CHAPTER – I

INTRODUCTION

1.0 INTRODUCTION

Education is the key to all processes of development especially human development. Catalytic action of education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity. Education is fundamental to all round development of human potential both material and spiritual. It refines sensivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering the goal of socialism, secularism and democracy in a country. Education develops manpower for different levels of economy and empowers the poor masses to become self reliant to participate in the process of national development. It is needed for individual growth and also for the growth of the society at large. Thus Education is an instrument for developing an economically prosperous society and for ensuring equity and social justice.

India has one of the largest systems of school and college education but it needs to be ensured that it also responds to the quality concerns related to college education. Educational planning, institutional networking, teacher preparation, recruitment, examination, certification, monitoring and management are the
subsystems of the larger educational system. Teacher, the key factor in all educational development needs to be professionally equipped with teaching competencies, commitment and determination to perform their best. The Indian Secondary Education Commission (1964-66) stated that the destiny of India should be shaped in the classroom. The Indian government is allocating money for education to improve the status of human being and enhancing the economy also. Quantum of fund allocated for education especially for rural people envisages that it will best serve the developmental needs of the society and universalisation of education.

1.1 LEARNING

According to the “Compact Oxford Reference Dictionary (2001)”, learning means “knowledge or skills gained through study or by being taught”.

“Learning is the process of progressive behavior adaptations” – Skinner

Learning is defined as the more or less permanent modification of an individuals’ activity in a given situation due to practice in attempts to achieve some goal. Learning is a great deal more than acquiring knowledge and developing skills. If learners do not develop the capability of directing their own learning and acting on the world around them, they will be only partially educated, and limited in what they can do. Moreover, learning is facilitated when the
process is initiated and owned by the learner. The learners have to become more independent, responsible and effective for their own learning.

According to Wakefield (1996), learning can be described as a relatively permanent change in the behaviour of an individual based on his/her experiences or discoveries. Thus the processes of experience and discovery lead to a new understanding of the world and ourselves, and enable us to apply the acquired knowledge in new situations. Knowledge acquisition, then, involves processes that transform data from experience into organised information. Learning is the most important thing that people do. Language, Society, and culture endure only because of each new individual has the ability to learn them. The current emphasis on humans as naked apes-animals with many genetically determined characteristics and behavioural tendencies may seem to minimize the importance of learning. But learning is not crucial without it we could adapt to our environment nor could we survive.

1.2 SELF-REGULATION


Self-regulation refers to ‘thoughts, feelings and actions that are planned and adapted to the attainment of personal goals’ (Zimmerman, B.J. 2000).

Self-regulation is a multi-level self-steering process that targets one’s thoughts, feelings, and actions toward desired outcomes. It is further enhanced by reflection on environmental influences that facilitate or inhibit goal choices, persistence, and goal attainment. Both interpersonal and socio-cultural factors influence an individual’s choice, either to modify behavior or to continue acting in his or her preferred way. It can further affect one’s ability to attain goals and prevent undesirable outcomes. Consistent with the foundational principles of adult learning, academic self-regulation focuses on a student’s self-directed actions in all aspects of the learning process and personal control over the planning, management, and evaluation of learning activities. Academic self-regulation is broadly defined as the effort put forth by students to enhance, monitor, and manipulate their own learning. Academic self-regulation is multidimensional in scope, contextual in application, and dependent upon perceived outcomes.

Self-regulation phases have been clearly picturised by Bandura (1983) followed by Zimmerman 1989, 2000)
PINTRICH’S MODEL

Pintrich (2005) described a theoretical framework based on a socio-cognitive perspective of Self-regulated Learning. In the Pintrich model regulatory processes are organized into four phases: 1) forethought, planning and activation; 2) self-monitoring; 3) control; and 4) evaluation. Within each of these phases, self-regulatory activities are categorized into one of four areas: cognitive, motivational/affective; behavioral, and contextual.

Table 1: Pintrich’s model of Self-regulation

<table>
<thead>
<tr>
<th>Phases of Self-regulation</th>
<th>Areas of Self-regulation</th>
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<tr>
<td>Forethought, planning, activation</td>
<td>Cognition</td>
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<td>Monitoring</td>
<td>Motivation</td>
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<td>Control</td>
<td>Behaviour</td>
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<td>Reaction, reflection</td>
<td>Context</td>
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ZIMMERMAN’S CYCLICAL MODEL OF ACADEMIC SELF-REGULATION

Zimmerman (1989, 2000) built upon Bandura’s work by utilizing a social-cognitive learning perspective to develop a cyclical adaptation model of academic self-regulation. He described learning as a multidimensional process involving personal (cognitive and emotional), behavioral, and contextual components (Figure 1).

