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The impact of self-regulated learning of prospective teachers on academic achievements at university level

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Abstract

Sustainable development views lifelong learning as a key skill and attitude. Prospective teachers are expected to demonstrate the attitude of lifelong learning. The purpose of this study was to investigate the impact of self-regulated learning on academic achievements at university level. It has proven to be a determinant of student learning towards achievement. Research has shown that student's perceptions of self-regulated learning were strongly related to student's academic achievement. The research compared the relationship among prospective teachers and self-regulated learning. This correlational study addressed five self-regulatory behaviors: self-planning, self-monitoring, self-evaluation, self-instruction, and self-reaction and investigated their relationship with academic achievement and student's self-regulated learning. Prospective teachers in all public universities considered the population of the study. The sample of 500 students were selected from three public universities by using random sampling technique. Descriptive statistical techniques were used to obtain information and the results were generalized to the whole population. Items were supposed to assess the Self-regulated learning of prospective teachers and its effect on their academic performance. The main purpose of the study was to examine the "impact of self-regulation on academic achievement of prospective teachers at different public universities. Data were collected from prospective teachers of three universities of District Lahore. The findings of the study showed that there was a strong positive relationship among students self-regulated learning behaviors and academic achievements of prospective teachers at university level.

Keywords: academic achievements, prospective teachers, self-regulated learning



Introduction

Students must deal with a variety of teaching and learning methodologies as they progress from elementary to secondary school and then to higher education (HE). The possibility that students' behaviors, attitudes, and thoughts toward taking charge of their own education will change due to the changed learning environment. Self-regulation, or the ability to guide and regulate one's own actions and attitudes, is a crucial component of scholastic success.

Good performance will finally result from their ability to control their skills. In addition to choosing or organizing worthwhile academic assignments, they use behavioral control to keep their motivation and meanings intact in the face of distressing alternatives. Passion and the capacity to take charge of one's own education are important factors in academic achievement. According to research, academic learning is a practical process that calls for reflective thinking in addition to self-initiated, behavioral, and motivational processes (Zimmerman, 1998).

According to Taylor and Peplau (2016), when people participate in the learning process, they gather a lot of information on their own. They create learning objectives and reflections for the future. Their own ideas can determine the course of their education. When people feel good about themselves, they will endeavor to live up to their ideals and behave in ways that are acceptable to others. Likewise, it is asserted that many educational programs fall short in terms of enhancing students' learning if they do not permit students to exercise self-control over their own learning process (Eaton & Dembo, 2000). According to the lives of several notable individuals, the assertion appears to be accurate. The biographies of inspirational people like George Washington, Abraham Lincoln, and Benjamin Franklin, for instance, who educated themselves via reading, studying, and self-disciplined habits despite coming from low-income households and having little access to high-quality education. Both historical and contemporary self-regulated learners are well-known for their views on academic learning. Because academic demands, academic self-regulation, and learners' academic achievement are thought to be interdependent, it is necessary to examine how the academic environment has changed in higher education institutions and how students behave in self-regulated ways (Goethals and Olson, 2000). Academic achievement, which is typically indicated by test results or grades, refers to academic work completed within a given time frame as well as knowledge or skills acquired in the topics. Additionally, it refers to the achievement scores obtained from tests administered by various programs under the semester system. The academic performance of aspiring teachers is influenced by several factors. Self-regulated learning is a key component of academic success (SRL). According to Akhtar (2012), pupils that participated in the self-regulated learning (SRL) process eventually achieved success.

Individual levels of SRL are linked to the distinction between high and low achievers; those with high levels of self-regulation and inner motivation outperform others (Kitsantas, Winsler & Huie 2008). Self-controlled students efficiently organize their workload. They assess their job, stay motivated, take action, and evaluate it (Effeney, Carroll, & Bahr 2018).

SRL models are typically divided into distinct phases. Three separate phases were covered in one of Zimmerman's well-known cyclical models: planning and forethought, performance monitoring, and performance reflections.

Learners' performance is improved by task analysis, self-motivation, self-observation, and self-reaction. Thus, the study's goal was to assess the degree of self-control possessed by aspiring educators to ensure their success (Pintrich & Zusho, 2002).

Rationale of the study

This study may be faithful in presenting the elements that influence academic self-regulation and bring about constructive changes in the classroom. Curriculum developer and policy makes are forced to make their students self-regulated learners due to the growing percentage of knowledge access to educational resources and the fluidity of course contents. As a result, this study assessed the degree of self-regulated learning, which eventually raises educational standards. Changes may be made in accordance with the curriculum planners, developers, and implementers. In order to help educational managers, set up appropriate guidance and counseling services to help students become academically self-regulated, this study offered empirical evidence. Additionally, this study helped teachers understand the importance of self-regulation in raising students' academic performance and guaranteeing their success in other facets of life.

