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Introduction to the problem

1.1.0 Introduction

People reckon that 21st century is the century of knowledge. In this era of fierce competition, people with knowledge would survive and prosper. Academicians and researchers have been advocating a shift from teacher centric education to learner centric education. The researches done so far have proved that the level of achievement depends on student’s ability to think independently and their level of professional achievement depends on their skill of putting into practice their learning.

Today, Education is perceived as a knowledge process of nurturing human capital as the agent of growth for a knowledge society. UNESCO\(^1\) defines knowledge process as

- Learning to learn - know
- Learning to do
- Learning to live together
- Learning to be : useful & usable : employable & adoptable

At present, the scenario of school education is not very inspiring. All the stakeholders of education are in a state of despair and indifference. Parents, consumed by the ambition of highly paying lucrative careers for their children, continue to push them for examination success and high grades. As a result, the focus has shifted from learning for better understanding to learning for examination success. This promotes rote learning. Students are forced to rehearse same things again & again without understanding. They are forced into cramming and their minds are stuffed with trivial information which leaves no room for understanding, application and skill development.

Students are provided with readymade study material which they have to memorize and reproduce at the examination. Only strategy used is memorizing and writing answers to question papers again and again to master the syllabus. The entire process becomes very monotonous and machine like and learning becomes dull and loses its significance. There is hardly any possibility of checking student’s understanding and comprehension giving them opportunity to use their knowledge in new situations or adopt suitable strategies for problem solving.
Most researchers have established that best learning occurs when students carefully observe their actions and behaviour and select the best suited ones decrease their negative behaviours and increase positive ones. Students should shift their focus from comparing their performance with others to self-comparisons. They should become proactive in their approach.

So, in the contemporary teaching-learning process, the responsibility of thinking and learning rests on the shoulders of students. This help them in attaining higher level of academic excellence. The concept is that they should self-regulate their activities rather than be regulated by the teachers.

Broadly speaking, self-regulation involves all the factors that affect learner’s performance. It favours autonomy to the learners and expect them to take up the responsibility of their learning.

According to Zimmerman (2000)²

“The term Self-Regulated Learning [SRL] became popular in 1980, and is considered to be very effective. Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills. Learning is an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching. Self-regulation refers to self-generated thoughts, feelings and behaviours that are oriented to attaining goals.”

Self-Regulated learners are aware of their strengths and weaknesses; are guided by personally set goals and task related strategies. They monitor their behaviour and self-reflect which enhances their self-satisfaction and motivation. Due to this, they are more likely to succeed academically and view their future more optimistically. Self-Regulation is also very important for the development of life-long learning skills.

In the preface of their book, Zimmerman and Schunk (1986)³ have mentioned that

“As an organizing concept, Self-regulated learning describes how learners cognitively, motivationally and behaviourally promote their own academic achievement. Theories that can deal effectively with all three dimensions of students’ ability to learn by themselves are needed in order to solve difficult contemporary problems, inadequate facilities and high dropout rates.”

As a topic of research self-regulated learners challenges cognitive theorists to explain why & how students learn on their own; and conversely it challenges
motivational and behavioural theorists to explain what students need to know about themselves and academic tasks in order to learn independently.

Research on self-regulated learning and learners have grown out of mere general efforts to study human self-control or self-regulations. Use of self-regulatory processes e.g. Goal-setting, self-reinforcement, self-recording, self-instruction by learners contributes to their academic achievement. Researchers and theorists share a belief that students' perception of themselves as learners and their use of various processes to regulate their learning are critical factors in analysing their academic achievement.

Self-Regulated Learning theories assume that students can personally improve their abilities to learn through selective use of metacognitive and motivational strategies, can select, structure or create a conducive learning atmosphere and can play a significant role in choosing the form and amount of instruction needed. Theories of self-regulated learning seek to explain and describe how a learner learns and achieves despite mental limitation, environment of school, quality of instruction.

Emotional intelligence better known as EQ is relatively a new area of psychological research. Deniel Goleman (1995) popularized the term in his bestseller book ‘Emotional Intelligence: why it can matter more than Intelligence Quotient (IQ)

According to Daniel Goleman (1998) each Individual is born with general emotional intelligence which decides his potential for learning emotional competencies. He made an extra ordinary claim that IQ accounts for only 20% of one’s success and the rest 80% depend on EQ. EQ will lead students to less madness or aggressiveness, more popularity and improved learning. It will promote team spirit. In short, EQ will confer an advantage in every domain of life. Thus, researcher found it interesting to study EQ in the light of Self-regulated learners as that lead to greater success.

Another important aspect affecting the level of achievement and sucess is Creative Thinking (CT). Creative students are imaginative, inventive, talented and resourceful. These qualities help students to perform better as learners. It provides a thrust to be self-regulated.

The impact of EQ and creative thinking ability on self-regulated learners and their learning aroused researcher’s interest as they affect learning positively. The review of related literature also showed that few efforts have been made to identify the self-
regulated learners and study the effects of Emotional Intelligence and Creative Thinking on them.

