# 9.0 A study of self-regulated learning among college students with respect to family


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***Abstract***

*Self-regulated learning involves taking control of our own educational experience, where learners set specific goals, select effective strategies to reach them, implement those strategies, and consistently monitor their progress. In self-regulated learning, learners develop the ability to understand and monitor their own cognitive processes, enabling them to employ cognitive strategies that foster critical thinking, including comprehension activities and problem solving skills leading to improved academic performance and lifelong learning. The methodology used in the study was descriptive research method in which survey technique was employed. The population of study comprised of college students of Udhampur Town. The sampling technique used for the study was simple random which comes under the probability sampling. The sample of the study includes 160 college students of Udhampur. The collected data was analyzed by using the t-test to derive valid conclusion. The findings of study shows that there is significant difference in mean scores of self regulated learning between nuclear and joint family college students but no significant difference existed with respect to self-awareness, planning and goal setting, self-motivation, self- control, self- evaluation and self-modification. It further revealed that the self-regulated learning of college students help them to engage in their learning according to their types of family.*



***Keywords:*** *Types of family, Self- awareness, Self-modification and Self- regulated learning.*


## Introduction of the study

Self-regulated learning involves taking control of our own educational experience, where learners set specific goals, select effective strategies to reach them, implement those strategies, and consistently monitor their progress. In order to improve learning, self-regulated learning involves the learner actively participating process using behavioural, cognitive, motivation and meta-cognitive skills (Sobhninejad & Abedi 2006). During the learning process, learners regulate their thoughts, motivations, and actions, and subsequently reflect on their results and experiences. Through self-regulated learning, students take charge of their educational journeys, resulting in improved academic success (Pintrich 1995, Pintrich, 2000, & Zimmerman, 2001).

Self-regulation is having the aptitude to develop transferable knowledge, skills, and attitudes that can be applied across different learning contexts, from formal education to real-life

situations including leisure and work environment. By adopting a self -regulated approach, learners become responsible for their own learning, adopting their strategies to meet their individual needs and goals. This enables them to actively direct their own acquisition of knowledge and skills, leading to greater autonomy and success in their academic pursuits (Zimmerman 1990).

Self regulated learning is a dynamic and intentional process where learners take charge of their own learning journey. Through self regulated learning, learners set clear goals, actively monitor their progress and regulate their motivation, behaviour and cognitive processes to achieve success. This proactive approach enables learners to construct their own understanding and take ownership of their learning outcomes (Zumbrunn, Tadlock and Roberts (2011), Pintrich (2000) and Schunk (1996). Researchers in social cognitive theory see self-regulation as a skill that is improved through social interactions and experiences of learning, shaped by the influence of family, culture and environment (Bandura and Walters, 1963).

**Need And Significance Of Study**

Self-regulated learning describes the proactive steps taken by an individual to control and regulate their own process of learning, assuming agency and accountability for their academic progress and outcomes. A self-regulated learner assumes ownership and accountability for their academic outcomes, recognising that their actions, decisions and efforts directly impact their learning results. They can set their own performance benchmarks, develop plan and strategies and establish an evaluation system to monitor progress and then take corrective action to enhance their performance and achieve their goals.

In today's educational landscape, the emphasis is on the significance of students' beliefs and strategies in promoting self-regulation, recognizing that students' mindsets and approaches play a crucial role in their ability to regulate their own learning. Futher, Briley et al., (2009) & Ongowo and Hungi, (2014) proved that the self-regulated learning is significant for learning. In college, students require self-regulation skills to effectively monitor their progress, manage distracting emotions and motivation, and adopt their strategies to achieve success in their academic tasks and endeavours.

Self-regulated learning strategies empower learners to develop the potential to understand and supervise their own cognitive processes, enabling them to employ cognitive strategies that cultivate critical thinking, including comprehension activities and problem solving skills. This study helps the students to develop their self-regulation in their college life. Keeping view of the above, the present study has been advocated to study the self-regulated learning among college students. While, there are numerous studies undertaken in different aspects, yet a study was needed to know the various strategies of self-regulated learning, which helps the college students, know how they can develop self-regulation during their college life.

**Objectives of the study**

The objectives of the study are

1. To study the significance difference in the Self-regulated learning between joint and nuclear family students.
2. To study the significance difference in the self-awareness between joint and nuclear family students.
3. To study the significance difference in the Planning and goal setting between joint and nuclear family students.
4. To study the significance difference in the self-Motivation between joint and nuclear family students.
5. To study the significance difference in self-Control between joint and nuclear family students.
6. To study the significance difference in the Self-Evaluation between joint and nuclear family students.
7. To study the significance difference in the Self-Modification between joint and nuclear family students.

