

## Self-Regulated Learning Among College Students: Unraveling Gender And Locality Differences

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### Abstract

Self-regulated learning (SRL) is the process through which individuals actively take control of their own learning. This research study, carried out in Kashmir division of UT of Jammu and Kashmir-India, highlights notable variations in self-regulated learning (SRL) among college students. Self-regulated learning was assessed by administering *Self-regulated learning scale* constructed by Gupta and Mehtani (2017). It was found that majority of students possess average levels of SRL. The results imply that, on the whole, female students outperform male students in SRL (composite score). Furthermore, insignificant differences between rural and urban students on Self-regulated learning were reported. The study contributes to fostering inclusive, effective and culturally sensitive educational practices that benefit a wide range of students. Incorporating motivational programs, activities, and self-regulated learning instructional strategies into the curriculum is essential for fostering self-regulated learning in students.

**Keywords:** Self-regulated learning (SRL), Gender, Locale

### Introduction

College students manage substantial nonacademic obligations alongside their challenging academic commitments. While younger students increasingly contend with diverse demands on their time (Won and Yu 2018; Shaunessy-Dedrick et al. 2015), we specifically address undergraduate students due to their notable significance in exploring self-regulation. As these students transition from secondary school to university, they encounter heightened autonomy and responsibility, engaging in more independent learning activities outside the classroom (Banahan and Mullendore 2014). With limited daily interactions with instructors or other guiding figures, they face the challenge of balancing rigorous academic work with increased opportunities and demands for nonacademic pursuits. This delicate balance becomes a primary source of stress for first-year university students. Given these difficulties, it is crucial for researchers and educators to comprehensively grasp the scope, nature, and repercussions of collegiate stress and analyze the factors that can decrease their stress. Additionally, they should strive to discern and incorporate only those academic expectations and demands that best support the student's overall experience, development, learning, and goals. Literature high lights that self-regulated learning stands out as a factor that helps in coping with stress (Siddiqui, & Khan, 2020).

The idea of self-regulated learning pertains to how individuals oversee their personal learning processes, particularly in monitoring, regulating, and evaluating their learning. It involves planning learning actions and behavioral processes to enhance the likelihood of achieving goals (Zimmerman, 2015). This process entails learners setting goals, attempting to control and regulate their cognition, motivation, and behavior. In the past two decades, self-regulated learning has emerged as a prominent focus in educational research across various areas. The core of this theory centers on how students structure their learning through meta-cognitive beliefs, motivations, and behavior (Pintrich et al., 1993). Despite the general assumption that university students possess meta-cognitive skills for self-regulation in learning, it is crucial to acknowledge that highly self-regulated learners tend to achieve greater academic success (Lynch, 2006; Tynjälä, et al., 2005). The ability to adapt learning strategies to diverse academic tasks is considered a hallmark of effective self-regulation.

In addition to improving learning outcomes, self-regulation contributes to fostering a sense of personal responsibility for one's education. Employing self-regulation strategies enhances the encoding of information and skills in memory, particularly in areas such as writing and reading comprehension. Research indicates a correlation between self-regulation strategies and heightened test performance, increased student effort, motivation, and overall classroom readiness. It plays a role in cultivating effective study habits and techniques, facilitating academic improvement (Wolters, 2011; Harris, et

al. 2005; De Bruin, et. al, 2001). Keeping in view the importance of SRL, there are different methods and strategies for teachers to promote SRL, aiding their students in becoming lifelong learners both within and outside the classroom. Research indicates that there are gender differences in Self-regulated learning. Pintrich and Zusho (2007) conducted a review of research examining gender differences in motivational aspects and self-regulated learning (SRL). Their conclusion was that the research on gender differences in motivational beliefs has not yielded conclusive results. Pajares and Valiante (2001) assert in their study that certain gender differences in academic motivation and self-regulated learning (SRL) may be attributed to gender-stereotyped beliefs rather than inherent differences based on students' gender. Research suggests that there are also locality differences in self-regulated learning (Sundaramoorthy, 2018), and these variations can be attributed to cultural, educational, and societal factors. Understanding these gender and locality differences is essential for educators and policymakers to tailor support mechanisms that align with the specific needs and cultural contexts of students in different regions. Thus, the current study aimed to analyze gender and locality differences in self-regulated learning among college students in Kashmir.