This convinced the researcher to pursue the same and defined the problem as follows.

1.2.0 Statement of the problem :

“A STUDY OF SIGNIFICANT DIMENSIONS OF EMOTIONAL INTELLIGENCE AND CREATIVE THINKING OF SELF-REGULATED LEARNERS OF THE STUDENTS OF HIGHER SECONDARY SCHOOLS”

1.3.0 Objectives :
1. To construct an inventory to identify self-regulated learners.
2. To standardise the inventory to identify self regulated learners.
3. To identify self-regulated learners amongst higher secondary school students
4. To study the effect of gender(sex) on the levels of self regulated learners.
5. To study the effect of area on the levels of self regulated learners.
6. To study the effect of stream on the levels of self regulated learners.
7. To study the effect of standard on the levels of self regulated learners.
8. To study the relationship between the self regulated learners (SRLs) and Emotional Intelligence (EQ).
9. To study the relationship between the self regulated learners (SRLs) and Creative Thinking (CT).

1.4.0 Hypotheses :

Main Hypotheses are listed here. A detailed list of them is given in Chapter - 7

1. There is no significant effect of gender (sex) on different levels of self regulated learners.
2. There is no significant effect of area on different levels of self regulated learners.
3. There is no significant effect of stream on different levels of self regulated learners.
4. There is no significant effect of standard on different levels of self regulated learners.
5. There is no significant relationship between levels of self regulated learners (SRLs) and levels of Emotional Intelligence (EQ).

6. There is no significant relationship between levels of self regulated learners (SRLs) and levels of Creative Thinking (CT).

1.5.0 Importance:

A new term “Student Centred Learning” has emerged from recent studies. Here, learning is not viewed as simple acquisition of knowledge and skills but it is conceptualised as a process whereby students actively construct their own knowledge and skills and manage their own learning.

Recent studies have established that the ultimate responsibility of learning lies on the shoulders of learners. Their belief in their abilities, perception of importance and difficulty of the task, selection of suitable strategy, level of motivation, their EQ and Creative Thinking ability play an important role in determining their academic performance and success.

The literature on self-regulation of learning suggest that optimal performance is strongly tied to the degree of self-regulation the learner is capable of exercising.

So the concept of Self Regulated Learners has acquired great importance and can play a very significant role as it benefits all the stakeholders of Education in one way or the other.

Let us take an overview of how it can benefit different stakeholders.

1.5.1 For Learners:

The researches have clearly demonstrated that students who employ self-regulated, self-determined approaches to learning, achieve more and are more satisfied in their work (Prinrich, 2000; Ryan & Deci, 2000). Self-regulated learners can achieve more despite their various constraints and inadequacies if the level of motivation is high. Self-regulation of learning is a way to compensate the individual differences in learning.

The researches on Emotional Intelligence have proved that students with high EQ are more social, more successful and active participants in the learning process and can adapt well in different situations. Likewise, students with high level of creative thinking can think of various innovative ways to study and achieve desired goals and can also come up with more useful and easy
strategies to succeed. Both EQ and CT., thus help learners to be more self-regulated.

The present study aims to identify the SRLs and throw some more light on the role of EQ and CT & their interaction in learning process.

1.5.2 For Teachers:

Teachers are expected to prepare students for the challenges of life and work beyond school. They have to make students lifelong learners to succeed and achieve more. Knowledge of SRLs and their levels help teacher to focus more on non SRLs and think of ways and means to design learning activities that will promote self regulation of learning amongst non SRLs. By promoting self-regulation, a teacher can motivate the students to achieve more by fully utilizing their potential. Also by promoting self-regulated learning, a teacher can help learners to get rid of their negative motivational responses like apathy, defiance, frustration etc.

The teachers can evaluate the effects of EQ and CT on their the effects achievement and success. They can tackle students having different levels of EQ and CT and introduce such practices which will help students to become self-regulated.

All these benefits would inspire the teachers to promote self-regulation amongst learners which would give them more time to study and do research work.

1.5.3 For Researchers:

Self-regulated learners observe and track different aspects of their performance which allow them to record information more accurately and gain awareness of behavioural patterns that either enhance or hinder performance. They evaluate their performance in relation to goal attainment.

According to Parkins (1992) learners are no longer viewed as passively being instilled with information and knowledge; they are actively involved in recognising and restructuring their existing knowledge with new knowledge.
Reaffirmation of this knowledge would lead future researchers to undertake more such studies adding new aspects to come up with useful knowledge.

1.5.4 For Parents:

Knowledge of the process of self-regulation of learning and its usefulness in achieving learning goals creates a kind of situation where parents are less likely to interfere in their learning activities. They willingly allow their wards to take charge of their learning, knowing fully-well that by indulging in self-regulated learning, learners set own goals, decisively evaluate learning strategies adopted by them and control their behaviour with the help of feedback and effectively use their motivation. All these processes contribute in making them life long learners.

1.6.0 Limitations of the study:

However ambitious one might be, there is a limitation to one’s abilities. Moreover time, money and energy at the disposal of researcher are also limited. So it is very prudent to delimit the study.

