Self-Regulated Learning as Related to Academic Performance of Foster Care and Home Reared Children

Dr. Neelu Sharma[a,*], iD   **Sunil Kumar**[b,**], iD
a *Embassy off India School Moscow (Russia).*
b *Department of Psychology, H.P. University, Shimla.*

KEYWORDS	ABSTRACT
Self-regulated learning, key component, Academic Performance, Academic Performance of Foster Care and Home Reared	The current study aims to investigate the association between self-regulated learning and academic achievement in foster care and home-reared children in order to expand on the findings of prior research on the same sample. In the current study, a correlation design tailed by a t-test was used, and the overall self-regulated learning is found significantly and positively associated with the academic performance of foster care and home reared children, as well as found the significant difference between foster care and home reared children on their academic performance at three levels of overall self-regulated learning and its sub factors.

A key component of self-regulation is the formation of a set of advantageous habits that have a favourable impact on the success and practices are twisted and altered to backing the achievement of individual objectives in active erudition settings. By creating specific strategies that are effective for them and give them more control over their own behaviour and environment, teachers can train their students to be more self-regulated learners. The majority of academics concur that the best learning occurs when a person thoroughly considers his own actions before acting on what he has learnt. Children thus learn to decrease negative behaviours while enhancing positive ones.

As a result, self-regulated scholars must constantly inquire themselves, "Does this method work for me in this situation? Pupils must switch their attention from peer comparisons to self-comparisons in order to be proactive learners. Goal line guide activities and children must understand that there are different ways to accomplish goal line, as well as how to choose the best practice for its achievement. As comparison to low achievers, high highfliers generate accurate

knowledge, employ a diverse knowledge resources, and adjust their energies methodically. When students are challenged or their performance is faltering, the emphasis must be on grasping the content and sticking to it. This is especially important for pupils who rarely face problems. Some students outperform their counterparts in terms of self-regulated learning practices; however, it may be hampered by social or personal concerns. Some children who already have some of these tactics may be unable to use them on a regular basis due to social or personal concerns. Self-regulated learning is a process that is learnt as one ages, beginning with socially regulated learning, progressing to co-regulated learning, and then leading to self-regulated learning.

Nonetheless, because of their high aptitudes and/or an undemanding curriculum, brilliant students may have done well in school while not employing strong self-regulation techniques. This is due to some brilliant students having more effective self-regulated learning techniques than their counterparts, according to current studies. (Ormrod, 2008). Less effort, organisation, and other self-regulated behaviours

---

are extended when learning is relatively easy for someone. Students may be unable to adopt self-regulated learning mechanisms due to social or personal concerns. Some kids who already have some of these strategies may be unable to use them on a regular basis due to social or personal concerns, and they must be assisted and encouraged to do so. Some smart and talented students exhibit perfectionism and should be taught to strive for excellence rather than perfection.

Some gifted students with great potential may struggle to learn self-regulation if it is not taught, modelled, or rewarded by the adults in their home and family. Even though adolescents contact with people who have self-control on a regular basis, they may decide not to use these abilities on their own and refuse to adopt the strategies that their parents or teachers commonly use at home or at school. High achievers, as opposed to low achievers, create more specific learning goals, employ a variety of learning aids, self-monitor more regularly, and methodically adapt their efforts. Self-regulation processes' quantity and calibre are crucial. We must accept that not all students will respond well to one self-regulation strategy, and that not all jobs or situations will be best served by a person adopting just a few strategies. It is essential that children acquire more than one self-regulatory learning strategy. Students must also understand that their objectives and self-control techniques must be continuously modified. Which requires students to assist them in shifting from performance goals to mastery goals in order to focus themselves to comprehend the content and then endure when questioned for their performance. This is especially important for pupils who are not used to being challenged. Lauridsen Kurt and Whyte (1985) emphasized the importance of internal locus of control tendencies on academic accomplishment, which are likewise compatible with self-regulated learning. Whyte (1978) acknowledged and valued extrinsic factors such as the advantage of working with a good instructor, while supporting self-regulated hard work, skill development, and a positive attitude in order to do effectively in academic situations. Its active involvement allows the learner to organize concepts into pre-existing schemas. Through questions, learners can accommodate and then synthesize their new knowledge with previous concepts.

