



A Study of Self-Regulated Learning Strategies among 8th Standard Students

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Abstract

This study aims to examine the Self-regulated learning strategies among 8th standard students using a survey-based approach. The sample comprises 30 students. The survey method used to study the self-regulated learning strategies among 8th standard students. Rating scale was used was specifically designed to study Self-regulated Learning strategies. The scale measures various dimensions, including goal setting, time management, metacognitive skills, motivation, study strategies, and resource management. Data analysis was performed using the percentile method. The findings indicate that most students understand and engage in goal setting and resource management, often breaking down goals and effectively utilizing available tools. While many demonstrate time management and metacognitive skills, their application is inconsistent, highlighting a need for targeted support. Self-regulated learning strategies are recognized by most, but only occasionally practiced, with some students facing challenges in consistency and reflection. Overall, students show awareness of effective learning strategies.

Keywords: Self-regulated learning strategies, goal setting, time management, motivation, Meta cognition skills, resource management, and self-reflection.

Introduction

Self-regulated learning (SRL) is a dynamic process where learners take an active role in managing their own learning by setting goals, planning, monitoring their progress, and adjusting strategies to achieve desired outcomes. The concept of self-regulation first emerged in educational literature in the 1960s, highlighting how individuals regulate their behavior, emotions, and thoughts to accomplish long-term objectives. According to (Harris & Graham, 1999) ^[1], self-regulation involves essential skills such as goal-setting, self-monitoring, self-instruction, and self-reinforcement. Importantly, self-regulation is not an innate ability but a skill that can be developed and refined over time.

Self-regulated learning strategies (SRLS) enable students to actively monitor their progress, evaluate the effectiveness of their chosen strategies, and recognize areas for improvement throughout the learning process. Self-regulated learning is essential for the development of lifelong learning skills, enabling individuals to adapt to new situations and continue learning beyond formal education" (Pintrich, 2000) ^[2]. By fostering SRL skills, students become more independent, resilient, and effective learners, equipped to navigate diverse and technology-driven learning contexts.

Rationale

Self-regulation is the process by which students monitor and control their cognition, motivation, and behaviour to achieve

specific goals. SRL strategies empower students to take charge of their own learning by setting goals, planning, monitoring progress, and self-evaluating. This autonomy prepares students to become independent, lifelong learners capable of navigating complex educational and real-world challenges. Research consistently demonstrates that students who effectively use SRL strategies achieve better academic outcomes. By understanding and applying these strategies, 8th standard students can optimize their study habits, overcome learning obstacles, and achieve higher levels of performance (Zimmerman, 2002) ^[3].

Moreover, SRL strategies enhance students' intrinsic motivation by allowing them to see the direct impact of their efforts on academic success. Developing a sense of ownership over their learning builds confidence and self-efficacy, fostering a positive attitude toward learning. In a diverse classroom, SRL strategies provide students with personalized tools to adapt their learning approaches based on individual strengths, weaknesses, and learning preferences.

During the observation of student-teachers' lessons, the researcher recognized the need to explore the self-regulated learning strategies of 8th standard students. This stage of education is crucial for developing a sense of ownership over their learning, enabling students to take responsibility for their academic progress. Moreover, understanding the self-regulated strategies used by students can help educators provide more effective guidance during lesson planning and

instruction. This insight supports educators in fostering self-directed learning habits in their students, ultimately enhancing the teaching-learning process.

Statement of Problem

“A study of Self-Regulated Learning Strategies among 8th standard Students.”

Objectives of Study

1. To study the Self-Regulated Study Learning Strategy among 8th standard students based on Goal Setting.
2. To study the Self-Regulated Study Learning Strategy among 8th standard students based on Time Management.
3. To study the Self-Regulated Study Learning Strategy among 8th standard students based on Metacognitive Skills.
4. To study the Self-Regulated Study Learning Strategy among 8th standard students based on Motivation.
5. To study the Self-Regulated Study Learning Strategy among 8th standard students based on Study Strategies.
6. To study the Self-Regulated Study Learning Strategy among 8th standard students based on Resource Management.
7. To study the Self-Regulated Study Learning Strategy among 8th standard students based on Self Reflection.

Plan of Action

This study represents a small-scale project aimed at examining self-regulated learning strategies among 8th-standard students. The researcher utilized a survey-based approach by designing a Google Form to collect data from the participants virtually. The scale consisted of 21 questions, structured in a three-point rating scale format with response options: Always, Sometimes, and Never. This format enabled the researcher to measure the frequency with which students engage in specific self-regulated learning behaviours.

