

ASSESSMENT OF SENIOR SECONDARY SCHOOL STUDENTS' SELF- REGULATED LEARNING IN OVIA SOUTH WEST LOCAL GOVERNMENT AREA, EDO STATE

Orheruata Matilda Uvie (Ph.D)

Department of Educational Evaluation and Curriculum Psychology,
University of Benin, Benin city.
Email: mati.orheruata@uniben.edu

Abstract

The study assessed senior secondary school students' self-regulated learning in Ovia South West Local Government Area, Edo State. One research question and two hypotheses guided the study in order to achieve the study objectives. The survey research design was adopted for the study, the population comprised all public senior secondary school two (SS2) students Ovia South West Local Government Area, Edo State. Using the simple random sampling technique, respondents from eight (8) secondary schools in studied Local Government Area were selected. Thus, 35 students were drawn from each of the selected public schools which summed up to 280 respondents. Primary data was collected from the target respondents, using a structured questionnaire titled Self-Regulated Learning Assessment Scale (SRLAS) that was adapted from Ruth et al., (2017), with the assistance of their class teachers. The questionnaire was content validated to ensure that included items capture the study variables. The Cronbach Alpha method was used to determine the reliability giving a coefficient of 0.75. Simple percentage, t-test of independent samples, One-way ANOVA and LSD Post Hoc test for means difference were used to analyzed the data collected. The findings of this study revealed low level of self-regulated learning of students in the study area, a significant difference between male and female students in their self-regulated learning was observed. The findings also revealed a significant difference in the age categories of the students in their self-regulated. Recommendations are made among others that teachers should create student-centered atmosphere and challenging environment that will enable them feel proactively in the learning process.

Keywords: Learning, self-regulated learning, sex, age, senior secondary school

Introduction

Learning is a term that has occupied a central place in the education enterprise as it is referred to as an act of acquiring knowledge, skills and attitudes through the experiences over various processes. Once, at the very beginning of the scientific era of educational psychology (behaviorism) it was the teacher who assumed the sole responsibility in the teaching and learning process and the learners were considered as passive and dependent individuals. In recent years, the principles of teaching and learning calls for a paradigm shift from traditional practice of teacher-centred and knowledge based teaching to students -centred and actively based method. Hence in the learning environment, learners are no longer considered to be passive recipients' of information but are actively involved in organizing and reconstructing their existing knowledge with the new ones. In order words, learners now have a sense of personal responsibilities and control to master as well as acquire the knowledge and skills by their own. This active and self- initiated action expected of learners has been conceptualized as self – regulated learning.

Self- Regulated learning (SRL) simply refers to one's ability to understand and control one's learning environment. According to Zimmerman (2000), it is defined as self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals. Similarly, SRL refers to self – directive and self – generated metacognitive, motivational, and behavioural processes through which individuals transform personal abilities into control of outcomes in a variety of contexts (Brown & Harris, 2013). It is a kind of learning in which individuals, without any dependence on teachers or others, start and direct their attempts to acquire knowledge and skills. SRL is a self-directive process by which learners transfer their mental abilities into academic skills. It involves selective use of specific processes that must be personally adapted to each learning task. It is about goal setting, selecting strategies within the environment to

attain those goals, self-monitoring and restructuring if the goals are not being met, using or managing time efficiently, self-evaluation and seeking help at various points during the process of acquisition. These processes which learners developed into skills help to prepare learners for lifelong learning and the capacity to transfer skills, knowledge or abilities from one domain to another and, when these self-directive skills are properly aligned, success in learning and performance are enhanced. Pintrich (2000) observed that self-regulated learners are successful because they control the learning environment, they exact this control by directing and regulating their own actions towards their learning goals. Students who are self-regulated learners believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success (Perry et al., 2006). Self-regulated learners assertively struggle to obtain information when needed and take the necessary steps to master it. 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 Paris and Paris (2001). Self-regulated learning occurs from students' self-generated behaviors systematically oriented towards the attainment of their learning goals. Self-regulated learners plan, set goals, organize, self-monitor, and self-evaluate at various points during the process of acquisition (Zimmerman, 2008). Such processes pave the way for them to be self-aware, knowledgeable, and decisive in their approach to learning.

