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Impact Of Self-Regulated Learning Strategies On Academic Achievement Among High School Students

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ABSTRACT

This study investigated the impact of self-regulated learning strategies on academic achievement and resilience among high school students in the Budgam district. Utilizing a balanced sample of 100 high school students (50 males, 50 females) and employing the M.N. Palsane Study Habits Skill inventory alongside two-year academic records, the research revealed significant gender differences. Female students demonstrated superior study habits and higher academic performance compared to their male counterparts, with both differences being statistically significant at the 0.01 level. These findings underscore the potential influence of effective self-regulated learning strategies on academic success and highlight the need for targeted interventions to improve study habits among male students, thereby potentially reducing the observed gender disparity in academic achievement.

Keywords: Self-regulated learning, Academic achievement, High school students, Study habits, Academic performance, high school education

Introduction

The pursuit of academic excellence and personal growth among high school students has been a subject of extensive research in the fields of educational psychology and pedagogy. One of the most promising areas of inquiry in recent years has been the exploration of self-regulated learning strategies and their impact on academic achievement and resilience. Self-regulated learning (SRL) refers to the process by which learners take control of their own learning by setting goals, monitoring their progress, and adapting their strategies to achieve desired outcomes (Zimmerman, 2008). This proactive approach to learning not only enhances academic performance but also fosters resilience, a crucial trait for navigating the challenges of high school and beyond.

The significance of SRL strategies in high school cannot be overstated. Adolescence is a critical period marked by increased academic demands, social pressures, and personal development. During this time, students are expected to manage more complex coursework, balance extracurricular activities, and make important decisions about their future (Duckworth & Seligman, 2005). In this context, self-regulation emerges as a key determinant of success. Students who can effectively regulate their cognition, motivation, and behavior are better equipped to overcome obstacles, persist in the face of difficulties, and achieve their academic goals (Pintrich, 2000).

Research has consistently demonstrated a positive correlation between the use of SRL strategies and academic achievement. A meta-analysis by Richardson et al. (2012) found that self-regulation was one of the strongest predictors of grade point average (GPA) among university students, suggesting that these skills are crucial for success in higher education. Similarly, a longitudinal study by Cleary and Chen (2009) revealed that high school students who engaged in more self-regulatory processes, such as goal-setting, self-monitoring, and strategic planning, showed greater improvements in math achievement over time compared to their less self-regulated peers.

Moreover, the benefits of SRL extend beyond immediate academic gains. These strategies contribute significantly to the development of resilience, defined as the ability to adapt and bounce back from adversity (Masten, 2014). A study by Martin and Marsh (2006) found that self-regulation, along with self-efficacy and planning, were key predictors of academic resilience among high school students. This resilience is particularly important in high school, where students may encounter setbacks such as poor grades, social

conflicts, or personal challenges. By employing SRL strategies, students learn to view these setbacks as opportunities for growth rather than insurmountable obstacles (Dweck, 2006).
The development of SRL strategies also prepares students for the transition to higher education and the workforce. In college, students often face a less structured learning environment that demands greater autonomy and self-direction (Tinto, 1993). Those who have cultivated self-regulation in high school are more likely to adapt successfully to this new context. Furthermore, in an increasingly complex and rapidly changing job market, employers value employees who can continuously learn, adapt, and manage their own professional development (World Economic Forum, 2020). Thus, fostering SRL in high school lays the foundation for lifelong learning and career success.
However, it is important to note that self-regulated learning is not an innate trait but a skill that can be taught and developed (Schunk & Zimmerman, 1998). Effective implementation of SRL in high schools requires a supportive educational environment. Teachers play a pivotal role in modeling self-regulatory behaviors, providing scaffolded instruction in SRL strategies, and creating opportunities for students to practice these skills (Perry et al., 2002). Additionally, integrating SRL into the curriculum through explicit instruction, metacognitive prompts, and reflective activities can enhance students' self-regulatory capabilities (Dignath & Büttner, 2008).

SIGNIFICANCE OF THE STUDY

The impact of self-regulated learning strategies on academic achievement among high school students is profound and far-reaching. By empowering students to take charge of their learning, these strategies not only boost academic performance but also foster the resilience needed to thrive in the face of challenges. As high schools strive to prepare students for the complexities of the 21st century, promoting self-regulated learning should be a top priority. Further research is needed to explore the most effective methods of integrating SRL into diverse educational settings and to understand how these strategies interact with individual differences and sociocultural factors. Nonetheless, the existing evidence makes a compelling case for the transformative potential of self-regulated learning in shaping the academic trajectories and personal growth of high school students.

