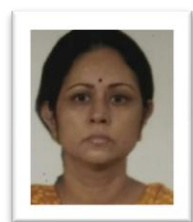


Self Regulated Learning among the Students Studying Under Continuous and Annual Evaluation System at Higher Education: A Comparative Study



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Abstract

A great degree of diversity was observed in terms of assessment and grading of the students in the university system at present in India. The aim of the study was to compare the self regulatory learning, of undergraduate students studying under continuous and annual evaluation system and also investigator studied these variables with reference to gender. The descriptive research method was employed to carry the research work. The evaluation systems and gender were treated as independent variables whereas self regulatory learning were treated as dependent variables in the present investigation. A group of 540 sample units were selected through stratified sampling method in which 270 students were selected from such higher educational institutions having annual system and also 270 students were selected from those institutions having continuous evaluation system. In the present study, instruments for measuring self regulatory learning were constructed by the investigator. The results were shown that the self regulatory behaviour in students studying under the continuous evaluation process was found high than the students studying in annual evaluation system. It may be because of lack and gap of study during the academic year develops delay behaviour in the students whereas under the continuous evaluation system, the students get prepared and study regular during the year and also self motivated through their achievement. The reason may be behind the results that in the continuous system, it is necessary for students to have competencies for regulating individual and group work, for establishing learning goals, planning courses of action, feedback, motivation, selecting suitable strategies and resources, review and reorientation of tasks in order to meet predetermined objectives.

Keywords: Self Regulated Learning, Continuous And Annual Evaluation System.

Introduction

The higher educational system in India has grown in remarkable and unprecedented, way, particularly after the post-independence period. It has become one of the largest systems in the world, however the system has many issues of concerns at present, In the many concerns and issues, the evaluation system is one of the remarkable and challengeable issue in the present context. Basically, there are two types of Evaluation System such as Annual Examination System and Continuous Examination System. Annual Examination System is carried on from pre and post independent period in India. In the present era, it is mostly seen that assessment of educational progress of student is carried on through annual examination system. But continuous evaluation system is the central and common issue to be implemented in place of Annual Examination system before the educationalists .These issues pertaining on evaluation system are important for the higher education.

Self-regulation is essential element for the growth of the students through the learning process (Zimmerman, 2008). It helps students to create creative learning habits and strengthens their learning skills (Wolters, 2011), adopting learning strategies to enhance academic performance (Frizzelle, & Graham, 2005), regulating their performance (Harris et al., 2005), and self concept for their academic progression (De Bruin, Thiede & Camp, 2011). Thus it is essential for teacher to become

familiar with the factors which influence the learner's ability to self-regulate and also to develop such strategies which may help to regulate the self learning. The self-motivation plays crucial role in enhancing the self regulatory learning and also important for the growth of the academic outcomes (Zimmerman, 2008). Achieving the goal of Self regulatory learning is not possible without self motivation.

A process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences is known as the self-regulated learning. This process occurs when a student's purposeful actions and processes are directed towards the acquisition of information or skills. Generally, models of self-regulated learning are separated into phases. One popular cyclical model discusses three distinct phases: monitoring phase, planning phase and performance phase (Pintrich & Zusho, 2002; Zimmerman, 2000). During the forethought and planning phase, students analyze the learning task and mechanism Goal setting for achieving the task. When unfamiliar topics are learned by students, however, they may not tell about the best ways to reach the task and goals which might be the most appropriate. Teachers and other experienced peers often can instruct students on effective approaches in cases like these. Next, in the performance monitoring phase, students employ make progress strategies on the learning task and monitor the effectiveness of

those strategies as well as their self motivation for progress toward the goals. Teacher monitoring and specific feedback can help students learn to use new strategies with fluency, especially if students face frustration. In the final reflection on performance phase, students evaluate their performance on the learning task with respect to the effectiveness of the strategies that they chose. But all these phase should be interconnected in problem system and functioning in mechanical way for achieving the task. Unfortunately, when strategies are new, students sometimes revert to using more familiar—and perhaps ineffective—strategies. Students also should be managing their motivation and emotions about the outcomes of the learning experience. These self-reflections then influence students future planning and goals, initiating the cycle to begin again.