Bandura (1986) in social cognitive theory characterize self-regulation as people's ability to regulate and direct their feelings, thought and behaviors. He views the development of self-regulated learning as an achievement of socialization processes in a triadic interaction among person, behavior and environmental variables. This interaction connects the self-regulated learning processes. The persons refer to individuals' beliefs about success, behavioral looks at the

individual ability in engaging in a task while environment refers to the feedback generated from the teacher. Teachers' explanations and demonstrations of concepts serve as environmental inputs for students. According to (Zimmerman, 1989), these interactions consist of self-observation, self-judgment and self-reaction which are the three important characteristics of self-regulated learning. This implies that when a learner monitor his or her learning activities and accurately reflects about his or her progress towards a learning goals, appropriately adjust the actions to be performed or by self-evaluation of his or her performance in order to maximize performance, as well as take effective reactions to performance outcomes, at this point, the learner has become self-regulated.

Literature have shown that one of the primary reasons for the growing interest in SRL research is the impact that SRL has on student learning and performance (Nicol et al., 2006). SRL is an active constructive process whereby learners set goals for their learning and monitor; regulate and control their environment. In the process of self-regulated learning, an individual requires the capacity to set future – oriented objectives, plans, or projects (that is, goals), the capacity to select means or methods for obtaining his or her goals, even in the face of adversity or boredom (strategies), the ability to understand and choose a rationale for taking action (motivation), the proficiency to monitor progress (self -assess) and adjust strategy implementation as appropriate (regulation) (Brown & Harris 2013). Papert (2000) holds that for learners to be self- regulated, they should acquire the necessary knowledge and skills to choose and apply cognitive, metacognitive and behavioural strategies. The cognition component includes the skills and habits that are necessary to encode, memorize, and recall information as well as think critically; the meta-cognition component are skills that enable learners to understand and monitor their cognitive processes. The motivation component in this regard is the drive in the learner to meet self- set academic goals and it surfaces the beliefs and attitudes that affect the use and development of both the cognitive and

metacognitive skills. The effect of lack of self-regulation among learners can result in inability to plan, control and direct their mental process towards achievement of personal goals; hinders the application of a series of cognitive strategies that enables them to attend to, transform, organize and recover information.

Shobayo and Ogunbaigbe (2019) asserted that difficulty experienced by many students can be attributed to their inability to self-regulate their learning and this might impede on their study effectiveness. Incidental with this assertion is the fact that secondary school students in the country offers a minimum of seven subjects (FRN, 2014) with different subject teachers giving various assignments as part of continuous assessment. It is therefore generally expected that the students should engage in more independent study with the capability to utilize self-regulation strategies to boost and sustain academic success.

Given that self-regulated learning involves the ability to proactively monitor and evaluate ones learning. Also, to be self-regulated requires skills which when properly aligned will foster success in learning and performance. Acquiring these skills during one's education may impact subsequent learning. These skills can be developed in students by coaching and guiding them through the process however to achieve, it becomes important to determine the level of self-regulated learning among learners. This study therefore seeks to examine senior secondary school students' patterns of self-regulated learning in Ovia South-East Local Government Area of Edo State. To guide the study, one research question and two hypotheses were raised and formulated

Research Question

1. What is the level of self-regulated learning among senior secondary schools students in Ovia North East Local Government Area of Edo State?

Hypotheses

1. There is be no significant difference in self- regulated learning between male and female senior secondary schools students in Ovia North East Local Government Area of Edo State.
2. There is be no significant difference in self- regulated learning among senior secondary schools students in Ovia North East Local Government Area of Edo State based on age

Method

In this study, a survey research design was adopted. Given that this research involves secondary school students, the study's population comprised all public senior secondary school two (SS2) students Ovia South West Local Government Area, Edo State. A simple random sampling technique was utilized to select respondents from eight (8) secondary schools in studied Local Government Area. Thus, 35 students were drawn from each of the selected public schools which summed up to 280 respondents. Primary data was collected from the target respondents, using a structured questionnaire titled Self-Regulated Learning Assessment Scale (SRLAS) which was adapted from Ruth et al., (2017), with the assistance of their class teachers. The questionnaire was content validated by three experts in order to make sure that included items capture the study variables. The instrument was thereafter administered to twenty senior secondary school two students who were not to participate in the study. The data collected from the processes were subjected to Cronbach Alpha statistics giving a reliability coefficient of 0.75. Simple percentage, t –test of independent samples, One –way ANOVA and LSD Post Hoc test for means difference were used to analyzed the data collected in this study.

Results and Discussion of Findings

Table 1: Level of Self-Regulated Learning among Senior Secondary Schools Students.

