

**RESEARCH PAPER****A Profile of Academic Self-Regulation of Secondary Schools****Lubna J. Mansuri**University of Mumbai,  
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Email: [mansurilubna2@gmail.com](mailto:mansurilubna2@gmail.com)Received: 29<sup>th</sup> April 2017, Revised: 16<sup>th</sup> May 2017, Accepted: 20<sup>th</sup> May 2017**ABSTRACT**

The present study identified Academic Self-Regulation profiles in a sample of students from ICSE and SSC school. 120 students completed Ryan and Connell (1989) Academic Self-Regulation (ASR-Q) scale. The present research is of a descriptive survey type. Profile analysis was applied to four indices from ASR-Q scale: External Regulation, Introjected Regulation, Identified Regulation and Intrinsic Motivation. The results show that the Academic Self-Regulation of student of ICSE and SSC schools shows flatness between and across dimensions. The overall profile analysis is flat between and across dimensions and they intersect with 2 dimensions. They intersect at "Identified Regulation" and "Intrinsic Motivation". The groups are at equal level for "Identified Regulation" and "Intrinsic Motivation" both. Thus, the school type does not have any implications for the Academic self-regulation of secondary school students. The reasons could be that the students come from the same population and the same background and therefore the group is same on the mean scores. It could also be that study strategies could be the same in both the schools. The methodology adopted for the transaction of the curriculum may be similar. The other reason could be that the teachers belonging to these schools to may be from similar background. It also reveals that the Academic Self-Regulation and its dimensions, namely, External Regulation, Introjected Regulation, Identified Regulation and Intrinsic motivation are "moderate" in magnitude. However, there is need to develop a special programme or modules for enhancing the Academic Self-Regulation of students.

**Keywords:** Academic Self-Regulation, Student, School Boards - ICSE, SSC

**INTRODUCTION**

It is difficult for school students to adjust to new school guidelines and get involved in school work such as, projects, focusing on studies with concentration, unit tests and submission of assignments on time. The biggest challenge for students would be studying for an exam and writing papers may seem like an impossible task. In order to prepare students effectively for the school tasks it is important that they must be capable of self-regulation. Students must monitor the ways in which they think about the material they are learning. Researchers have shown that self-regulated learners set clear and realistic goals, use strategies, self-monitor, and evaluate their progress, as well as complete tasks on time, report high levels of motivation, and exhibit skill acquisition.

Inability to self-regulate can lead to a variety of problems. Low-self-regulatory skill has been associated with several personal issues. Students who lack strong self-regulatory abilities engage in more risky behavior. Students who lack in self regulation do not take charge from the beginning and fail to employ the appropriate repair strategies to change their behaviors. Hence it is vital for students to have successful strategies for imbibing academic self regulation.

**NEED OF THE STUDY**

Self-regulation is an important skill. Students need to learn to regulate their emotions, thoughts and behavior. Researches show that most teachers in school do not provide opportunities to students to evaluate their own learning and explore new ways of learning. It is therefore a need to study the academic self-regulation of school students and to know their motivation towards academics.

**RATIONALE OF THE STUDY**

The curricula of ICSE and SSC schools differ, Besides the nature and characteristics of students going to these two school type also differ. Hence it is expected that Academic Self- Regulation of students from these two school types would differ. Moreover, the population of these students would be different on the basis of their background and school boards. So it is likley that students from two shool types may differ in their Academic Self- regulation.

**REVIEW OF RELATED LITERATURE**

Daniel C. Moos and Alyssa Ringdal (2012) Self-Regulated Learning in the Classroom: A Literature Review on the Teacher's Role. Research has found that active involvement in learning, including setting meaningful goals, selecting appropriate and task-specific strategies, monitoring motivational levels, and adapting based on feedback are all positively related to learning outcomes. How can teachers support students' development and use of these learning processes? The goal of this paper is to examine research that has used the Self-Regulated Learning (SRL) theory to consider this broad question. Methodological advancements recently used in this field of research, various SRL theoretical frameworks guiding this research, and studies that empirically examined self-regulation with both pre-service and in-service teachers are discussed. The paper concludes with the theoretical, methodological, and practical implications of the reviewed studies.