1. This study is conducted on the students of Higher Secondary Schools situated in five districts of Central Gujarat Region.
2. This study is conducted on the students studying in Gujarati Medium Schools.
3. This study is conducted on the students studying in Science and General stream.
4. The delimitations of EQ Test & Creative Thinking Test are also the delimitations of the present study.

1.7.0 Definitions of the Key Words:

Self Regulation: The notion of self-regulation is prone to multiple interpretations based upon educational philosophy. It is a process of activating and sustaining thoughts, behaviour and emotions in order to reach goals.

• Self regulation of learning is an integrated learning process to develop constructive behaviours that affect learning and is planned and adopted to achieve goals in changing learning situations.
According to Schunk & Zimmerman, (1994)⁸

“Self-regulation is a process whereby students activate and sustain cognition, behaviours and affects, which are systematically oriented towards attainment of their goals.”

According to Pintric & Zusho, (2002)⁹

“Self-regulated learning is an active, constructive process whereby learners set goals for their learning and monitor, regulate and control their cognition, motivation and behaviour, guided and constrained by their goals and the contextual features of the environment.”

Self Regulated Learners (SRL) : Students who are goal oriented, and productive, integrate and apply various learning strategies and design their behaviour to optimize their academic performance. Such learners are motivated, self-directing, self-monitoring and self-evaluating. They are more flexible and adapt to challenges easily.

SRL have a combination of Academic learning skills and self control that makes learning easier. So they are more motivated; in other words they have the skill and the will to learn. The Self-Regulated Learning mainly consist three domains i.e. Metacognition, Motivation and Behaviour

Metacognition :

Weinert (1987)¹⁰ describes metacognition as

“Second order cognitions, thoughts about thoughts, Knowledge about Knowledge or reflections about actions.”

According to Flavell (1979)¹¹

“Knowledge and cognition about cognitive phenomena.”

- **Motivation** : Motivation is an internal state that arouses, directs and maintains behaviour. It is a process of initiating some work. Motivation is a process of initiating some work, persisting on it and doing it regularly

- **Behaviour** : A person's action / conduct / response or reaction to a certain stimulus (cause / reason)
  - A way of doing things or responding.
  - The aggregate of the responses or reactions or movements made by an organism in any situation.
    - Manner or behaving or conducting oneself.
    - The action, reaction or functioning of a system, under normal or specified circumstances.
**Emotional Intelligence (EI)**: Simply put this means intelligence about emotions. It is an awareness of one’s own and other’s emotions and an ability to monitor and manage them.

According to Peter Salovey and John D. Mayer, (1990)\textsuperscript{12}

> “The ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.”

According to Bar-on, (1997)\textsuperscript{13}

> “Emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed and coping with environmental demands and pressures.”

**Emotional Intelligence Quotient (EQ)**: Score earned on the EQ test developed by Jagrutiben Thakkar will be considered as EQ of that respective learner.

**Creative Thinking (CT)**: Creative Thinking is a mental process involving the generation new ideas or concepts and forming new associations between existing ideas or concepts. Thinking in such a way that makes a person creative can be termed as creative thinking.

> Score earned on the Creative Thinking Test developed by Pallaviben Patel will be considered as CT ability of that learner and will be interpreted as per the manual.

### 1.8.0 Variables under Investigation

- **Dependent Variable**:
  - Levels of self regulated learners

- **Independent Variable**

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<td>Level of Creative Thinking</td>
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1.9.0 Chapterisation of following chapters:

Chapter-2 Theoretical Perspectives:
This chapter deals with the historical background and theoretical perspective of all three constructs.

Chapter-3 Review of Past Studies:
This chapter tracks major researches and their findings done in the past that is related or relevant with the present title.

Chapter-4 Research Methodology:
This chapter deals with the research methodology, sample selection, tool, data collection, tabulation & analysis of data.

Chapter-5 Tool Construction:
This chapter deals with construction of tool to identify Self-Regulated Learners.

Chapter-6 Reliability, Validity & Norms
This chapter deals with establishing the reliability and validity of the inventory. To establish reliability, test-retest, split half and Cronbach’s ω methods were used. For validity - Internal Consistency and Factorial Validity were used. Norm establishing procedure is also discussed in this chapter.

Chapter-7 Data Analysis
This chapter discusses the analysis and interpretation of data regarding SRLs, and their identification as SRLs & Non SRLs, levels of EQ, levels of CT their relationship and interaction among all the three variables.

Chapter-8 Summary, Findings, Educational implications & Suggestions:
This chapter presents summary and major findings of the study and discusses the educational implications of it. It also offers some suggestions for further research.

1.10.0 Conclusion:
The main objective of this chapter was to present introductory background which led to formation of statement of problem, the objectives, hypotheses, importance, delimitations, definitions, of keywords, variables under investigation and overview of the chapters that follow.
References


12) Salovey, P. & Mayer, J.D. (1990), Emotional Intelligence. Imagination, Cognition and Personality, 9, pp. 185-211.