1.3 SELF-REGULATED LEARNING

The concept of Self-regulated Learning (SRL) developed in the 1980s and began receiving widespread attention in the 1990s (Dinsmore et al., 2008). Self-regulated Learning has emerged as a powerful new learning theory that is able to promote the transfer of knowledge and skills to real life situations and make students more independent of their teachers in extending and updating their knowledge base.

To understand differences in levels of performance between students that cannot always be explained by inherent ability, researchers have considered a variety of social-behavioral factors. One such factor is the use of self-regulation in learning, by which students evaluate tasks; review the strategies available to them
for accomplishing the tasks; apply themselves to completing the tasks; monitor the effectiveness of their strategies; and, depending on outcomes, revises their model for approaching similar tasks in the future.

“Self-regulated Learning is the ability of a child to learn independently of a teacher or parent. It is a form of learning in which individuals, depending on the type of their motivation to learn autonomously deploy one or more self-regulatory measures (of a cognitive, metacognitive, volitional or behavioral nature) and monitor the progress of their own learning.”

Schiefele and Pekrum (1991) Self-regulated Learning is defined as the degree to which learners are metacognitively, motivationally and behaviourally active participants in their own academic learning. The term Self-regulated Learning can be used to describe learning that is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against a standard) and motivation to learn.

Pintrich et. al. (1991) defined Self-regulated Learning is metacognition. Metacognition refers to the awareness, knowledge, and control of cognition, the three processes that make up metacognitive self-regulatory activities are planning, monitoring, and regulating.
Pintrich (2000) defined Self-regulated Learning as, "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and contextual features of the environment".

Lindner and Harris (1992) described Self-regulated Learning as a unified process which involves the integration and utilization of cognitive, metacognitive, motivational, perceptual, and environmental components in the successful resolution of academic tasks.

Zimmerman (2001) suggested that Self-regulated Learning is not isolated to a social independent study, but also includes social forms of learning such as modeling, guidance, and feedback from peers, coaches and teachers. A Self-regulated Learning perspective shifts the focus of education from student abilities and environments as fixed entities to an emphasis on process, whereby students personally initiate strategies to manipulate variables influencing both the learning experience and academic outcomes.

1.3.1 MODELS OF SELF-REGULATED LEARNING

All models of Self-regulated Learning have a basic assumption that students can actively regulate their cognition, motivation, and behaviour to achieve improved performance. Self-regulatory models are distinctive because
they seek to understand the processes of both studying and learning from the student’s perspective and self-image as a learner.

BANDURA’S MODEL OF SELF REGULATED LEARNING

The multi-dimensional concept of Self-regulated Learning was first articulated by Bandura (1977), who used a social-cognitive framework to define Self-regulated Learning as a complex process involving personal, cognitive, behavioural, and environmental components. Skills are of little value if a person is not motivated to use them.

![Figure 2: Reciprocal Interactions in Human Functioning - Bandura (1986)](image-url)
Zimmerman asserts that academic regulation is not a fixed ability or trait, but rather the result of a self-directive process through which learners transform their mental abilities into academic skills through the emergence of a series of hierarchical regulatory skill levels associated with academic learning experiences.

1.3.2. IMPORTANCE OF SELF REGULATED LEARNING

Self-regulated Learning is an important aspect of learning and achievement in academic contexts. Self-regulated Learning is a vital prerequisite for the successful acquisition of knowledge in school and beyond and is thus particularly important with respect to lifelong learning. Self-regulated Learning is fundamental to lifelong learning and is a process in which the learner exercise control over his or her thinking, effect and behaviour as knowledge and skills are acquired. (Zimmerman, 1986). Students who are self regulating are much more likely to be successful in school, to learn more and to achieve at higher levels. It is important for schools and classrooms to attempt to foster the development of expertise in Self-regulated Learning. In the 21st century as the explosion of information and multiple ways of learning increase, it will become even more important that individuals know how to self regulate their learning and that fostering Self-regulated Learning becomes an important goal of all educational systems.
1.3.3 PRINCIPLES OF SELF-REGULATED LEARNING

(i) Helps clarify what good performance is (goals, criteria, expected standards)

(ii) Facilitates the development of self-assessment (reflection) in learning.

(iii) Delivers high quality information to students about their learning.

(iv) Encourages teacher and peer dialogue around learning.

(v) Encourages positive motivational beliefs and self-esteem.

(vi) Provides opportunities to close the gap between current and desired performance

(vii) Provides information to teachers that can be used to help shape the teaching.

1.3.4 FEATURES OF SELF-REGULATED LEARNING

Self-regulated Learning believes that it can facilitate learning and take responsibility for the learning. Lacking this faith; the learners cannot plan their learning activities, regulate their learning process, evaluate their learning results and adjust their learning activities again. It can use metacognitive, motivation and environment to learn systematically. Self-regulated Learning is a continual circle. In this circle, the learners first set the goal, then achieve the goal, then achieve this goal by using strategies. During this stage, they always check the obstacles and correct them in order to achieve the task.
It is a volition process that needs time and effort. Self-regulated Learning is a complete psychological learning process, in which the learners will meet with many obstacles. The learners make great efforts to overcome the obstacles by volition.