Sample of Study

The researcher has conducted test on 8th standard students who studies in Guru Nanak Public Academy, Bhandup. The samples were collected from 30 students.

Tools of the Study

Questionnaire is a popular data collection tool in research, as they allow researchers to gather information from many participants in a structured and standardized manner. Questionnaire typically consist of a series of questions designed to elicit specific responses from participants.

Here the researcher created 21 questions on Google form and shared among students 8th standard students.

Data Collection

To collect the data for this study, researcher took permission from the Principal of Guru Nanak Public Academy, Bhandup 8th standard students. The scale was given to the students. They were given assurance that their data will remain confidential, and it will be used only for research purposes. The researcher has collected 30 students' responses for the analysis of the data.

Data Analysis and Interpretation

The researcher found the Self-regulated learning strategies is very important for the development of children. So, the researcher decided to take a survey to find out Self-regulated learning strategies.

The researcher has used the percentile method for analyzing data. The data were collected in Google form and they were transformed into excel sheet. The number of responses for each area is calculated and tables were prepared. Percentage of each response is calculated and noted in the table. With the help of table, specific graphs were prepared for each sub-areas.

Interpretation

From the analysis, the researcher interpreted the responses

Table 1: Data for the sub-area of Goal Setting.

To study of Self-Regulated Study Learning Strategy among 8 th standard students based on Goal Setting				
Opinion	Always	Sometime	Never	Total
percentage	45.56%	41.11%	13.33%	100%

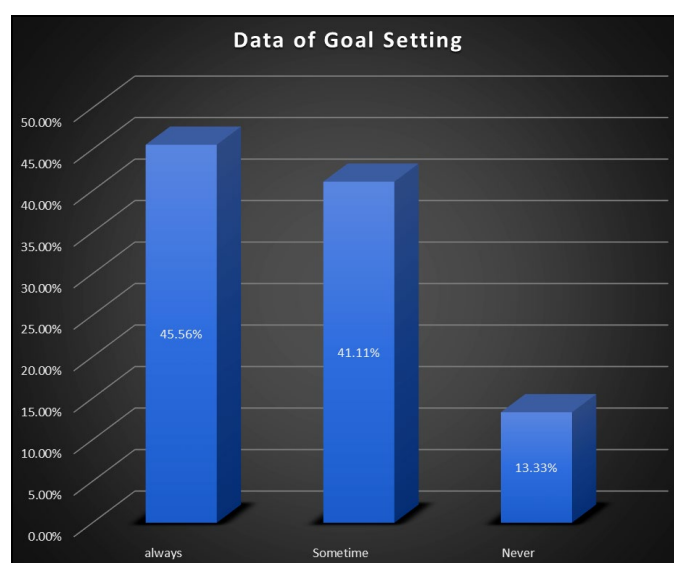


Fig 1: Analysis for the data of Goal Setting.

Table no 1 shows that 45.56% of the 8th standard students reported that they always engage in goal setting, 41.11% of students stated that they set goals sometimes, indicating that

while they recognize the value of goal setting. However, 13.33% of students reported that they never set goals,

highlighting a group that may lack awareness, motivation, or understanding of the benefits of goal setting.

Table 2: Data for the sub-area of Time Management.

To study of Self-Regulated Study Learning Strategy among class 8 th standard students based on Time Management				
Opinion	Always	Sometime	Never	Total
Percentage	42.22%	46.67%	11.11%	100%

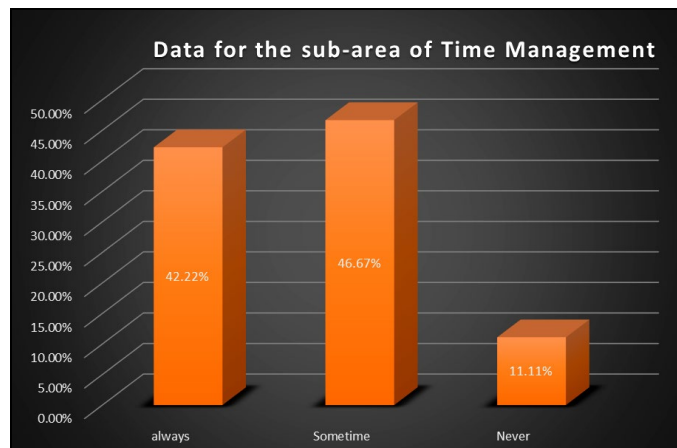


Fig 2: Analysis for the data of Time Management towards Self-Regulated Study Learning Strategy.