This strategy allows the student to confront unexpected obstacles, and when the old schema fails to meet the novel difficulty, the learner must reconsider and assess their level of grasp (Paris and Paris, 2001). House et al. (2003) discovered that children who have trouble regulating their behaviour in one context (such as anxiety, low self-esteem, loneliness, etc.) may also have difficulty regulating their behaviour in other situations of life. In an actual classroom setting, while taking part in a specifically designed long-term group science enquiry test, Elam, B. and Shason, I. (2003) looked into the self-regulated learning behaviour of the students in comparison to typical achievers, high achievers displayed greater SRL abilities (better time management and planning). The usage of learning strategies and self-regulated learning factors are connected to self-efficacy (Fincham et al, 1986). Self-efficacy evaluations have revealed that self-efficacy beliefs outperform self-concept views as predictors of associated academic results (Bandura, 1997). Based on the foregoing, peer acceptance or rejection, as well as inadequate socialisation, may be factors contributing to their poor academic performance or learning outcomes. On the basis of the above peer acceptance or rejection and poor socialization could be the factor responsible for their poor academic performance or learning outcomes.

As a result, the current study's objectives and hypothesis are an attempt to evaluate overall Self-regulated learning in relation to foster care and home-reared children's academic achievement.

Objectives:

• To examine the association of overall self-regulated learning and its sub factors, with the academic achievement of foster care and home-reared children.

• To investigate the disparities in academic accomplishment between participants with high and low overall self-regulated learning and its sub factors.

Hypothesis:

i). Overall self-regulated learning, and its factors will be positively and significantly associated to the academic achievements of participants of the study except the sub factors i.e., test anxiety

ii). A significant difference in academic achievement would exist between participants with high and low levels of overall

Dr. Neelu Sharma, & Sunil Kumar   *Self-Regulated Learning as Related to Academic Performance of Foster Care and Home Reared Children*

7

self-regulation and its sub factors.

Design:

In this study correlation design was used to explore the relationship of overall self-regulated learning in terms of its sub factors i.e., self-efficacy, intrinsic value and test anxiety, cognitive strategy use and self-regulation with academic performance of the participants and the t-test was applied to see the differences between the academic performance of the participants in terms of their high and low levels of overall self-regulation and its sub factors.

Participants:

In total hundred, school going children (50 fifty each from foster care and 50 from home reared children) of age 11 to 14 years were taken for the study.

Tools Used:

The Motivated Strategies for Learning Questionnaire (MSLQ), created by Pintrinch and De Groot (1990), was utilized in the current study to track the participants' self-regulated learning. It has been shown to have high reliability and validity. On a seven-point scale from very true to not at all true.

The average score of the last three years performance in the final exam of the student has taken as the academic achievement of the student.

Result and Discussion:

The Table 1.1 showed that overall self-regulated learning is significantly and positively correlated with the academic achievement of the both foster care (r = .757** p<.01) and home reared children (r = .775** p<.01) and hence indicating positive and significant relationship of overall self-regulated learning and academic achievement of the participants of foster care and home reared children.

Whereas self-efficiency (r=-.641**, P.01), intrinsic value (r=.572**, P.01), cognitive strategy (r=.472**, P.01), and self-regulations (r=.545**, P.01) are found to be significant and positive with academic achievement but with test anxiety correlation is significant and negative (r= -.541**, P.01) in foster care children.

Variables	Self-efficacy	Intrinsic Values	Test Anxiety	Cognitive strategy	Self-Regulation	Overall Self-regulated learning	Academic Achievement
Self-efficacy	1.00	.435**	-.468**	.427**	.472**	.764**	.641**
Intrinsic Values		1.00	-.402**	.293*	.419**	.666**	.572**
Test Anxiety			1.00	-.436**	-.507*	-.716**	-.541**
Cognitive strategy				1.00	.524**	.736**	.472**
Self-Regulation					1.00	.754**	.542**
Overall Self-regulated learning						1.00	.757**
Academic Achievement							1.00

*- .05 levels oof Significance
**- .01 levels of significance

Whereas in case of home reared children self-efficacy (r=.633**, P.01), intrinsic value (r=.561**, P.01), cognitive strategy (r=.457**, P.01), and self-regulation (r=.615**, P.01) are significant and positive with academic achievement, however with test anxiety (r= -.603**, P.01) it is significant but negative. Thus, indicating positive and significant relationship between all the sub factors of self-regulated learning i.e., self-efficiency, intrinsic value, cognitive strategy, and self-regulations but with test anxiety it is significant but negative both in the cases of foster care and home reared children.