**Hypothesis of the study**

The hypotheses set for the study are,

$H_{01.}$There is no significant difference in the Self-Regulated Learning between joint and nuclear family students.

$H_{02.}$There is no significance difference in the Self-Awareness between joint and nuclear family students.

$H_{03.}$There is no significant difference in the Planning and goal setting between joint and nuclear family students.

$H_{04.}$There is no significant difference in the Self-Motivation between joint and nuclear family students.

$H_{05.}$There is no significant difference in the Self-Control between joint and nuclear family students.

$H_{06.}$There is no significant difference in the Self-Evaluation between joint and nuclear family students.

$H_{07.}$There is no significant difference in the Self-Modification between joint and nuclear family students.

**Research Methodology**

The method used for study was descriptive research method in which survey technique employed. The sampling technique used for the study was a simple random which comes under the probability sampling. The total sample of the study includes 160 students in Academic and Professional college students of Udhampur district of Jammu and Kashmir. The tool used for the study is self-regulated learning scale was developed and standardized by (Gupta & Mehtani, 2017). It divided into six dimensions i.e self-awareness, planning and goal setting, self-motivation, self-control, self-evaluation, self-modification. The collected data were analyzed using the online software usablestats.com.

**Analysis of the study**

Researcher using the five point rating scale for data collection and to explore the self-regulated learning among college students with respect to family were analyzed and based on the analysis and discussion the following conclusion were arrived.

**Table 1: showing Mean, SD and t-value College Students in relation to Self-Regulated Learning.**

| Types of Family | Number | Mean | S.D. | t-Value | Level of significance |
|---|---|---|---|---|---|
| Nuclear | 96 | 183.05 | 13.83 | 1.99 | 0.05 |
| Joint | 64 | 178.27 | 15.53 | | |

Table (1) revealed that mean scores obtained from the nuclear and joint family regarding self-regulated learning are 183.05 and 178.27 respectively. The standard deviation scores obtained for nuclear and joint family are13.83 and 15.53 respectively. The t value obtained was 1.99 which is significant at 0.05 level. The hypothesis ($H_{01}$) stated that there is no significant different in self-regulated learning between nuclear and joint family college students was rejected. It implies that self-regulated learning was higher in Nuclear family than joint family among college students. Christobel & Kumar (2023) point out the nuclear family teachers more self-regulated learning than join.

