightened how cognition, motivation, affect and context are closely intertwined in promoting self-regulation, attending to all these elements in conjunction with teaching of strategies and skills elevates higher achievement and wellbeing of learners. The review made it clear how the enrichment of self-regulatory capacities in the forms of perceptions and beliefs assists learners to attain success. Since the development of this skill appeared to be incrementally developing faster and faster after the initial stages of schooling, it commands attention from students and teachers at collegiate levels and beyond, but even more importantly from those serving at basic levels of education and primary school. The literature also motivates curriculum designers and syllabus writers to revise their materials to include more group projects and problem-solving exercises, as well as intervention programmes and strategy training sessions to support self-regulated learning, which has been shown to be the cornerstone of constructivist learning.

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