The data on time management among 8th standard students shows that 42.22% of students always manage their time effectively, indicating that a significant portion of students are organized and disciplined in their academic activities. A larger group, 46.67%, manage their time sometimes, suggesting that while they occasionally prioritize tasks, they may struggle with consistency. Additionally, 11.11% of students never manage their time well, which highlights a need for support in developing better time management skills.

Table 3: Data for the sub-area of Metacognitive Skills.

To study of Self-Regulated Study Learning Strategy among 8 th standard students based on Metacognitive Skills				
Opinion	Always	Sometime	Never	Total
Percentage	51.11%	38.89%	10%	100%

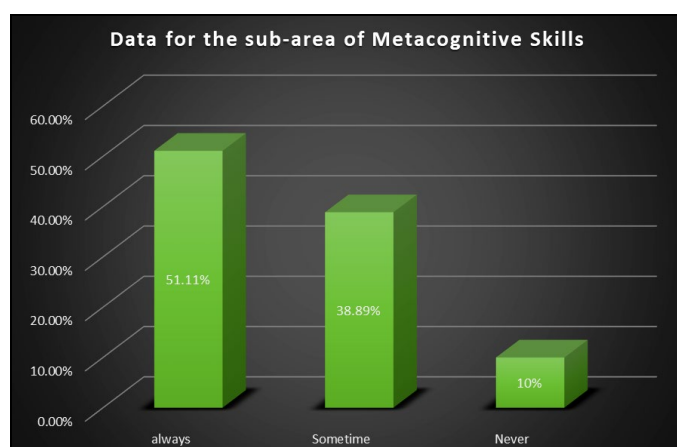


Fig 3: Analysis for the data of Metacognitive Skills towards Self-Regulated Study Learning Strategy.

Table no.3 shows that 51.11% students reported that they always use metacognitive skills. A smaller group (38.89%)

stated that they use metacognitive skills sometimes, suggesting that while they occasionally reflect on their learning, they may not consistently apply these strategies. The remaining 10% of students never engage in metacognitive practices.

Table 4: Data for the sub-area of Motivation.

To study of Self-Regulated Study Learning Strategy among class 8 th standard students based on Motivation				
Opinion	Always	Sometime	Never	Total
Percentage	47.76%	44.44%	7.78%	100%

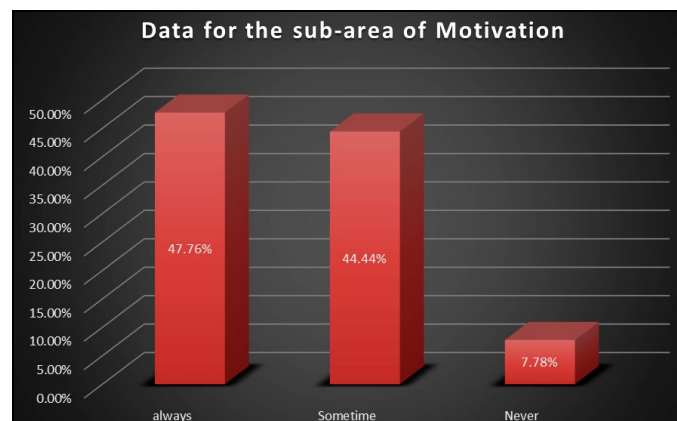


Fig 4: Analysis for the data of Motivation towards Self-Regulated Study Learning Strategy.

Table no 4 shows that 47.76% students are always motivated toward their academic goal, 44.44% students are sometimes motivated to achieve their Goal and 7.78% students are never motivated towards their goal.

Table 5: Data for the sub-area of Study Strategies.