Table 1.2

CORRELATTION TABLE OF HOME REARED CHILDREN

Table 1.1

CORRELLATION TABLES OF FOSTER CARE CHILDREN

Variables	Self-efficacy	Intrinsic Values	Test Anxiety	Cognitive strategy	Self-Regulation	Overall Self-regulated learning	Academic Achievement
Self-efficacy	1.00	.450**	-.427**	.410**	.455**	.763**	.633**
Intrinsic Values		1.00	-.412**	.283*	.411**	.676**	.561**
Test Anxiety			1.00	-.457**	-.509*	-.706**	-.603**
Cognitive strategy				1.00	.513**	.714**	.457**
Self-Regulation					1.00	.754**	.615**
Overall Self-regulated learning						1.00	.775**
Academic Achievement							1.00

*- .05 levels oof Significance
**- .01 levels of significance

Further to locate the difference between the participants on their academic achievement on the three levels of overall self-regulated learning the t-test analysed the significant difference between the academic achievements of the participants having high and low level of overall self-regulated learning (t = 4.27** p< .01). Further in terms of its sub factors t-test showed the significant difference between the academic achievements of the participants having high and low level of self-efficacy (t = 3.75** p<.01), intrinsic value (t = .3.80** p<.01), cognitive strategy (t = 4.36* p<.05), self-regulation (t = 3.06* p<.05) and test anxiety (t = 4.18** p<.01). Thus, the result indicated the significant difference between the academic achievement of the participants having high and low levels of overall self-regulated learning and its sub factors.

TABLE 1.3
t- TEST TABLE OF HIGH AND LOW SELF REGULATED

PARTCIPANTS OF FOSTER AND HOME REARED CHILDREN

Variable	Levels	Academic Achievement		T Values
		Mean value	Std. Deviation	
Overall Self-Regulated Learning	High	75.27	7.92	4.27**
	Low	70.18	10.18	
Self -Efficacy	High	67.36	7.54	3.75**
	Low	62.54	10..49	
Intrinsic Value	High	66.45	6.75	3.80**
	Low	61.54	9..63	
Test Anxiety	High	60.34	10.41	4.36**
	Low	66.54	7.56	
Cognitive Strategy	High	66.64	7.54	3.06*
	Low	63.18	9..78	
Self-Regulation	High	67.90	6.96	4.18**
	Low	61.77	10.12	

*- .05 levels oof Significance
**- .01 levels of significance

Hence the result of the present study clearly showed the significant and positive relationship of overall self-regulated along with its all the sub factors while with one sub factor i.e., test anxiety its significant but negative. Further result of the t test analysis clearly indicate that higher the overall self-regulated learning among the participants , higher the academic achievements of the participants while in terms of test anxiety it is higher the test anxiety, lower the academic achievement and vice versa.

The results of the present study do find support from the earlier evidence available. Labuhn, Zimmerman, and Hasselhorn discovered in a 2010 research of high school students that learners who were taught SRL skills through monitoring and imitation had higher levels of academic self-efficacy (i.e., confidence) and outperformed their classmates on academic performance assessments. Pintrich and DeGroot (1990) studied the relationships between motivational orientation, self-regulated learning, and academic achievement in science and English classes. A self-report measure of student self-efficacy, intrinsic value, test anxiety, self-regulation, and use of learning approaches was

administered, and classroom assignment performance data were collected. Regression analysis analyzed that self-regulation, self-efficacy, and test anxiety were the best predictors of performance except intrinsic value however; it was highly related to self-regulation and cognitive strategy utilization. Weiss, Yili, Tang, Miaoci, and Zhuang (2014) investigated the role of learning perseverance and assignation as mediators of self-efficacy and intrinsic worth, with the academic accomplishment. The result found that learning persistence was found to be positively connected the academic achievement of the participants to their self-efficacy and intrinsic value. besides, learning persistence influenced both the relationship between self-efficacy and engagement and the relationship between intrinsic worth and engagement. Catherine (2013) used a mixed method approach to study the effect of Self-efficacy Beliefs and Meta cognition on Academic Performance in high school students. According to regression analysis, self-efficacy was a major predictor of academic performance. The metacognitive prompting experience provides a rich environment for high school pupils to learn metacognitive tactics that can increase problem solving skills. Shkullaku (2013) investigated gender inequalities in self-efficacy and academic performance in Albanian students'. And the findings revealed a relation between students' self-efficacy and academic success.