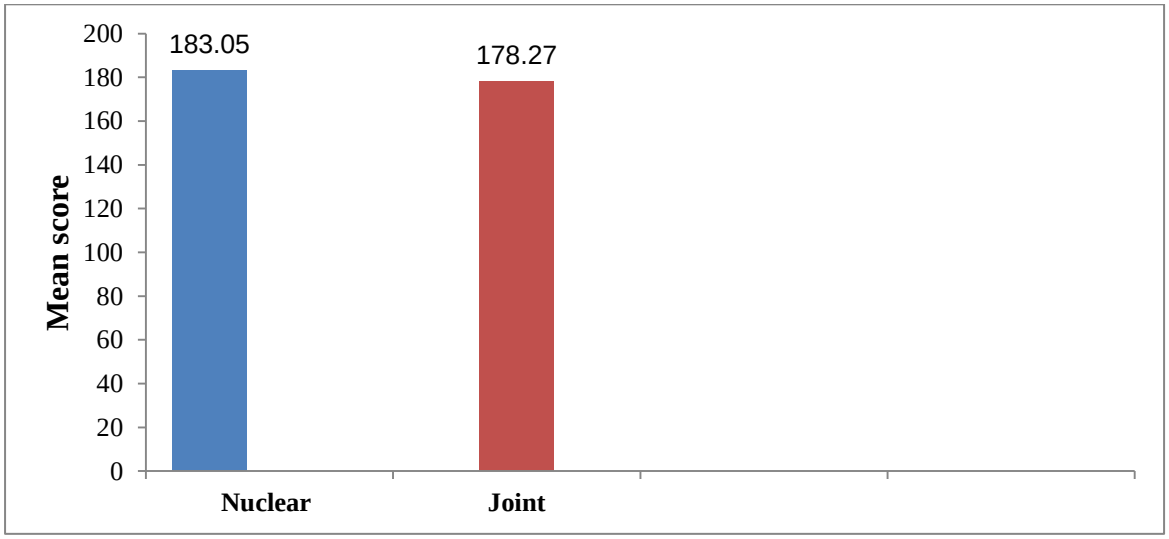


**Figure 1: showing mean value of Self-regulated Learning among Nuclear and Joint family College Students.**

**Table 2: showing Means, SD and t-value College Students in relation to Self-awareness.**

| Types of Family | Number | Mean | S.D. | t-Value | Level of significance |
|---|---|---|---|---|---|
| Nuclear | 96 | 32.32 | 2.82 | 1.89 | 0.05 |
| Joint | 64 | 31.39 | 3.21 | | |

Table (2) revealed that mean scores obtained from the nuclear and joint family regarding Self-awareness are 32.32 and 31.39 respectively. The standard deviation scores obtained for nuclear and joint family are 2.82 and 3.21 respectively. The t value obtained was 1.89 which is not significant at 0.05 level. The hypothesis ($H_{02}$) stated that there is no significant

different in self-awareness between nuclear and joint family college students was retained which implies that the same level of self-awareness.

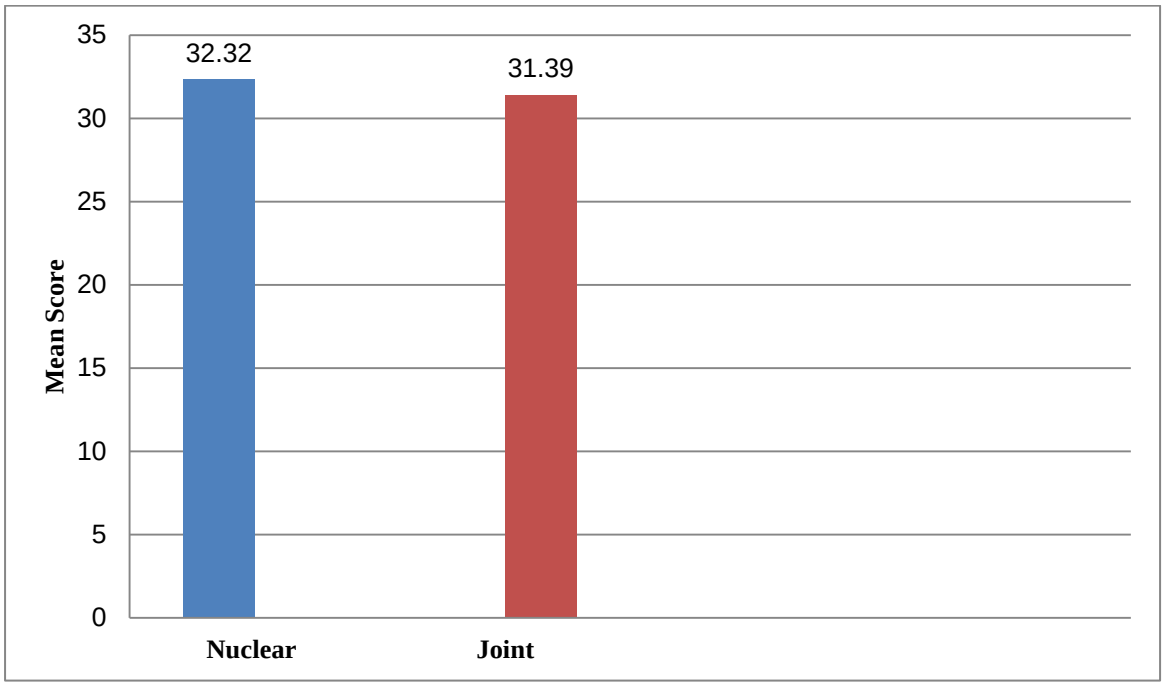


**Figure 2: showing mean value of Self-awareness among Nuclear and Joint family College Students.**

**Table 3: showing Means, SD and t-valuecollege students in relation to Planning and goal setting.**

| Types of Family | Number | Mean | S.D. | t-value | Level of significance |
|---|---|---|---|---|---|
| Nuclear | 96 | 22.67 | 2.82 | 1.37 | 0.05 |
| Joint | 64 | 21.97 | 3.36 | | |

Table (3) shows that mean scores obtained from the nuclear and joint family regarding planning and goal settings are 22.67 and 21.97 respectively. The standard deviation scores obtained for nuclear and joint family are 2.82 and 3.36 respectively. The t value obtained was 1.37 which is not significant at 0.05 level. The hypothesis ($H_{03}$) stated that there is no significant different in planning and goal setting between nuclear and joint family college students was retained which implies that the same level of planning and goal setting.

