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**SELF- REGULATED LEARNING STRATEGIES
PRACTICED BY STUDENTS STUDYING FOR
G.C.E O/L EXAMINATION**

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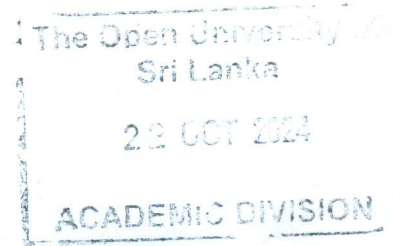
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ABSTRACT

Self-regulated learning plays a major role in students' academic achievement. When students lack self-regulated learning strategies, their level of achievement decreases. The percentage of students passing mathematics and science in G.C.E O/L examination has been low over the past years. Among many reasons for students' failure, lack of the practice of self-regulatory learning strategies is one of the main reasons. Hence, this study aimed to identify various forms of self-regulatory learning strategies practiced by students studying for G.C.E O/L examination. Further, it aimed to identify the relationship between self-regulated learning and academic achievement, to distinguish the SRL strategies that facilitated academic achievement, to investigate the factors that would facilitate self-regulated learning, to identify the contribution of teachers towards SRL and to finally to develop guidelines to strengthen the practice of SRL.

The study adapted an explanatory sequential design. The participants of the study were 440 grade 11 students from the Colombo zone. Academic achievement was measured by the scores of mathematics and science in the 3rd term exam and calculating the Z-scores out of it. The students with a positive Z-score were labelled as high achievers and the students with a negative Z-score were labelled as low achievers. The Motivated Strategies for Learning questionnaire was used to find out the self-regulated learning strategies practiced by the students and self-developed questionnaire was used to investigate the factors that facilitate SRL. Further, focus group interviews for students and semi structured interviews for teachers were used to triangulate data.

Data were analyzed quantitatively using percentile and mean values, correlation coefficient, chi square analysis, tables and charts from SPSS and qualitatively using content analysis. The findings revealed that the Self – regulated learning strategies that were mostly practiced by students were rehearsal, elaboration, organization, critical thinking meta-cognition, time and environment management, effort regulation, peer learning and help seeking strategies. According to this finding, it is clear that all 9 strategies were practiced by high achievers but it is important to note that critical thinking was the strategy barely practiced by the students. Low achievers have practiced only five out of the nine self-regulated learning strategies. It was revealed that there was a statistically significant relationship between self-regulated learning strategies and academic achievement. The study was able to find that goal setting and employment perspective, motivation, and seeking help from teachers and parents, as factors that facilitate self- regulated learning. It was further revealed that the teachers believe teaching of self-regulated learning strategies is vital, but they rarely taught such strategies to students. Finally, to support the findings of the study, the study developed guidelines to strengthen the practice of self-regulated learning strategies among students.

The study recommends that every single teacher in a school should understand the concept of self-regulated learning and how to incorporate it in their teaching learning process. If the students practice self – regulated learning strategies, they would have better academic achievement. Further, the study emphasizes the need for conducting conduct workshops for both teachers and students on self-regulated learning strategies.