1.3.5 OVERVIEW OF SELF-REGULATED LEARNING

Self-regulated Learning research focuses on self-regulation of learning, primarily in academic environments. According to theoreticians, there are several assumptions for Self-regulated Learning. Students who Self-regulate their learning are engaged actively and constructively in a process of meaning generation and that they adapt their thoughts, feelings, and actions as needed to affect their learning and motivation.

Self-regulated Learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behaviour guided and constrained by their goals and the contextual features in the environment. Teaching students self-regulatory skills in addition to classical subject-matter knowledge is currently viewed as one of the major goals of education.
Self-regulated Learning includes:

- Setting goals for learning
- Concentrating on instruction
- Using effective strategies to organize ideas
- Using resources effectively
- Monitoring performance
- Managing time effectively

1.4 MOTIVATION

According to the “Compact Oxford Reference Dictionary (2001)”, motivated means “provide with a motive for doing something”.

Motivation plays a vital role in all aspects especially in academic learning. If the learners are motivated in proper way they can attain the goal easily. According to Bandura (1986), motivation is a goal directed behaviour instigated by expectations concerning the anticipated outcomes of actions and self-efficacy for performing those actions. It influences how and why people learn as well, it influences their performance (Pintrich & Schunk, 1996). Motivation is evident in the tendency for students to set higher learning goals for themselves as they complete earlier goals. Student learning and motivation are treated as interdependent processes. Student proactive involvement in learning is evident of
their motivation through the self-initiated activities designed to promote self-observation, self-evaluation, and self-improvement. Research conducted in Self-regulated Learning during the past decade has focused on the relationships between single motivational variables, such as goal orientation and interest, and their individual effects on students’ use of Self-regulated Learning strategies. It has been shown that students who have high interest in a topic use more Self-regulated Learning strategies than students with low topic interest (Pintrich, 1989; Pokay & Blumenfeld, 1990; Schiefele, 1992). However, students probably learn with different levels of interest, which may combine with goal orientation to affect their use of learning strategies. Motivation is needed for the learner to implement strategies that will influence learning processes. Several researchers (e.g., Pintrich, 1995; Pintrich & Schunk, 1996; Garcia, 1995) believe that students may use different motivational strategies in different learning situations. The attitude that a learner has about learning and completing tasks is reflective in the goals he or she sets to attain.

Motivation is the attribute that “moves” us to do or not do something (Gredler, 2001). According to Harter (1981), a child has an intrinsic orientation when classroom learning is determined by internal interests such as mastery, curiosity, and preference for challenge. A child has an extrinsic orientation when classroom learning is determined by external interests such as teacher approval
and/or grades (Harter, 1981). While there are a number of factors that affect performance in school, one of the most influential is motivation. Motivation, also referred to as academic engagement, refers to “cognitive, emotional, and behavioral indicators of student investment in and attachment to education” (Tucker, Zayco, & Herman, 2002, p. 477). It is obvious that students who are not motivated to succeed will not work hard. In fact, several researchers have suggested that only motivation directly affects academic achievement; all other factors affect achievement only through their effect on motivation (Tucker et al., 2002). However, it is not as easy to understand what motivates students. Numerous studies have been conducted on this topic, which has led to the development of several theories of motivation. According to Albert Bandura (1991) “Motivation is a multidimensional phenomenon indexed in terms of the determinants and intervening mechanisms that govern the selection, activation, and sustained direction of behavior. In the Motivational Systems Theory, motivation is defined as the organized patterning of three psychological functions that serves to direct, energize, and regulate goal-directed activity: personal goals, emotional arousal processes, and personal agency beliefs (Ford, 1992, p. 3). Symbolically this definition of motivation can be represented as a formula of three interacting components:

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\text{Motivation} = \text{Goals} \times \text{Emotions} \times \text{Personal Agency Beliefs}
\]
1.5 ACADEMIC PERFORMANCE

According to the “Compact Oxford Reference Dictionary (2001)”, academic means “having to do with education or study” and performance means “the capabilities of a student or the action of performing”.

Academic performance can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, Arts, Culture, and the like.

Good (1959) defines academic achievement as the knowledge attained or skills developed in school subjects, usually determined by test scores or by marks assigned by teachers or both. Thorndike (1906) says, “If a thing exists, it exists in some amount, if it exists in some amount, it can be measured. An academic achievement test refers to any test that measures the attainment or accomplishments of an individual after a period of training. The assessment of academic achievement is essential for the prediction and estimation of the possibilities for further progress.