	Score range	Frequency	Percent
Low	0 - 10	114	40.7
Medium	11 -15	95	33.9
High	16 - 20	71	25.4
Total		280	100.0

Table 1 shows the distribution of the respondents' level of self-regulated learning. The result revealed that a higher proportion 114 (40.7%) of the secondary school students had low level of self-regulated learning. 95 students representing 33.9% had moderate level of self-regulated learning while 71 students representing 25.4% demonstrated high levels. The implication of this finding is that the majority of the learners in this learning environment shows they have not been able to constructively engage in a process of adapting their thoughts, feelings and actions as needed to affect their learning and motivation. The finding indicates that majority of the students are still fully dependent on their teachers to acquire knowledge and skills instead of attempting a self-directive process that will enhance learning and performance as submitted by Brown & Harris (2013). This finding is in contrast to the findings of Shobayo and Ogugbaigbe (2019) that found out that secondary school students in Ife Central Local Government Area of Osun State demonstrated moderate level of self-regulated learning.

Table 2: Independent t-test of Self- Regulated Learning between Male and Female Senior Secondary School Students

Sex	N	Mean	Std. Dev.	DF	t	Sig. (2-tailed)
Male	113	55.74	11.86			
				278	2.23	.027
Female	167	52.34	12.95			

Table 2 shows an independent t-test independent samples of self- regulated learning between male and female senior secondary schools students. The p-value obtained was 0.027, while testing at a 0.05 alpha level of significance. Since the p-value obtained is less than the alpha level, the null hypothesis which states that there will be no significant difference in self- regulated learning between male and female senior secondary schools students is rejected. Consequently, there is a significant difference in the self- regulated learning between male and female senior secondary schools students in Ovia North- East Local Government Area of Edo State. The implication of the finding is that the male students are better self-regulated learners compared to the female students as shown in the observed mean scores.

Table 3: One-Way Analysis of Variance of Self- Regulated Learning among Senior Secondary School Students based on Age.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1430.938	2	715.469	4.612	.011
Within Groups	42974.205	277	155.142		
Total	44405.143	279			

Table 3 shows an F- value of 4.612 and a p- value of .011. Testing at an alpha level of 0.05, the p- value is less than the alpha value ($p < .05$). The null hypothesis is rejected. Consequently, there is a significant difference in the self- regulation of the senior secondary school students with respect to their ages. This is in line with Vermunt (2005) that reported that age as an important determinant of almost all aspect of meaningful directed learning skills.

Table 4: Least Significant Difference (LSD) of Self- Regulated Learning among Senior Secondary School Students based on Age

(I) AGE	(J) AGE	Mean	Sig.
		Difference (I-J)	
13-15Yrs	16-18Yrs	4.63468*	.012
	19-21Yrs	.22421	.915
16-18Yrs	13-15Yrs	-4.63468*	.012
	19-21Yrs	-4.41047	.065
19-21Yrs	13-15Yrs	-.22421	.915
	16-18Yrs	4.41047	.065

*. The mean difference is significant at the 0.05 level.

Table 4 shows the mean difference between on self-regulated learning on three categories of students' ages. The differences occurs between the students in the youngest age category (13 to 15years) and the students in the middle age category (16 to 18years) with mean difference of 4.63468 with a p- value of .012. The result showed that the younger students have a higher mean value than the middle age students in their self- regulated learning scores. The implication of this is that, the younger students, that is, students within the age category ages of 13- 15years were found to be more engaged in self- regulated learning than the older students. Consequently, the students

in this study demonstrated self-regulated learning that reduce with increase in age and reason to this could be attributed to the fact that students at the early adolescent stage are less distracted, more focus and determined to achieve high academic success and therefore imbibe in processes that will pave the way for them to be self-aware, knowledgeable and decisive in their approach to learning. This disagrees with the findings of Shobayo and Ogugbaigbe (2019) whose study revealed self-regulated learning that increased with increase in age.

Conclusion

The study concluded that secondary school students in the study area had low level of self-regulated learning patterns which by implication established that the learners have not been able to constructively engage in a process of adapting their thoughts, feelings and actions as needed to affect their learning and motivation. Significant difference was discovered between male and female students in their patterns of self-regulation. This was in favour of male students being better self-regulated learners than their female counterpart. There was a significant difference among the ages of the students in the self-regulation patterns of the senior secondary school students.

Recommendations

Based on the findings of the study, the following recommendations were made:

- I. Teachers should create student-centered atmosphere and challenging environment that will enable them feel proactively in the learning process.
- II. School administrators should sensitize students through seminar and workshops on the skills of self-regulation. Skill enhancement intervention strategies that will put into consideration sex and age categories of students should be employed

- III. Student should develop self-regulated skills by incorporating them into their learning process.

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