Timothy J. Cleary and Peter Platten (2012) conducted a study on Examining the Correspondence between Self-Regulated Learning and Academic Achievement: A Case Study Analysis. Four high school students received 11 weeks of a self-regulated learning (SRL) intervention, called the Self-Regulation Empowerment Program (SREP), to improve their classroom-based biology exam scores, SRL, and motivated behaviors. This mixed model case study examined the correspondence between shifts in students' strategic, regulated behaviors with their performance on classroom-based biology tests. The authors used traditional SRL assessment tools in a pretest-posttest fashion (e.g., self-report questionnaires, teaching rating scales) and gathered SRL data during the intervention using field note observations and contextualized structured interviews. This multidimensional assessment approach was used to establish convergence among the assessment tools and to facilitate interpretation of trends in students' biology test performance relative to their SRL processes. Key themes in this study included the following: (a) the close correspondence between changes in students SRL, biology exam performance, and SREP attendance; (b) individual variability in student performance, SRL behaviors, and beliefs in response to SREP; and (c) the importance of using a multi-dimensional assessment approach in SRL intervention research. Furthermore, this study provided additional support for the potential effectiveness of SREP in academic contexts.

Lucas M. Jenö and Age Diseth (2014) conducted a study a self-determination theory perspective on autonomy support, autonomouself-regulation, and perceived school performance. A self-determination theory perspective on motivation assumes that students' motivation may be described in terms of perceived autonomy support from their teacher, their basic need satisfaction, self-regulation and perceived competence. The present study investigated these aspects of motivation among 316 upper secondary school students. A path analysis showed that students' perceived autonomy support predicted their need satisfaction, which in turn predicted autonomous self-regulation, perceived competence and perceived school performance. The relation between basic need satisfaction and perceived school performance was fully mediated by autonomous self-regulation. Finally, the students' perceived autonomy support was partly accounted for at class-level, indicating that the students in the same class to some extent had similar experience of autonomy support. In conclusion, the present findings supported a motivational model in accordance with self-determination theory.

Razi, *et al.* (2015) conducted a study on studying the relationship between Self-Regulation and High School Students' Academic Motivation of the Second course in county of Larestan. To study the relationship between self-regulation and motivation in education to high school students in the second period, science education was Larestan city. In this study, all students were selected science education. Questionnaire to assess self-regulation and self-regulation variable check Bovfard Academic Motivation Scale Harter's motivation was used.

The results of the study reveals that the Pearson correlation showed a significant relationship between academic motivation and self-regulation exists ( $p < 0.05$ ). T-test results showed no significant difference between male and female students in terms of academic motivation and self-regulation does not exist. One-way analysis of variance indicated that students of basic education, there are significant differences in terms of self-regulation but there was no significant difference in terms of motivation Conclusion: According to researchers, teachers and teacher education deserves to be customized to provide the right conditions for growth, learning and teaching strategies to motivate self-regulated learning, to give students more opportunities for learning and creativity.