OBJECTIVES OF THE STUDY:

The following objectives were formulated for the present investigation.
1. To assess the study habits and Academic Achievement of high school students.
2. To compare male and female high school students on study habits.
3. To compare male and female high school students on academic achievement.

HYPOTHESES

The following hypotheses were formulated for the present investigation.
1. Male and female high school students differ significantly on study habits.
2. Male and female high school students differ significantly on academic achievement.

OPERTATIONAL DEFINATIONS OF TERMS AND VARIABLES:

1.Self-Habits: Study Habits are the adopted way and manner a student`s plans his private reading after classroom learning so as to attain mastery of the subjects. For the purpose of the study the operational definitions of study habits can be defined as the scores obtained by male and female high school students on Palsane and Sharma`s Study Habit Inventory.
2. Academic Achievement: Academic Performance of Male and Female high school students refers to the knowledge attained and skills developed in the school subjects. So, Academic Performance means the achievement of students in academic subjects. For this purpose, the aggregate Marks obtained by the subjects in previous two exams served as measures of academic achievement.

SAMPLE

The study sample comprised 100 high school school students, evenly divided into 50 males and 50 females, randomly selected from various secondary schools across the district of Budgam. This balanced, random selection from multiple schools ensures a representative sample, minimizing bias and enhancing the generalizability of findings on self-regulated learning, academic achievement, and resilience among students at this crucial educational stage.The breakup of the sample is as under:

Group	N	Total
Male Students	50	100
Female Students	50	

Tools Used

The study employed two key data collection tools: the M.N. Palsane Study Habits Skill inventory to assess students' self-regulated learning strategies, and official school records to gather two years of academic performance data for both male and female high school students. This combination of a validated self-report measure and longitudinal, objective performance data provides a comprehensive basis for analyzing the relationships between self-regulated learning, academic achievement, and resilience.

ANALYSIS AND INTERPRETATION

Table 1.1: Mean comparison of male and female high school students on Study Habits (N=50 in each group).

Group	Mean	S.D.	t- value	Level of significance
Male	53.01	7.75	3.44	Significant at 0.01 level
Female	55.35	7.60		

The quick look of the above table shows the significance of difference between male and female high school students on Study Habits. A perusal of the table shows that male and female high school students differ significantly in their Study Habits. The difference was found significant at 0.01 Level. The table further indicates that female high school students have better study habits than male undergraduate students. Thus from the confirmation of the results from the above table the hypotheses which reads as, “Male and female high school students differ significantly on study habits” stands accepted.

Table 1.2: Mean Comparison of Male and Female High school students on various dimensions of Academic Achievement

Group	Mean	S.D.	t-value	Level of Significance
Male	51.43	5.21	2.86	Significant at 0.01 level
Female	55.21	4.68		

The above table reveals the mean comparison of male and female high school school students on academic achievement. It is evident from the table that on Academic Performance (t-value 2.86), the two groups viz. male and female college students differ significantly. The table further shows that female students have high Academic Performance than male students. Thus, from the confirmation of the results from the above table the hypotheses which reads as, “Male and Female high school students differ significantly on academic achievement” stands accepted.

CONCLUSION

The study found that there are significant differences between male and female high school students in terms of both study habits and academic performance. The differences were statistically significant at the 0.01 level, indicating a high level of confidence in these findings.

Specifically, the study revealed that female high school students exhibit better study habits compared to their male counterparts. This difference in study habits may contribute to their academic success. Furthermore, the study also found that female students demonstrate higher academic performance than male students.

These findings suggest a notable gender disparity in both study habits and academic achievement at the high school level. The superior study habits of female students might be a contributing factor to their higher academic performance. This study underscores the importance of developing effective study habits and highlights the need for interventions or strategies to improve study habits among male students, which could potentially enhance their academic performance.

Suggestions

- Targeted Study Skills Programs: Implement targeted study skills programs specifically designed for male high school students. These programs should focus on teaching effective study habits, time management, note-taking techniques, and exam preparation strategies. By addressing the specific needs of male students, educators can help bridge the gap in study habits between genders and potentially improve academic performance among male students.
- Encourage teachers to adopt gender-sensitive teaching strategies that cater to the learning styles and preferences of both male and female students. This might include incorporating more hands-on activities, problem-based learning, or competitive elements that may engage male students more effectively. At the same time, maintain a balance to ensure that the learning environment remains conducive for all students, regardless of gender.
- Establish a mentorship program where high-achieving male students or successful male alumni can mentor younger male students. These mentors can share their experiences, study strategies, and provide guidance on

balancing academics with other interests. Exposure to positive male role models who value education and demonstrate good study habits can inspire and motivate male students to emulate these behaviors, potentially leading to improved study habits and academic performance.

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