Statement of the Problem

The impact of self-regulated learning of prospective teachers on academic achievement at university level.

Significance of the study

The significance of self-regulated learning (SRL) affects aspiring teachers' academic performance at the university level is important since these individuals will have a significant influence on the development of future generations. Goal setting, self-monitoring, self-instruction, and self-reinforcement are all components of self-regulated learning, which is crucial for both academic achievement and lifetime learning. Effective SRL engagement makes aspiring teachers more self-reliant, driven, and astute learners. Their academic performance is subsequently improved as a result, as they are better equipped to comprehend and assimilate instructional strategies and pedagogical information. Their ability to adjust to the ever-changing needs of the teaching profession is improved by a solid SRL foundation. Moreover, the growth of SRL in teacher education affects more than just a student's academic achievement. A culture of active, independent learning in the classroom is encouraged by aspiring teachers who are adept at self-regulation since they are more likely to instill similar habits in their prospective pupils. University programs can incorporate SRL-supportive practices into their curricula, evaluation techniques, and instructional design by taking this influence into consideration. In the end, this emphasis helps create more capable, introspective, and successful teachers—a result that benefits not only the participants but also the larger educational system.

Objectives of the study

The following were the objectives of the study.

1. To explore the relationship of self-regulated learning and academic achievement of prospective teachers.
2. To investigate the difference in self-regulated learning with respect to some categorical variables such as gender, age, qualification, and nature of degree program.

Research Methodology

The research study was descriptive by nature. By using quantitative research, correlational research design was selected. All B. Ed programme prospective teachers in public universities of Lahore were considered as the population of the study. Knowing the sample comprises 10% of the whole population of prospective teachers, the representative sample of 500 was drawn by using random sampling

technique. The tentative sample consisted of two public universities (LCWU and PU) of Lahore District as sample of the study. Survey method was used to investigate the impact of self-regulated learning on the learning achievement of prospective teachers. Self-regulated learning was independent and academic achievement was dependent on variables. The standardized questionnaire was adopted by the permission of the researcher. Questionnaires were one of the key ways to gather quantitative data for analysis. The sample of 500 students were selected from two public universities by using random sampling technique. The questionnaire was used with five points rating scale to collect the views of learners. Statistical techniques used to obtain information and the results generalized to the whole population. The items were supposed to assess the impact of Self-regulated learning on academic achievement of prospective teachers. Data were collected from prospective teachers of district Lahore. The researcher used descriptive statistics, means scores, correlation test, t-test to elaborate the data and explore learner's responses and its relationship with their academic achievement.

Validation of Research Instrument

The research questionnaire was validated, adopted by the permission of the researcher.

Reliability

Before the distribution of the research questionnaire for data collection, it was tested through a pilot study in district Lahore. For piloting testing 10% of the represented sample of the population, (50) participants were selected. The value of Cronbach's Alpha of the questionnaire for understanding of relevancy was 0.72 which showed that the items of the questionnaire are internally consistent and reliable.

Instrument of the Study

A close-ended questionnaire was adopted by researchers with the permission. It was used as an instrument for data collection. The questionnaire is divided into two parts. First part was about demographic variables of the respondents. For the second part of the questionnaire, 30 items were developed.

Data Analysis

The student demographic variables were tested via t-test. It was directed to compare the consequences amongst variables of prospective teachers, gender, age, qualification and CGPA, a person correlation test was conducted to find out relationships among them. The data was calculated through SPSS software. Alpha level will be considered 0.05.

Results of the study

The relationship of self-regulated learning and academic achievement of prospective teachers. Pearson correlation test was conducted to compare the relationship among prospective teacher's CGPA and their responses.

Self-regulated learning	Mean	Pearson Correlation	Sig. (2-tail)
CGPA	2.82	0.064	0.1
Students responses	3.4037		