It is important to assess occasionally the academic performance of students. A sense of excellence of an individual leads to the moulding of the personality. A high sense of excellence serves as a source of encouragement and it stimulates
further success. It gives meaning to one’s life and also leads to self-improvement measures. On the contrary, a low sense of academic performance serves as a source of disappointment and disillusionment. It is therefore the duty of the teacher to provide impartial performance result in the form of grade system or achievement scores.

Various research studies are undertaken to identify the factors facilitating academic performance. It is also very important to study the factors deterrent to academic performance. Some students achieve high, while others achieve low due to various factors. Academic performance is always affected by multi-dimensional correlates. The more accurate and reliable prediction of academic performance is possible only when all the achievement related factors are studied at a time. Poor environment is one of the major factors responsible for failure at all levels. Other factors identified are: Under nourishment, crowded living conditions, low level of parental education and health factors. It is identified that a variety of external and internal factors that affect the academic achievement. The studies undertaken have revealed that the factors responsible for academic performance are personality correlates, Socio-economic status, backwardness and failure, poor curriculum, lack of creativity, institutional characteristics, reasoning, aptitude, interest, self-concept, intelligence, study habits and attitude. So the various factors can be grouped into various sections such as student factors, teacher factors,
content factors, teacher factors, content factors, sociological factors and other factors. In this study the investigator give detailed of Motivated Self-regulated Learning and Academic Performance of Student Teachers. Number of studies reveal about Self-regulated Learning and academic performance in abroad. But few studies only avail in Indian context. Hence it induced the researcher to investigate on the topic of the Self-regulated Learning of students’ teacher and their academic performance.

1.6 NEED FOR THE STUDY

Self-regulated Learning is related to high academic performance (Zimmerman & Martinez-Pons, 1992). Goal, motivation, and self-efficacy have been found as influential factors according to the phases, processes, and sub processes of Self-regulated Learning. Goals are the standards by which learners compare and evaluate their progression. Learners orientate their goals as either intrinsic or extrinsic. Intrinsic goal orientation has been related to greater Self-regulated Learning strategy use and skill acquisition (Schunk & Swartz, 1993a). The belief that one is making progress toward goals, along with anticipated satisfaction of goal attainment, enhances self-efficacy and sustains motivation (Schunk, 1996). Stone (2000) summarizes the relationship between goals, motivation, self-efficacy and Self-regulated Learning behaviors. Self-efficacy reflects the confidence in one’s ability to complete tasks, influencing the type of
goal orientation. A positive concept, specifically high self-efficacy, should invoke more self-regulation. Learners who are confident that they can learn the material are more likely to implement Self-regulated Learning strategies resulting in academic achievement. Number of studies reveal about Self-regulated Learning Strategies and academic performance in abroad. But only few studies are available in Indian context.

This study will address the relationship between Motivated Self-regulated Learning Strategies and academic performance of student teachers. The academic performance assessed by various authors through Motivated Self-regulated Learning Questionnaire (MSLQ) which was introduced by the Pintrich et. al. (1983). It motivated the researcher to do research in this area in Indian context. Particularly the purpose of the study is using MSLQ as an instrument for finding out the relationship with the academic performance of the student teachers.

1.7 STATEMENT OF THE PROBLEM

As a teacher educator, the investigator is interested to understand the kind of Motivated Self-regulated Learning Strategies prevailing among prospective teachers. It is expected that the motivated Self-regulated Learning Strategies adopted by a student teacher possibly affects how he/she is motivated to learn and what strategy they use, acquire and integrate knowledge and experience from the teacher education program. In turn, this will have an impact on the conception of
the prospective teacher about motivation and learning strategies, subsequently influences the way he/she teaches and his/her expectations of the pupils. This information would be useful and meaningful to course and curriculum designers and developers as well as academic staff of relevant subject departments to give appropriate assistance and guidance to student teachers in their motivated Self-regulated Learning strategy when necessary. The intent of this study was to investigate whether student motivation and learning strategies could be identified, individually or together, as predictors of academic performance of student teachers in their under-graduate course which is the entry qualification for B.Ed. course. By measuring the levels of motivation and learning strategies present in student teachers enrolled in the colleges of education, the researcher hoped to determine the influence, if any, of motivated Self-regulated Learning strategies on academic performance of the student teachers.

1.8 BRIEF RESUME OF SUCCEEDING CHAPTERS.

In the Second Chapter, a detailed review of related studies has been given in a detailed manner. Chapter III presents Statement of the Problem, Title, Objectives, Hypotheses, Assumptions, Research Strategy, Tools used, Population and Sample, Data collection Procedure, Scheme of Analysis used. Chapter IV deals with the analysis and interpretation of the data. In Chapter V, a brief discussion, conclusion and suggestion of the study are incorporated, followed by a detailed list of Bibliography and Appendices are enlisted.