Popa Daniela (2015) conducted a study on The Relationship between Self-Regulation, Motivation and Performance at Secondary School Students. The present paper comes to find an answer to which aspects of motivation and self-regulation of learning are involved in obtaining the academic performance for the secondary school students in Romania. This study includes 270 secondary school students, aged between 12 and 14 years. Research methods used in this investigation are two surveys based on questionnaires and study of documents. The instruments used were the Academic Self-Regulation Questionnaire and Motivational Strategies for Learning Questionnaire. It was concluded that the competence of self-regulated learning has a strong impact on the level of attainment achieved by students, enhancing the relationship between motivation and performance. Mofrad and Pourghaz (2015) conducted a study on Examining the Role of Self-Regulated Learning Strategies in Students. This study aims to examine the role of self-regulated learning strategies, in students' academic performance in Landeh's high school. This study used descriptive and correlative method and statistical population of the study was all students of Landeh's high schools, among which 475 students were selected through cluster-stratified random sampling. To analyze the data in regard to the research questions, the Pearson correlation coefficient, single group t, t-test, Multivariate Regression and ANOVA were used. The results of strategies indicate their desirability among students. In addition, the study showed that individual's satisfaction on his or her performance is higher than the average but the factor of assignment difficulty is lower than the average, among the students. The results of Pearson correlation coefficient showed that there is a significant and positive relationship between self-regulated learning strategies and academic performance, but there is no relation in cognitive aspects. The regression results showed that in self-regulated learning strategies, only the cognitive factor and in motivational beliefs only the self-evaluation, had the highest prediction about academic performance. As self-regulated learning strategies and academic performance variables were compared according to demographic characteristics of gender and grade, there were only significant differences in gender and grades of academic performance, but there were no significant differences in other variables.

Fernandez-Rio J., *et al.* (2017) conducted a study on Self-Regulation, Cooperative Learning, and Academic Self-Efficacy: Interactions to Prevent School Failure. The goal of the present study was to assess the interactions between self-regulated learning, cooperative learning and academic self-efficacy in secondary education students experiencing cooperative learning as the main pedagogical approach for at least one school year. 2.513 secondary education students (1.308 males, 1.205 females), 12-17 years old ( $M = 13.85$ ,  $SD = 1.29$ ), enrolled in 17 different schools belonging to the National Network of Schools on Cooperative Learning in Spain agreed to participate. They all had experienced this pedagogical approach a minimum of one school year. Participants were asked to complete the cooperative learning questionnaire, the strategies to control the study questionnaire and the global academic self-efficacy questionnaire. Participants were grouped based on their perceptions on cooperative learning and self-regulated learning in their classes. A combination of hierarchical and  $\kappa$ -means cluster analyses was used. Results revealed a four-cluster solution: cluster one included students with low levels of cooperative learning, self-regulated learning and academic self-efficacy, cluster two included students with high levels of cooperative learning, self-regulated learning and academic self-efficacy, cluster three included students with high levels of cooperative learning, low levels of self-regulated learning and intermediate-low levels of academic self-efficacy, and, finally, cluster four included students with high levels of self-regulated learning, low levels of cooperative learning, and intermediate-high levels of academic self-efficacy. Self-regulated learning was found more influential than

cooperative learning on students' academic self-efficacy. In cooperative learning contexts students interact through different types of regulations: self, co, and shared. Educators should be aware of these interactions, symmetrical or asymmetrical, because they determine the quality and quantity of the students' participation and achievements, and they are key elements to prevent school failure.

### CONCEPT OF ACADEMIC SELF- REGULATION

"Self-regulated" describes a process of taking control of and evaluating one's own learning and behavior. It transforms students' mental abilities into academic skills. Self-regulated learning emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement". Students need to organize specific learning strategies or methods and then observe how and which strategies and methods are effective for them. There are four types of extrinsic motivation which can be ordered along a self-determination continuum. From lower to higher levels of self-determination, they are (a) external (b) introjected (c) identified and (d) intrinsic motivation. External regulations are behaviors performed to satisfy an external demand or obtain an externally imposed reward. Intrinsic motivation is an act which involves fun or challenge rather than external pressures, or rewards. Introjected regulation is controlled type of regulation because students perform actions with the feeling of pressure in order to avoid guilt or anxiety or pride. Identified type of regulation is identified by the student with the personal behavior and has accepted its regulation as his or her own.

### RESEARCH QUESTION

Do the students of ICSE and SSC school differ on the Academic Self- Regulation dimensions?