It is also reported that examination pattern directed the goal of study and also influences the psychological aspects such as anxiety, learning habits, self control and delaying habits of the students but no such study is found by the investigator which enlightened the relationship between examination system and important psychological aspect such as self regulated learning of the students at higher education

Review of Literature

Brief review of national and international studied on self regulation are presented in tabular form consisted with author, year, title, variables of the study and brief results as under-

Table 2.1: List of Brief Description of Reviewed Studies Based on Self Regulation and Other Related Variables

| Authors | Year | Research Title | Variables | Brief Findings |
|------------|------|--|--|---|
| Abdeyazdan | 2015 | The Relationship between self-regulation and academic achievement and mental health of third grade female students in Isfahan High schools | Self-regulation and academic achievement | Academic anxiety had a significant negative relationship with academic achievement Results also indicated that academic anxiety had a significant negative relationship with its other self-regulation subscales, cognitive and meta-cognitive strategies. It was also found that academic anxiety had a significant positive relationship with GSI (general index of mental health). A factors i.e ordering, planning, repetition and review and understanding significantly predicted academic success. |
| Kandemir | 2014 | Study of academic procrastination: causes of Self – regulation , academic self-efficacy , life satisfaction and demographics variables | Procrastination, self-regulation, self-efficacy, life satisfaction | Results indicated that academic success mean, self-regulation and life satisfaction played important negatively and significant role in predicting academic procrastination. |
| Mega et al | 2014 | Influences of emotions, self-regulated learning and motivation contribute on academic achievement. | Self-regulated learning, motivation and academic achievement | Self-regulated learning and motivation played mediate role and the effects of emotions on academic achievement. Moreover, positive emotions foster academic achievement only when they are mediated by self-regulated learning and motivation |

| | | | | |
|--------------|------|--|---|--|
| Merino et al | 2014 | The role-modeling of self-regulated learning strategies and skills through enrichment tutorials. | Self-regulated learning strategies and skills | The marks obtained in Management Accounting by the students in the pilot group were compared to that of their peers and were found to be significantly at significant confidence level |
|--------------|------|--|---|--|

Operational Definitions

Self Regulatory Learning

Self-regulated learners exhibit a high sense of efficacy in their capabilities, which influences the knowledge and skill goals they set for themselves and their commitment to fulfill these challenges .This conception of self directed learning not only encompasses the cognitive skills emphasized by meta cognitive theories, but also extends beyond to include the self-regulation of motivation, the learning environment, and social supports for self-directedness.” (Zimmerman et al. (1992).Zimmerman et al. specified three important characteristics: self-observation (monitoring one's activities); self-judgement (self-evaluation of one's performance) and self-reactions (reactions to performance outcomes)

Continuous Evaluation System

Continuous Evaluation system refers to a institutional-based evaluation of students that covers all the aspects of a student’s development. Continuous means regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self-evaluation, etc.

Annual Evaluation System

The annual evaluation system conducts generally at the end of the session. Its purpose is two-fold selective and qualifying, selecting those who have successfully completed a course and qualifying them from among many for the next higher stage.

Objectives of Study

1. To study the Self Regulatory Learning of undergraduate students studying under Continuous Evaluation System.
2. To study the Self Regulatory Learning of undergraduate students studying under Annual Evaluation System.
3. To compare the Self Regulatory Learning of undergraduate students studying under Continuous and Annual Evaluation System.

Hypotheses of the Study

There exists no significant difference in the Self Regulatory Learning of undergraduate students studying under Continuous and Annual Evaluation System.

Variables of The Study

Independent Variables

1. Continuous and Annual modes of evaluation systems
2. Sex (male and female)

Dependent Variables

Self Regulatory Learning

Research Method of The Study

Considering the nature and objectives of the present study as well as the resources of the investigator, descriptive survey method of research was used. The survey is now accepted as fundamental instrument of researches in social sciences. In the present investigation all the steps and characteristics have been followed which are essential for the descriptive survey method of research.

Sampling Description

All male and female undergraduate students of institutions affiliated to Dr.B.R.A. University, Agra studying under annual and continuous evaluation system, constituted the population for the present study.