To study of Self-Regulated Study Learning Strategy among class 8 th standard students based on Study Strategies				
Opinion	Always	Sometime	Never	Total
Percentage	36.67%	51.11%	12.22%	100%

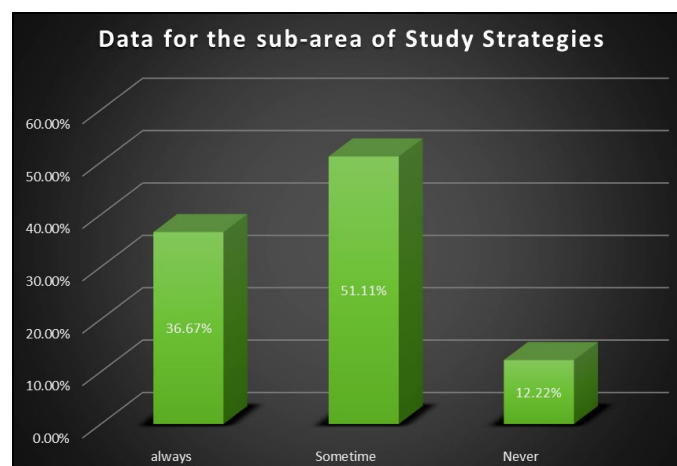


Fig 5: Analysis for the data of Study Strategies towards Self-Regulated Study Learning Strategy.

Table no 5 shows 36.67% of students consistently use self-regulated study strategies, On the other hand, 51.11% of students report using these strategies only occasionally. A smaller group of 12.22% of students report never using self-regulated study strategies, which could suggest that they either lack awareness of such strategies or do not prioritize

them in their learning process.

Table 6: Data for the sub-area of Resource management.

To study of Self-Regulated Study Learning Strategy among class 8 th standard students based on Resource Management				
Opinion	Always	Sometime	Never	Total
Percentage	52.22%	40%	7.76%	100%

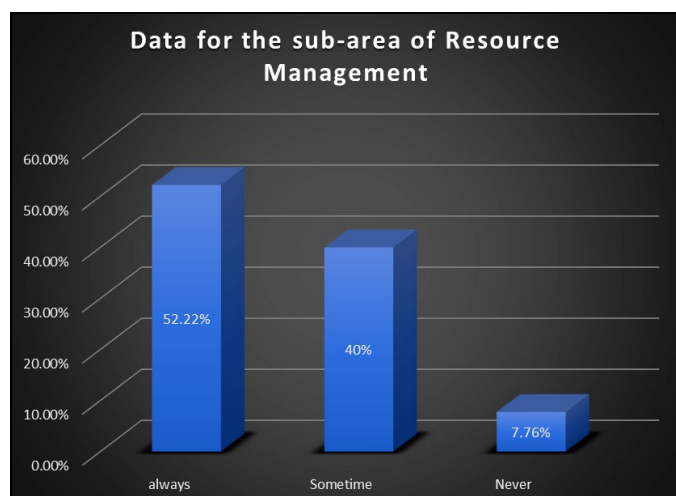


Fig 6: Analysis for the data of Resource Management towards Self-Regulated Study Learning Strategy.

Table no 6 shows that 52.22% students are consistently utilize their Study Resource, Meanwhile, 40% of students apply these strategies occasionally, and 7.76% students never manage their study resource.

Table 7: Data for the sub-area of Self-Reflection.

To study of Self-Regulated Study Learning Strategy among class 8 th standard students based on Self-Reflection				
Opinion	Always	Sometime	Never	Total
Percentage	43.33%	48.89%	7.76%	100%

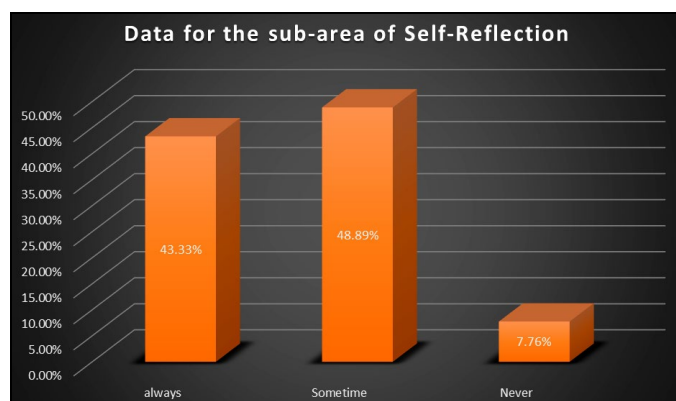


Fig 7: Analysis for the data of Time Management towards Self-Regulated Study Learning Strategy.

Table no 7 shows that 43.33% students are always evaluate their study and find their strength And weaknesses, 48.89% students sometime know their strength and weaknesses and 7.76% students never see their strength and weaknesses and their studies evaluate.