Hancock (2001) investigated the effects of test anxiety in students and teachers' evaluation strategies on postsecondary students' achievement and motivation. He obtained statistically significant findings demonstrating that all students performed poorly and was less eager to learn, particularly those with high anxiety levels. As a result, he concluded that when test-anxious pupils are exposed to a highly critical assessment atmosphere in their educational institution, they do poorly and are less motivated to perform. In their 2002 study, Cassady and Johnson found that the cognitive test anxiety has detrimental effect on the academic performance metrics of the students. Further, The question of whether the use of self-regulation techniques by psychology college students during test preparation and performance was explored by Kitsantas (2002) and the findings revealed that

(a) test takers with high scores used more self-regulating strategies to improve their performance than the poor scorers; (b) which has a positive impact on their examination scores and (c) and their beliefs regarding this has an significant impact in their academic success.. Harris, Friedlander, Harris, Friedlander, Saddler, Frizzelle, and Graham (2005) used learning methods to enhance students' academic outcomes and evaluate their academic development (De Bruin, Thiede, & Camp, 2011). They found that these strategies had a significant influence on students' academic successes. In order to get better results than their they seek guidance and material and to seek out enjoyable learning situations (Clarebout et al., 2010; De Bruin et al., 2011). Henceforth, on the basis of the above discussion, the present results clearly confirmed the hypothesis I and II and revealed that higher the overall self-regulated learning and its sub factors, higher the academic achievements and vice versa. Whereas with its sub factor i.e., test anxiety it is higher the test anxiety, lower the academic achievements and vice versa.

References:

1. Bandura, A. (1997). Personal efficacy in psychobiologic functioning. In G. V. Caprara (Ed.), Bandura: A leader in psychology (pp. 43-66).
2. Catherine, M. Aurah (2013) The Effects of Self-efficacy Beliefs and Metacognition on Academic Performance: A Mixed Method Study. American Journal of Educational Research, 2013, Vol. 1, No. 8, 334-343.
3. Eilam, B and Shason, I. (2003). Students planning in in the self-regulated learning. Contemporary Educational Psychology, Vol 28 (3) Department of Teacher Education, Univ. of Hafia, Fsevall.
4. Fincham, F., & Cain, K. (1986). Learned helplessness in humans: A developmental analysis. Developmental Review, 6, 25-86.
5. House, R.B, Calkins, S.D., Ansionpoulos, A.D. and Keant, S.P. (2003). Self-Regulatory contribution and children's kindergarten achievement. Early Education and Development, Vol.14, Department of Psychology, Greensboro.
6. Labuhn, A.S., Zimmerman, B.J., & Hasselhorn, M. (2010). Enhancing students' self-regulation and mathematics performance: The influence of feedback and self-evaluative standards. Metacognition and Learning, 5 (2), 173-194.
7. Lauridsen Kurt and Whyte, Cassandra B. (1985) An Integrated Counseling and Learning Assistance Center-Chapter for New Directions Sourcebook. Jossey-Bass, Inc
8. Ormrod, J. E. (2008a). Educational psychology: Developing learners (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
9. Paris, S.G. and Paris, A.H. (2001) Class room application of research on self-regulated learning. Educational Psychologist, 36 (2) 89-101.
10. Pintrich, P. R., De Groot, (1990). Motivational and self -regulated learning component of classroom academic performance. Journal of Educational Psychology, 82 (1), 33-40.
11. Weiss Jun, Liu Rude, He Yili, Tang Ming, Di Miaoci, Zhuang Hongjuan (2014) Mediating Role of Learning Persistence and Engagement in Relations among Self-Efficacy, Intrinsic Value and Academic Achievement. Studies of Psychology and Behavior Vol. 12   Issue (3): 326-332.

****