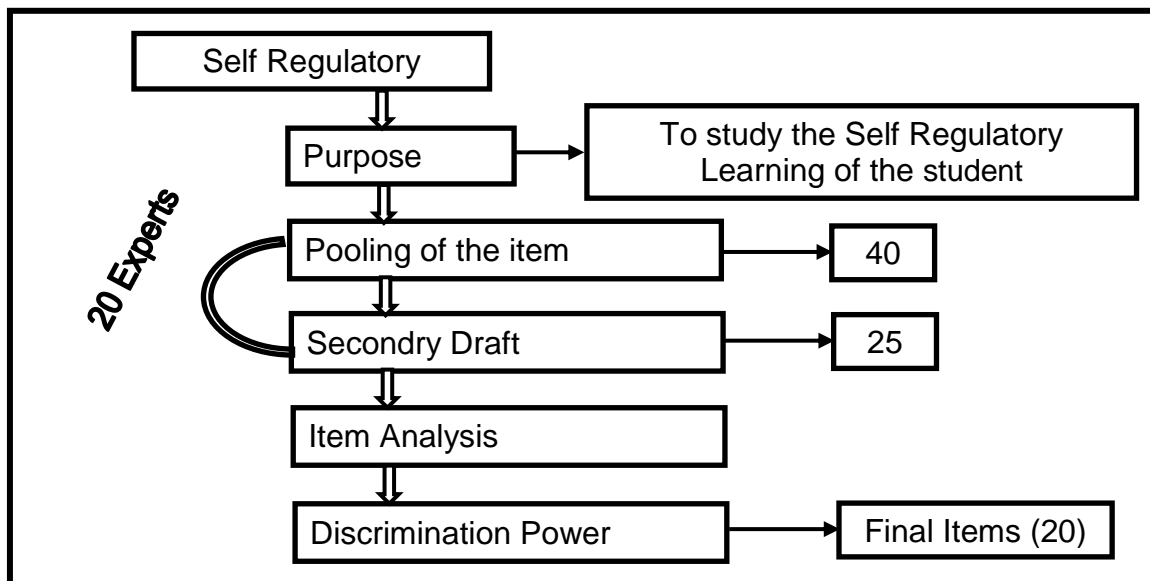
Various institutions affiliated to Dr.Bhim Rao Ambedkar University, Agra were selected for sample framework through purposive sampling method. Male and female undergraduate students were selected through stratified random sampling from the various institutions having annual and continuous evaluation system

Three institutions having annual evaluation system were selected through purposive sampling method and 270 sample units of science, arts and commerce stream were selected through stratified random method. Similarly, Dau Dayal, I.T.H.M and Dau Dayal vocational institutions having continuous evaluation system were selected through purposive sample method and 270 sample units of science, arts and commerce stream were selected through stratified random method. Finally, 540 samples were selected in which 270 students from institutions having annual system and 270 students studying in continuous evaluation system were taken.

Selection and Description of Self-Regulatory Learning Scale (SRLS)

The investigator constructed himself an tool to study the self regulatory learning of the students. The details of used procedure in constructing the test are following chart.

Fig No.1: Construction of Self Regulatory Learning Scale



The field experts (n=20) were consulted to prepare items on the specified area of self regulatory behavior of the students. 40 items were framed in first phase (pooling phase) and the prepared items were screened and edited thoroughly. After editing, 25 items were retained in second draft for further processes. The test, being a self-administering instrument, was administered on 100 undergraduate students in Agra city. The students were encouraged to answer each item honestly with this assurance that their replies would be kept confidential and would be used only for research purposes. No time limit was assigned. Five response categories were provided for the expression of their agreement to each statement. The scoring has been based on a five point Likert-type scale designed as: Strongly agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1), as the test had no negative items. The scores obtained on each item, then have been summed up to yield a total score for the Instrument. These 25 items were arranged at random and were administrated on a sample of 100 undergraduate students, after scoring all try out forms, they were arranged in descending order. The upper 27% and lower 27% of the protocols were taken to find out the discrimination value with computation t-value of each item. Only those items with t-value significant at least 0.05 level of confidence were retained. Thus, out of 25 items, 5 items were rejected then finally 20 items were retained in the final form of the scale.