Finding of the Study

- Maximum students are set the goal and they are known about goal setting. Maximum students set their Academic

goals for a long period of time, they are updated there Academic goals. Students are breaking down larger goals into smaller, manageable tasks. Students are regularly review and update their academic goals.

- Overall, while remarkable students recognize the importance of time management, students plan their study sessions in advance. Students always stick to their study schedule. Students set their prioritize tasks based on their importance and deadlines. The majority of students, manage their time only occasionally. This suggests that while these students recognize the importance of time management, they may struggle with maintaining consistency. There is a need for targeted interventions to help those who struggle with consistency and to further reinforce these skills among all students.
- Half of the students demonstrate strong metacognitive skills, the data emphasizes the importance of fostering consistent and intentional use of these skills across the entire student population. This can be achieved through explicit teaching, practice, and reinforcement of metacognitive strategies in the classroom.
- Nearly half of the students are motivated towards their academic Goals. A significant portion of students adopts self-regulated strategies occasionally. suggesting a need for additional support or encouragement to make self-regulation a consistent habit, as external factors or distractions may hinder their regular application A small percentage of students do not engage in self-regulated strategies at all.
- Some students are always making study strategies but majority of the student recognize the value of self-regulation, but they may struggle to apply it consistently. Few students are facing difficulties in applying self-regulated learning strategies.
- Maximum students utilize resources effectively, demonstrating strong skills in organizing, managing materials, and seeking help when needed. Meanwhile, some of students apply these strategies occasionally, indicating a partial understanding of effective resource management and the need for support to make this a consistent practice. A small percentage of students never use resource management strategies, suggesting a lack of awareness or skills in efficiently utilizing available resources.
- Maximum students evaluate their study and know their strength and weaknesses. Students are open to trying new study methods based on feedback and self-assessment. A significant portion practices self-reflection occasionally, indicating an understanding of its importance but a lack of consistency in applying it. A small percentage of students never engage in self-reflection, suggesting limited awareness of how reflecting on their learning can enhance performance.

Suggestions

To effectively foster self-regulated learning strategies among students, it is essential to emphasize the importance of practices such as workshops, training sessions, and interactive activities that focus on the long-term benefits of developing self-regulated learning strategies can empower students to take ownership of their learning, enhance their problem-solving skills, and achieve academic success. These initiatives can help students cultivate skills in goal setting, planning, self-monitoring, and reflection, ultimately promoting lifelong learning and personal growth.

The principal of a school can play a pivotal role in promoting self-regulated learning strategies among students by developing a clear and supportive vision and mission for the institution. By actively involving teachers in planning and implementing activities that nurture self-regulated learning, the principal ensures a collaborative approach. Additionally, organizing professional development programs and training sessions equips teachers with the necessary knowledge and skills to effectively foster these strategies. Providing adequate resources for both teachers and students, encouraging students to monitor their own learning, and offering constructive feedback are essential steps. Celebrating students' achievements further motivates them to take charge of their learning journey.

Teachers can learn different techniques to foster self-regulated learning strategies among students. Teacher can incorporate different activities which foster students self-regulated learning strategies such as, goal setting, time management, utilizing learning resources etc. Teacher can motivate students for self-reflection of students learning and provide constructive feedback to them. By integrating activities such as goal setting, time management, and efficient use of learning resources, teachers can empower students to take charge of their own learning process. Teachers can motivate students to engage in self-reflection, helping them evaluate their strengths, areas for improvement, and progress over time. Providing constructive and timely feedback enables students to improve their strategies and enhance their learning outcomes.

Parents can play a vital role in developing self-regulated learning strategies among students by actively supporting and guiding them. They can help students set realistic academic goals, break them into manageable tasks, and monitor progress regularly. By fostering effective time management skills, parents can encourage students to create schedules, prioritize tasks, and use planners or digital tools. Providing a favourable learning environment, free from distractions and equipped with necessary resources, further supports focused learning. Parents can motivate students to engage in self-reflection, assess their strengths and weaknesses, and set new goals based on their reflections. These efforts collectively empower students to become self-directed, motivated, and effective learners.

Students can develop effective self-regulated learning strategies by setting clear goals, breaking them down into manageable tasks, and regularly tracking their progress with the support of teachers and parents. By planning their learning effectively and managing their time efficiently, students can stay focused and organized. They can also make the most of available resources in their environment to enhance their learning style and successfully achieve their goals.

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