### AIM OF THE STUDY

To develop and analyse the profile of Academic Self Regulation of students of ICSE and SSC school

### OBJECTIVES OF THE STUDY

1. To develop the profile of Academic Self- Regulation of students of ICSE and SSC school
2. To compare the dimensions of Academic Self Regulation of students of ICSE and SSC school

### OPERATIONAL DEFINITION

1. **Academic Self-Regulation:** Refers to a process of taking control of and evaluating one's own learning and behavior. It is the score obtained by students on Academic self-regulation Questionnaire.
2. **External Regulation:** Refers to the behavior that is externally regulated through rewards or constraints. The activity performed by the student is to avoid negative consequences. The motivation is extrinsic because the reason for participation lies outside the activity. The participation in the activity is due to extrinsic motivation.
3. **Introjected Regulation:** Refers to the behavior imposed by the student (internally) and not by others. Rewards or constraints are not the reason for performing in the activity.
4. **Identified Regulation:** Refers to the behavior that is valued by the student and is perceived as being chosen by him. Behavior is internally regulated but in a self-determined way.
5. **Intrinsic Motivation:** Refers to the behavior of a student who is engaged in activity for his/her own sake. They get pleasure and satisfaction after performing it. The activities are voluntarily performed in the absence of material rewards or constraints.

### SAMPLING TECHNIQUE OF THE STUDY

In the present study, two- stage sampling technique was used. The stratifying factor was the school board. The data were collected from different school boards. In the first stage, sampling involved the selection of schools from Greater Mumbai based on the type of school board using the stratified random technique. Here the two strata were the ICSE and SSC students school boards. The second

stage of sampling was the selection of students from selected schools. At this stage, the sampling technique involved incidental technique due to reasons beyond the researcher's control.

### METHODOLOGY OF THE STUDY

The present research is of a descriptive survey type. The main goal of this type of research is to describe the level of Self- Regulation of school students and to gain a better understanding of it. The statistical techniques used for the present study are mean.

### TOOL OF THE STUDY

The tool used for the study was standardized one. The tool was developed and validated by Ryan and Connell in the year 1989. The tool used for the study is Academic Self-Regulation Questionnaire. (SRQ-A) is a scale of 32 items. The responses to each item are on a 4-point scale. The SRQ-A uses four subscales: external regulation, introjected regulation, identified regulation, and intrinsic motivation. The External Regulation consists of items 2,6,9,14,20,24,25,28 and 32. The Introjected Regulation consists of items 1,4,10,12,17,18,26,29 and 31. The Identified Regulation consists of items 5,8,11,16,21,23 and 30. The Intrinsic Motivation consists of items 3,7,13,15,19,22 and 27. The response format for all items comprises of four ordered categories labeled from 'very true' to 'not at all true'. The tool intended to measure the Academic self-regulation of secondary school students. The tool is a questionnaire with four questions about why children do school related behaviors. Each question is then followed by several responses that represent the four regulatory styles used in this scale. Eg: Q.- Why do I do my homework? Ans.- Because I want the teacher to think I am a good student.

### SAMPLE OF THE STUDY

For the purpose of the present study the population is taken from the ICSE and SSC school. The sample comprises of Secondary School students. The medium of instruction in these schools was English. The sample consisted of 120 students from ICSE and SSC School Boards. Table 1 gives the sample of school Board selected for the study. There are equal number of students from ICSE and SSC school students.

**Table 1:** Sample of Students by Type of School Board

Type of School Board	Sample size
ICSE	60
SSC	60
<b>Total</b>	<b>120</b>

### FINDINGS OF THE STUDY

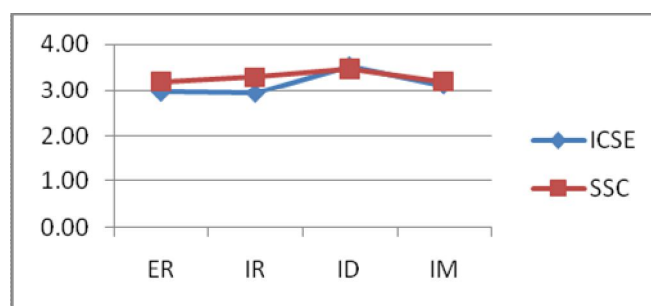
Table 2 shows the Mean Scores of the dimensions of Academic Self- Regulation of ICSE and SSC school students.

