A STUDY OF SELF-REGULATED LEARNING AND PARENTAL INVOLVEMENT OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present paper intended to study difference and the relationship between self-regulated learning and parental involvement of secondary school students. The data on the variables was collected from 200 secondary school students selected randomly from secondary schools affiliated to CBSE board in the district of Hoshiarpur. Self-regulated Learning scale constructed and standardized by Gupta and Mehtani (2017) and Parental Involvement scale developed by Chauhan and Arora (2008) were employed to collect data to assess self-regulated learning and parental involvement of students respectively. The study revealed a significant difference in self-regulated learning of secondary school students having high and low parental involvement. It was found that self-regulated learning is related to high parental involvement in the lives of students studying in secondary level of education signifying that student with high level of parental involvement have better self-regulated learning than the students with low level of parental involvement. The findings of the study depicted a significant and positive relationship between self-regulated learning and parental involvement of secondary school students.

KEYWORDS: Self-regulated Learning, Parental Involvement, Secondary School Students.

INTRODUCTION

Secondary school students are at their adolescence stage which is a time of stress and strain when speedy growing variations happen, and adolescents begin to form and shape into youngsters. Physical, intellectual, psychological and social alterations can all be stressful and hard to handle during this period of time. Theatrical vagaries are at most experience by students at level of secondary school and also at this stage the physical changes are the most obvious as the body goes through teenage years. These growing changes affect the rapport of taught with their

teachers, classmates and peers, and are often go together with by a decline in curricular achievement (Barber & Olsen, 2004) and surge in communal relations (Eccles, 2004) and thus the mandate more parental involvement to make their learning more effective.

Learning environment is part and parcel in one's learning and when a learner understands and controls his learning environment, it is termed as Self-regulated learning. Self-regulated learning specifies a skill, where students must recognize how to set aims and objectives as well as what is required to accomplish the decided aims and objectives. Self-regulation of learning indicates scheduling, assessing, and evaluating one's own learning in flexible manner and adapting learning approaches to work demands and the improvement made. Self-regulated learning also presupposes intellectual flexibility, it may be assumed that it is facilitated by positive reactions. On the other hand, negative emotions, may be assumed to encourage students to trust on exterior supervision. Consequently, to make students to self-regulate and direct their own actions, they must be inspired to achieve aims and objectives as set already by them (Kitsantas & Dabbagh, 2010).

According to Zimmerman (2000), self-regulated learners have three important traits. They use a variety of self-regulated strategies (active learning processes that involve agency and determination); they believe they can act effectively; and they set numerous and varied goals for themselves. Additionally, self-regulated learners engage in three important processes: self-observation (monitoring of one's activities); self-judgment (evaluation of how well one's own performance compares to others' performance) and self-reactions (reactions to performance outcomes). When these reactions are satisfactory in response to failure, students are more likely to continue. The abovesaid reaction to failure is estimated by how individuals interpret their barriers and failures.

According to Pintrich and Zusho (2002) Self-regulated learning is an active productive procedure whereby learners set goals for their learning and assess, regulate, and control their cognition, motivation, and behaviour, guided and controlled by their objectives and the contextual features of the environment.

Parental involvement is defined as involving parents in school-based learning, curricular and cocurricular activities and programmes related to their child's education. This wide-ranging

standpoint of parental involvement is deep-rooted in the understanding that success of children in the courses of study is affected by multiple areas prevailing at home, school, community and state in a powerful way. Parental involvement is a crucial facet of the development of child's personality which is consistently related to a child's increased self-regulated learning. Parental involvement means readiness of parents to devote their time and resources towards their children's learning. The students with more parental involvement in their schooling exhibit more self-regulated learning, amended attitudes towards education; better school presence; diminished school dropouts; and better-quality academic presentation. Parents' involvement incorporates a variety of activities and opinions regarding sending a child to school and supporting the child's learning while remaining out-of-school, collaborating with the school staff and sustaining a presence in the school (Epstein, 1992).

REVIEW OF RELATED LITERATURE

Studies Related to Self-regulated Learning

Muhammad and Bakar (2015) examined the relationship between Self-regulated Learning and academic achievement among UniSZA undergraduate students in Malaysia. The data was collected randomly from 364 students from 9 colleges was selected randomly. Results showed that there was a strong relationship between SRL and academic achievement. Moreover, SRL served as a good predictor of higher academic performance (GPA).

Gafoor and Kurukkan (2016) in their study mentioned that Self-regulated learning is a fruitful learning strategy as evidenced from the increase in the number of researches in academic self-regulation since year 2000. An individual's skill of managing his own learning is helpful in accomplishing the goalmouths. This analysis of literature on self-regulated learning focused on the factors that affect self-regulated learning and the students' learning outcomes from application of self-regulated learning. The study identified major categories of variables in relation to self-regulated learning and summarized the findings there from. Cognitive strategy use, meta-cognition, self-efficacy, motivational beliefs and some individual differences were considered mainly in the study. An inter relationship between self-efficacy and self-regulated

learning was manifested. Mastery goal orientation favoured self-regulated learning. Areas of language and mathematics education manifested more studies on self-regulated learning than other curricular areas. Findings from both the areas confirmed that self-regulated learning resulted in enhanced achievement and desirable affective outcomes.