The test -retest reliability of scale was obtained 0.81 which was found satisfactory for the entitled scale, and for the determination of the internal consistency of the scale, Crownback Alpha reliability was obtained, the calculated Crownbach Alpha reliability is found .73 which shows satisfactory reliability of the scale. The content and face validity was established through statistical refinement of the scale and assessing the expert opinions.

Statistical Techniques

Descriptive and Inferential statistics was used according to the nature of data such as-

1. Mean
2. Standard deviation(S.D)
3. Skewness and Kurtosis
4. CR-test
5. Product moment coefficient of correlation
6. Graphical Representation of Data

Findings of The Study

To Study the Self Regulatory Learning of Undergraduate Students Studying under Continuous Evaluation System

1. In the continuous evaluation system, the value of skewness for Self Regulatory Learningof male, female and both are found 0.112, 0.087 and 0.077 respectively and related values of kurtosis are found 0.449, 0.328 and 0.497 respectively. Thus, it can be said that the calculated values of skewness and kurtosis are found nearly equal to standard value of NPC. Hence the distribution of scores related to Self Regulatory Learningis representing the normalization of NPC.
2. The mean values of SelfRegulatory Learning for male and female students are found 65.41 and 66.13 respectively and related values of standard deviation are found 14.11 and 13.73 respectively. Calculated CR-value between male and female students regarding Self Regulatory Learninghas been found 0.42 which is less than table value at 268 degree of freedom on 0.05 level of confidence. Hence, it can be said that there exists no gender effect on Self Regulatory Learningof students studying under continuous evaluation system.

To study the Self Regulatory Learning of Undergraduate Students Studying under Annual Evaluation System

1. In annual evaluation system, the value of skewness for Self Regulatory Learningof male,

female and both are found 0.012, 0.181 and 0.084 respectively and related values of kurtosis are found 0.331, 0.573 and 0.622 respectively. Thus, it can be said that the calculated values of skewness and kurtosis are found nearly equal to standard value of NPC. Hence the distribution of scores related to Self Regulatory Learning is representing the normalization of NPC.

- The mean values of Self Regulatory Learning for male and female students are found 55.99 and 57.11 respectively and related values of standard deviation are found 17.19 and 14.44 respectively. Calculated CR-value between male and female students regarding Self Regulatory Learning has been found 0.58 which is less than the table value at 268 degree of freedom on 0.05 level of confidence. Hence, it can be said that there exists no gender effect on Self Regulatory Learning of students studying under annual evaluation system.

To Compare the Self Regulatory Learning of Undergraduate Students Studying under Continuous and Annual Evaluation System

The Self Regulatory Learning of students having annual evaluation system are found less than the Self Regulatory Learning of the student studying under continuous evaluation system. The calculated CR-value between students studying under continuous and annual evaluation system regarding Self Regulatory Learning has been found 6.19 which is high than table value at 538 degree of freedom on 0.01 level of confidence. Hence, it can be said that there exists significant effect of evaluation system on Self Regulatory Learning of students.

Testing of Hypotheses

Hypothesis (H0)

"There will be no significant difference in the Self Regulatory Learning of undergraduate students studying under Continuous and Annual Evaluation System" has been rejected as significant effect was found at 0.01 level of confidence.

Conclusion

In the present investigation to study the self regulation of students studying under the continuous and annual evaluation system, it was found that the self regulatory behavior in students studying under the continuous evaluation process was found high than the students studying in annual evaluation system. In the continuous system, it is considered necessary for students to have competencies for regulating individual and group work, for establishing learning goals, planning courses of action, selecting suitable strategies and resources, review and reorientation of tasks in order to meet predetermined objectives. As numerous studies have shown (Torrano & González, 2004), self-regulation is a complex process where diverse factors intervene, including cognitive and meta-cognitive, affective, motivational and volitional (Pintrich, 2000); In this context, continuous evaluation systems offer teachers the chance to follow the students' learning process with precision and to gather multiple evidences of results attained and the degree to which they have developed competencies (Delgado et al., 2005).

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