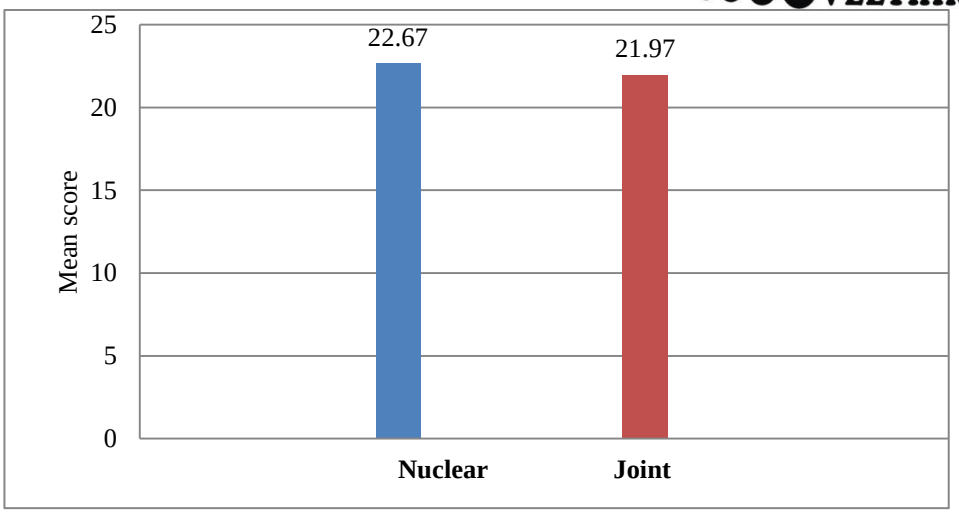


**Figure 3: showing mean value of Planning and Goal setting among Nuclear and Joint family College Students.**

**Table (4) showing Means, SD and t-value College Students in relation to Self-motivation.**

| Types of family | Number | Mean | S.D | t-value | Level of significance |
|---|---|---|---|---|---|
| Nuclear | 96 | 25.58 | 2.80 | 0.93 | 0.05 |
| Joint | 64 | 25.11 | 3.37 | | |

Table (4) revealed that mean scores obtained from the nuclear and joint family regarding self motivation learning are 25.58 and 25.11 respectively. The standard deviation scores obtained for nuclear and joint family are 2.80 and 3.37 respectively. The t value obtained was 0.93 which is not significant at 0.05 level. The hypothesis ($H_{04}$) stated that there is no significant different in self-motivation learning between nuclear and joint family college students was retained which implies that the equal level of self-motivation learning.

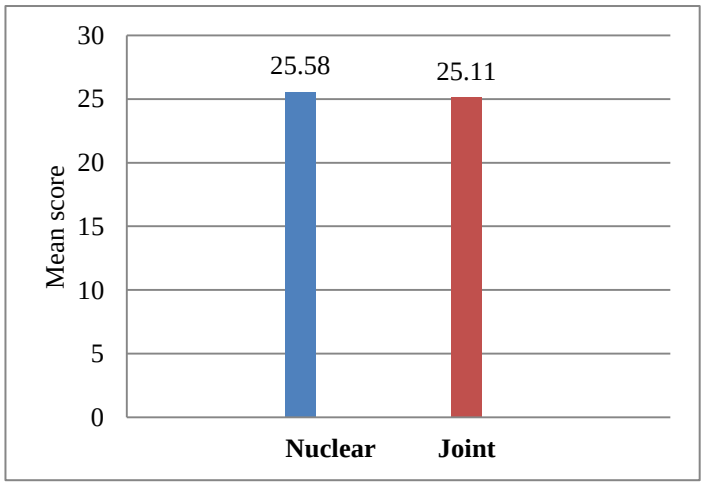


**Figure 4: showing mean value of Self-motivation Learning among Nuclear and Joint family College Students.**

**Table (5) showing Means, SD and t-value College Students in relation to Self-control.**

| Types of family | Number | Mean | S.D | t-value | Level of significance |
|---|---|---|---|---|---|
| Nuclear | 96 | 32.47 | 4.01 | 1.60 | 0.05 |
| Joint | 64 | 31.39 | 4.26 | | |

Table (5) revealed that mean scores obtained from the nuclear and joint family regarding self-control are 32.47 and 31.39 respectively. The standard deviation scores obtained for nuclear and joint family are 4.01 and 4.26 respectively. The t-value obtained was 1.60 which is not significant at 0.05 level. The hypothesis ($H_{05}$) stated that there is no significant different in self-control between nuclear and joint family college students was retained which implies that the same level of self-control.