Asikainen et al. (2018) conducted a study to examine the relationship between the self-regulated learning, psychological flexibility and student integration comprising teacher and student interaction, students' commitment to studying as well as the relationship of these aspects to study progression. The data was collected from 117 students of theology department. Items measuring student integration were first analyzed with factor analysis. The data was analyzed by employing correlation analyses and Structural Equation Modelling (SEM). The results showed that psychological flexibility was related to study progression, self-regulated learning and student integration. The effect of self-regulated learning and student integration to study progression was reported as insignificant. This study suggested that students' way of coping with negative thoughts and emotions should be taken into account when considering learning and teaching.

Studies Related to Parental Involvement

Bordhan (2014) found that parental attitude can be negative or positive. Positive attitude can be beneficial and reflected in high level of involvement and lead to high performance, whereas negative attitude is an indicator of less parental involvement and support in schoolwork, low motivation levels, and poor performance.

Yuan et al. (2016) suggested that family background plays an essential role in academic outcomes, and students with higher quality relationships with parents are more likely to perform better at school. Thus, family characteristics (e.g. parents' educational level, parents' SES, family size, family structure, and home environment) can be critical factors in forming relationships between parents and students. A stimulating home environment and providing home learning opportunities are of the most appropriate and influential conditions for impacting students' mindsets and self-regulated learning.

Bradley et al. (2019) indicated that adolescents who maintain positive relationships with parents are more likely to manifest academic competence. The term parental involvement refers to all the

objects, forces and conditions in the dwelling house, which lure the child to schooling achievements. Therefore, parents' attitudes towards schooling really matter in their students' education.

Studies Related to Self-regulated and Parental Involvement

Xu (2008) conducted a study to find association between self-regulated learning parental involvement and perusing achievement among fifth graders. The results showed that parental education, school involvement and help in homework by parents had more impact on SRL skill of students. Parental education expectations were found to had the most grounded valuable effect on SRL.

Chen and Wang (2011) conducted a study on 1,140 Taiwanese Junior High School students. They found that children of decisive guardians scored higher in SRL than children of liberal, dictator or careless guardians. Moreover, they showed poor SRL capacities.

Miller and Speirs Neumeister (2017) concluded that external factors can influence student engagement in learning, such as the educational functioning of the family which are generally associated with cultural, ethnic and socioeconomic contexts.

Tiniakou et al. (2018) revealed that parental involvement and positive attitudes towards learning and autonomy support were found to be recurring common experiences of these highly self-regulated learners.

Azad and Semiyari (2020) showed that parents' academic involvement mediated the relationship between parents' education levels and learners' self-regulation.

Latipah et al. (2021) showed that there was a positive and significant correlation between parental involvement with SRL, and it was concluded that student SRL can be seen based on the involvement of parents

Nabil (2021) surveyed data from 312 Arab adolescent learners in Israel revealed that students who reported experiencing PI also reported engaging in SRL. The results also showed emotional support and parenting behaviors as sturdy predictors of self-regulated learning.

NEED AND IMPORTANCE OF THE STUDY

Hoshiarpur district is one of the fastest developing districts in the state of Punjab. We are living in such a hi-tech era where reservoir of knowledge such as internet which is available to everyone free of cost. But how a person obtain knowledge depends on skills of self-regulated learning on the part of a learner. The investigator was of the opinion that students generally fail to assess their own strengths and weaknesses of their learning. Parental involvement may be the main reason behind. Students having less parental involvement may have low self-regulated learning. Even though the association between parent involvement and self-regulated learning is absolute, still there is need to study on how parent involvement boosts self-regulated learning. Thus, there is the need of hour to make parents aware about their children's learning attitude and various activities involved in their curricular part so that better learning strategies can be inculcated among students. The results of the conducted study may help parents to work as good friends, philosophers and guides and to know the SRL skills of their children so that they may arrange better instructional strategies accordingly. Moreover, the results may help teachers and administrators to plan and organize curricular and cocurricular activities to increase the skill of self-regulated learning among students.

OBJECTIVES OF THE STUDY

1. To compare self-regulated learning of secondary school students having high and low parental involvement.
2. To study the relationship between self-regulated learning and parental involvement of secondary school students.

HYPOTHESES OF THE STUDY

1. There is no significant difference between self-regulated learning of secondary school students having high and low parental involvement.
2. There is no significant relationship between self-regulated learning and parental involvement of secondary school students.

RESEARCH METHODLOGY

Population and sample of the Study

The population of the study consists of 9^{th} class students of Hoshiarpur affiliated to C.B.S.E board. The investigator has used random sampling as sampling technique and selected five schools of Hoshiarpur from where further selected 200 students of 9th standard as the sample of the study.

Method of the Study

Descriptive Exploratory method of research was employed for the present study.

Tools Used for the Study

In order to collect data for present study, following research tools were used:

1. Tool on Self-regulated Learning scale designed and developed by Gupta and Mehtani (2017) was used for collecting the data from the sample.
2. Tool on parental involvement scale developed by Chauhan and Arora (2008) was used for collecting the data from the sample.