**Aim of the Study**

The current study explores self-regulated learning in college students. The first objective being, what are the levels of Self-regulated learning in college students? Secondly, does the self-regulated learning differ between male and female College students? Finally, is there any difference between rural and urban students in Self-regulated learning? Based on inconsistencies in existing literature, we assumed that *male and female students do not differ on self-regulated learning*. We also assumed that *there is no difference between rural and urban students in Self-regulated learning*.

**Material and Methods**

**Method**

The descriptive survey and comparative research method were adopted for the study as it was aimed to explore the levels of Self-regulated learning in college students and also to compare Self-regulated learning on the basis of gender and locale. To select the sample for the study, two college affiliated with university of Kashmir viz., Govt. Degree College Sumbal Bandipora (rural) and Gandhi Memorial College Srinagar (Urban) were purposively chosen. The participants for the study consists of 200 (100 from each selected college) first year college students (urban 100, 50% and rural 100, 50%; Female-100, 50% and Male-100, 50%), selected purposively from these two college. Questionnaire was used to collect the data from the respondents. The first part of the questionnaire included demographic questions about gender, age group, locality, etc., while the second section included *Self-regulated learning scale* constructed by Gupta and Mehtani (2017, a). This scale comprises 48 items. Each item was rated on a five point Likert scale ranging from ‘*strongly agree*’ to ‘*strongly disagree*’. The items of the scale are divided into six dimensions. These are Self-awareness, Planning and goal setting, Self-motivation, Self-control, Self-evaluation and Self-Modification. The possible minimum and maximum score on the scale is 48 and 240 respectively.

**Statistical Analysis**

The present study employed descriptive statistical analysis like percentages, frequency counts, mean and standard deviation. Moreover, the means of "urban & rural" and "male & female" college students were compared using the independent sample t-test to see if there was a statistically significant difference across gender and locale. The “SPSS (Statistical Package for Social Sciences)” version 25.0 was utilized for analysis.

**Table 1.1 Showing frequency and percentage of levels of self-regulated learning.**

<i>Variable</i>	<i>N</i>	<i>Level</i>	<i>Frequency</i>	<i>Percentage</i>
<b>SRL</b>	<b>400</b>	<b>Low</b>	<b>50</b>	<b>12.5%</b>
		<b>Average</b>	<b>316</b>	<b>79%</b>
		<b>High</b>	<b>34</b>	<b>8.5%</b>

**Table 1.2 Showing difference between male and female students in self-regulated learning.**

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>Sig. level</i>
<b>Male</b>	200	157.48	21.78	4.5	0.01
<b>Female</b>	200	166.61	18.18		

**Table 1.3 Showing comparison of Self-regulated learning on the bases of Locality of Students.**

<i>Locale</i>	<i>N</i>	<i>Mean</i>	<i>S.D.</i>	<i>t-value</i>	<i>Sig. level</i>
<b>Rural</b>	200	160.73	18.35	1.29	Insignificant
<b>Urban</b>	200	157.86	25.81		

## Conclusion

Self-regulated learning (SRL) is the process through which individuals actively take control of their own learning. It involves planning, monitoring, evaluating, and regulating one's cognition, motivation, and behavior to achieve academic goals. The studies found that majority of college students possess average levels of SRL. Furthermore, it was revealed that female students are having higher levels of SRL as compared to their male counterparts. There are no significant differences in SRL on the basis of locality.

The acquisition of self-regulation in learning remains essential for students. Those who are self-regulated can articulate both short- and long-term learning goals, create plans in advance to accomplish these goals, self-motivate, and maintain focus on their objectives and progress. They possess the ability to apply various learning approaches and adjust them as needed. Additionally, self-regulated learners can monitor their own progress, seek assistance when required, and evaluate their learning objectives and success based on their learning outcomes. Educators can potentially enhance academic success, motivation, and lifelong learning by instructing students in self-regulatory skills. Allocating a small portion of daily instruction to demonstrate how specific self-regulation skills contribute to learning can better prepare students for demanding future life goals. Incorporating motivational programs, activities, and self-regulated learning instructional strategies into the curriculum is essential for fostering self-regulated learning in students. Additionally, regular conferences, seminars, and workshops organized by the government and relevant professional bodies can educate teachers on effectively implementing self-regulated learning strategies to cultivate this skill among students.

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