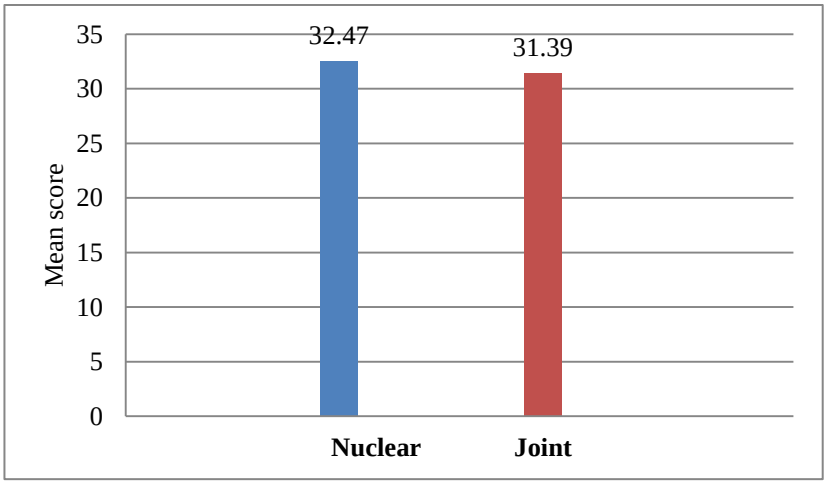


**Figure 5: showing mean value of Self-control among Nuclear and Joint family College Students.**

**Table (6) showing Means, SD and t-value among nuclear and joint family college students in relation to Self-evaluation.**

| Types of family | Number | Mean | S.D | t-value | Level of significance |
|---|---|---|---|---|---|
| Nuclear | 96 | 36.51 | 3.97 | 1.85 | 0.05 |
| Joint | 64 | 35.3 | 4.18 | | |

Table (6) revealed that mean scores obtained from the nuclear and joint family regarding self-evaluation are 36.51 and 35.3 respectively. The standard deviation scores obtained for nuclear and joint family are 3.97 and 4.18 respectively. The t value obtained was 1.85 which is not significant at 0.05 level. The hypothesis ($H_{06}$) stated that there is no significant different in self-evaluation between nuclear and joint family college students was retained which implies that the equal level of self-evaluation.

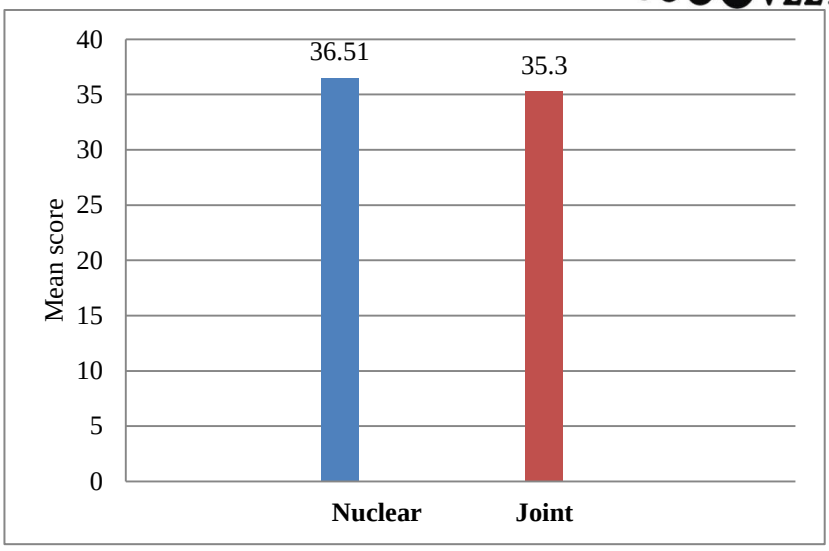


**Figure 6: showing mean value of Self-evaluation among Nuclear and Joint family College Students.**

**Table (7) showing Means, SD and t-value College Students in relation to Self-modification.**

| Types of family | Number | Mean | S.D | t-value | Level of significance |
|---|---|---|---|---|---|
| Nuclear | 96 | 33.71 | 3.42 | 1.21 | 0.05 |
| Joint | 64 | 33.06 | 3.12 | | |

Table (7) revealed that mean scores obtained from the nuclear and joint family regarding Self-Modification are 33.71 and 33.06 respectively. The standard deviation scores obtained for nuclear and joint family are 3.42 and 3.12 respectively. The t value obtained was 1.21 which is not significant at 0.05 level. The hypothesis ($H_{07}$) stated that there is no significant different in self-Modification between nuclear and joint family college students was retained which implies that the same level of self-modification.