Statistical Techniques Used in the Study

Mean, standard deviation, t-test and coefficient of correlation were used for analyzing the data.

RESULTS AND DISCUSSION

Objectives 1: To compare self-regulated learning of secondary school students having high and low parental involvement.

Hypothesis: There is no significant difference between self-regulated learning of secondary school students having high and low parental involvement.

Table I: Mean, Standard Deviation and 't'-value for mean scores of self-regulated learning of secondary school students having high and low parental involvement

S. No.	Variable	Group	N	Mean	S.D	t-value
1	Self-regulated learning	Low parental involvement	84	162.50	7.86	17.78**
		High parental involvement	116	186.20	10.95	

**Significant at 0.01 level
Table Value at 0.01 level 2.60 and at 0.05 level 1.97

Table I shows 't' ratio as 17.78 for the mean scores of self-regulated learning of secondary school students having high and low parental involvement, which is more than the given table value at 0.01 level and is significant at 0.01 level of significance. It means that there exists a significant difference in self-regulated learning of secondary school students having high and low parental involvement. Thus, the null hypothesis, 'There is no significant difference between self-regulated learning of secondary school students having high and low parental involvement' is rejected. Furthermore, the table depicts the mean score of self-regulated learning of students having high level of parental involvement as 186.20 which is higher than that of students having low level of parental involvement (162.50) showing that students with high level of parental involvement have better self-regulated learning than the students with low level of parental involvement.

The obtained result is in consonance with the findings of the studies conducted by Xu (2008) and Chen and Wang (2011) who observed that high and permissive involvement of parents increases the self-regulated learning among learners. The results obtained by Miller and Speirs Neumeister

(2017) showed that educational functioning of the family can influence student engagement in learning to a greater context.

Objectives 2: To study the relationship between self-regulated learning and parental involvement of secondary school students.

Hypothesis: There is no significant relationship between self-regulated learning and parental involvement of secondary school students.

Table II: Coefficient of correlation between self-regulated learning and parental involvement of secondary school students

Variables	Number	Coefficient of correlation
Self-Regulated Learning	200	0.695**
Parental Involvement	200	

**Significant at 0.01 level

Table II reveals that coefficient of correlation between self-regulated learning and parental involvement of secondary school students is 0.695 which is positive and significant at 0.01 level of significance. So, the null hypothesis, "There is no significant correlation between parental involvement and self-regulated learning of secondary school students" is rejected. So, secondary school students could have better self-regulated learning if they have good parental involvement. It can be interpreted that higher the parental involvement, better will be the self-regulated learning of secondary school students and vice-versa.

Research in the concerned field also supports the findings of the present study. Tiniakou et al. (2018) reported the students with parental involvement specially mother involvement and positive attitude as high self-regulated learners. Xu (2008) and Chen and Wang (2011) found that parental support have a significant effect on self-regulated learning among students. Azad and Semiyari (2020) showed that parents' academic involvement mediated the relationship between parents' education levels and learners' self-regulation. Latipah et al. (2021) showed that there was a positive and significant association between parental involvement and self-regulated

learning. The study of Nabil (2021) showed emotional support and parenting behaviors as good predictors of self-regulated learning.

FINDINGS

1. There is significant difference between self-regulated learning of secondary school students having high and low parental involvement.
2. There is positive and significant correlation between parental involvement and self-regulated learning of secondary school students.

CONCLUSION

Self-regulated learning and parental involvement plays a significant role in all fields of life of secondary school students. In the present study, it is found that there is significant difference in self-regulated learning of secondary school students having high and low parental involvement. It is quite clear from the computed values as depicted in above tables that self-regulated learning is directly related to high parental involvement in the lives of secondary school students. Parents can play a significant role not even in the childhood but also in their crucial adolescent years, when they are being prepared to act as responsible adults. It is also evident in the findings that secondary school students could have better self-regulated learning if they have good parental support. It is proved by many researches that parents' connection, direct interest, freedom to the child could accelerate the independent learning in their wards' academics.

RECOMMENDATIONS

1. There is need to develop a platform by educational institutions for the parents where they can collaborate with the parents in order to prepare the students for better learning as it is the foremost criterion for better self-regulated learning and academic achievements.
2. There should be periodic parent teacher meetings at schools to strengthen parent-teacher association. Also, programs should be organized for parents to instruct them how to guide their children to enhance self-regulated learning skills.

3.

LIMITATIONS

There are various limitations in conducting the present study. The study was conducted on a small data of 200 secondary school students from five schools of Hoshiarpur district. Students may not respond with sincerity and may have denied to participate and returned the questionnaire partially completed or incomplete. So, those partially or incomplete questionnaire are not included in the statistical data analysis. Consequently, responses to the data collection may have been lowered than anticipated.

SCOPE FOR FURTHER RESEARCH

1. The present study was delimited to secondary school students of Hoshiarpur district. Similar study may be conducted in other districts of Punjab and other states.
2. A similar study may be conducted on senior secondary school students and college students.

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