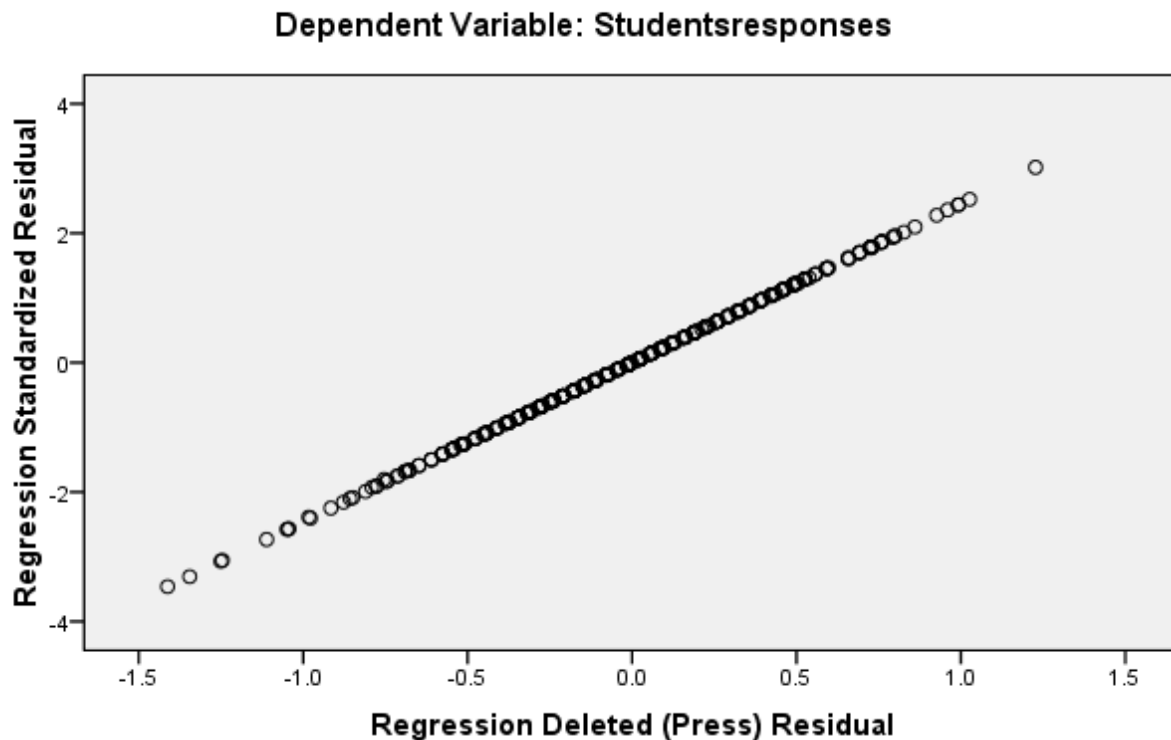
M1= 2.82, S.D= 0.869, M2 = 3.4037, S.D = 0.4062, r = 0.064, P = 0.1

In above table 4.12, M1 represents the average of prospective teachers CGPA which was M = 2.82 while

M2 represents their responses which was $M = 3.4037$.

The P-value = 0.1 demonstrated a positive relationship among prospective teacher's CGPA and their responses, where $r = 0.064$. It indicated that prospective teacher's CGPA has a positive relationship among students self-regulated learning which also influenced student's academic achievements.

Scatterplot



In this scatterplot, the straight line showed the positive linear relationship among university students CGPA and students' responses.

Conclusion

This research study's first and interesting finding is that students' academic self-regulation improved. They put in more effort and accepted the difficult circumstances. In addition to difficult assignments, class debates, and a ton of self-reading resources, the students' classroom needs were more competitive. There are numerous relationships of self-regulation, even though kids are more self-regulated in their academic pursuits. The study finds a strong correlation between academic success and aspiring instructors. Until the study's conclusion, the self-regulation qualification component remained good. However, there is a strong correlation between gender and the self-regulated learning of aspiring teachers. staying upbeat and extremely important.

Discussion

The study assesses the connection between a student's academic performance and the influence of their self-regulated learning. The current study used the t-test and correlational test to ascertain whether self-regulated learning had an impact on the academic performance of aspiring teachers. It showed that university students' responses to self-regulated learning varied significantly depending on their gender, age, and educational background. This study demonstrated how important student accomplishment

is in relation to the course materials. The study's findings showed that prospective teachers' links to program demand were significantly measured and analyzed. According to the investigation, students and emotional learning are positively correlated. The teacher's demeanor has a favorable impact on the two levels of self-regulated learning that students experience when they join the classroom.

The study looked at the average of the characteristics related to the gender of aspiring teachers and how they responded to self-regulated learning. None of them differed significantly from one another. This study shows how aspiring educators support students' academic success and the educational environment. Teachers keep an eye on every student's activity to improve learning, so it is vital to find strategies for helping kids learn self-regulation. The kids' self-regulation is impacted by this study. This study includes reading books, learning resources, class discussions, assignments, and activities. The degree, direction, and importance of the association between academic accomplishment and academic self-regulation sub-factors vary. Research findings indicate that self-regulation and academic achievement have a substantial and favorable association. Throughout the course of the study, the students are very interested in competing with high performers. The student's qualifications were found to have a strong, positive, and substantial relationship.

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