**Table 2:** Mean Scores on the Dimensions of Academic Self- Regulation of School Students

Type of School (Board)	External Regulation	Introjected Regulation	Identified Regulation	Intrinsic motivation
ICSE	2.96	2.93	3.53	3.11
SSC	3.19	3.29	3.48	3.19
<b>Grand Mean</b>	<b>3.07</b>	<b>3.11</b>	<b>3.50</b>	<b>3.15</b>

The dimensions of Academic self- regulation of students of ICSE and SSC school show that there is a difference between the average scores of the levels of External regulation and Introjected Regulation of both schools. There is a difference between the mean scores of the dimensions of Identified Regulation and Intrinsic Motivation of both schools. The dimensions of Academic self- regulation of student of ICSE and SSC school are shown in the table 2. Figure 1 shows the profile of Academic Self- regulation of students from ICSE and SSC schools.



**Fig. 1:** Profile of Academic Self –Regulation of Secondary Schools

### PROFILE ANALYSIS

A profile analysis exhibits flatness between and across dimensions on Academic Self-regulation of students of both the groups. They intersect with 2 dimensions. They intersect at "Identified Regulation" and "Intrinsic Motivation". The groups are at equal level for "Identified Regulation" and "Intrinsic Motivation". The study reveals that there is no difference in the mean scores of Academic Self- Regulation of students of both the groups of schools.

### MEAN SCORE OF ACADEMIC SELF- REGULATION OF ICSE AND SSC SCHOOL

There are three aspects of profile analysis as follows:

1. The groups are not parallel. A profile plot of Academic Self- regulation of ICSE and SSC schools suggest that the two lines are not parallel. They do not intersect at two points.
2. The groups are not at equal levels. A profile plot of Academic Self- regulation of ICSE and SSC School suggests that the groups are not at equal levels.
3. Do the profiles exhibit flatness? The profiles exhibit flatness between and across dimensions.

### LEVEL OF ACADEMIC SELF-REGULATION OF STUDENTS

**Table 3:** Criteria of Determining Academic Self- Regulation of Students

Range	Magnitude
1-1.20	Negligible
1.21-2.40	Low
2.41-3.60	Moderate
3.61-4.80	Substantial
4.81-6.00	Very High

Table 3 shows the criterion of determining the level of Academic Self- Regulation of students. Analyzing the Mean Scores on the dimensions of Academic Self- Regulation given table 3, it may be concluded that on the basis of the items in the Academic Self- Regulation, it may be concluded that the dimensions of Academic Self- Regulation of students is moderate in magnitude.

### CONCLUSION

1. The Academic Self-Regulation of student of ICSE and SSC schools shows flatness between and across dimensions. They intersect with 2 dimensions. They intersect at "Identified Regulation" and "Intrinsic Motivation". The groups are at equal level for "Identified Regulation" and "Intrinsic Motivation". Thus, the School type does not have any implications for the Academic self-regulation of secondary school students. The reasons could be that the students come from the same population and the same background and therefore the group is same on the mean scores. It could also be that study strategies could be the same in both the schools. The methodology adopted for the transaction of the curriculum may be similar. The other reason could be that the teachers belonging to these schools to may be from similar background.
2. The Academic Self-Regulation and its dimensions, namely, External Regulation, Introjected Regulation, Identified Regulation and Intrinsic Motivation are "Moderate" in magnitude.

However, there is need to develop a special programme or modules for enhancing the Academic Self-Regulation of students. Teachers should support students in developing their own learning skills.

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