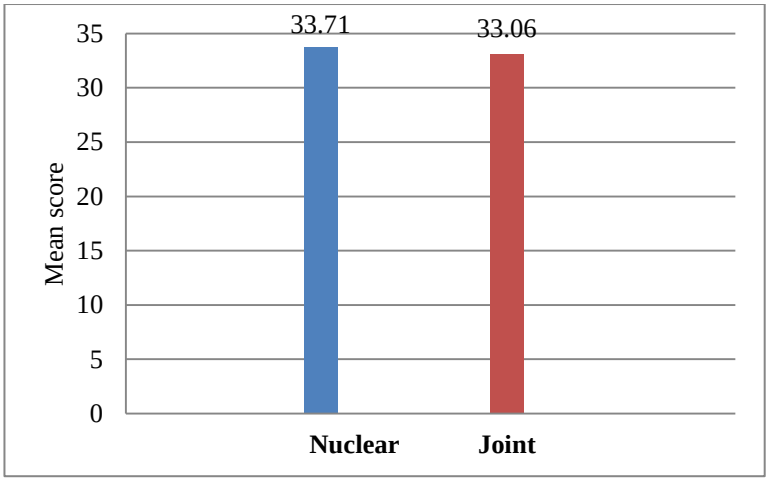


**Figure 7: showing mean value of Self-modification among Nuclear and Joint family College Students.**

**Findings and discussions of the study**

All findings of the study revealed that the self-regulated learning among college students with respect to family in different academic and professional colleges of Udhampur district of Jammu and Kashmir. It was also found that there is significant difference in self-regulated learning between nuclear and joint family college students. It implies that self - regulated learning was higher in nuclear family college students than joint family college students. The finding of the study shows that there is no significant difference in self-awareness between nuclear and joint family college students which implies that the same level of self awareness. The finding of the study depicted that there is no significant difference in planning and goal setting between nuclear and joint family college students, which implies that the same level of planning and goal setting. The findings of the study revealed that there is no significant difference in self-motivation between nuclear and joint family college students, which implies that the equal level of self-motivation. The finding of study revealed that there is no significant difference in self-control between nuclear and joint family college students which implies that they have the same level of self-control. The findings of study showed that there is no significant difference in self-evaluation between nuclear and joint family college students which implies that the equal level of self-evaluation. The findings of study revealed that there is significant difference in self-modification between nuclear and joint family college students which implies that the self-modification was higher in nuclear family college students than joint family college students. Another study done by S. Kadhiravan (1999) influence of the family environment on the students' use of self-regulated learning strategies also suggested that the various dimensions of the family environment have a significant impact on the student's self-regulated learning.

**Conclusions and suggestions of the study**

Self-regulated learning point out the ability of students to adapt to reforms advocated NEP 2020 at higher education level. It is based on the analysis, discussions and findings of the study the following conclusions were derived. All the results shows that when the investigator analyzed the self-regulated learning among college students with respect to family. The findings of study shows that there is significant difference in mean scores of self regulated learning between nuclear and joint family college students but no significant difference existed with respect to self-awareness, planning and goal setting, self-motivation, self- control, self- evaluation and self-modification.

The present study is directed towards the self-regulated learning in relation to type of family among college students. These are the suggestions, which can be explored further. The government should organize workshops for students of joint families to educate them about the importance of supporting self-regulating learning. Educational institutions should be encouraged to establish mentoring programs such as self-assessment to identify knowledge gaps, teaching others where teachers regularly guide students in planning, monitoring and evaluating their own learning process. For students belonging to nuclear families peer learning platforms should be developed to provide the social academic support similar to that of joint families. All learners should be actively engage in self-awareness, planning and

goal setting, self-motivation, self- control, self- evaluation and self-modification, who gain equal level among nuclear and joint family students.

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