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Self Regulated Learning and Socio Emotional Competence among IX Standard Students

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ABSTRACT

This research study explores the relationship between Self Regulated Learning (SRL) and socio-emotional competence (SEC) among IX standard students, with respect to gender, region, and type of school. Self-Regulated Learning, involves students' ability to plan, monitor, and assess their learning. Socio-emotional competence and it includes skills such as emotional regulation, social awareness, and relationship management, plays an essential role in students' overall development. The present study aims to analyze differences in self regulated learning and socio-emotional competence based on gender, region and type of school. Findings indicate significant variations in self regulated learning and socio-emotional competence across gender and type of school, with significant differences between urban and rural students. The results highlight the importance of educational interventions to enhance both self regulated learning and socio-emotional competence, promoting better academic outcomes and emotional well-being among students.

Key words: *Self-regulated Learning, Socio-Emotional Competence, Academic success*

Introduction

In today's dynamic educational realm, the development of both academic skills and emotional intelligence is essential for students' holistic growth. Two key components that significantly influence students' success are Self-Regulated Learning (SRL) and Socio-Emotional Competence (SEC). SRL refers to students' ability to manage and direct their own learning processes, including goal setting, self-monitoring, and self-reflection. SEC involves a range of skills necessary for understanding and managing emotions, forming healthy relationships, and making responsible decisions. Together, SRL and SEC contribute not only to academic performance but also to students' social and emotional well-being. This study aims to provide insights into how these variables influence IX standard students' SRL and SEC, contributing to research on student development.

Literature Review

Sharma,P. (2017) conducted a study on "*The Impact of Self-Regulated Learning on Academic Achievement in Secondary School Students".* The objective of the study is to examine the relationship between self-regulated learning (SRL) and academic achievement among students. The sample was 200 students from IX and X grades. Survey method was used. The tool self-regulated learning scale and academic achievement records were used. Correlation analysis was applied to examine the relationship between SRL and academic performance. The study found a positive and significant correlation between SRL and academic achievement. Students with high SRL skills performed better academically, demonstrating better time management and goal-setting abilities

Raj, S. & Kumar, R. (2020) conducted a study on "*Socio-Emotional Competence and Its Relationship with Learning Outcomes among Indian Adolescents".* To investigate the relationship between socio-emotional competence and learning outcomes among Indian adolescents. The sample size were 150 students aged 13-15 Cross-sectional study design was employed. Socio-emotional competence was measured using the Emotional Intelligence Scale Regression analysis was conducted to predict learning outcomes based on socio-emotional competence. The findings suggested that higher socio-emotional competence predicted better academic and behavioral outcomes. Students with greater emotional regulation and interpersonal skills displayed higher classroom engagement and fewer behavioral issues.

Nair, M. (2019) conducted a study on "*Influence of Gender on Self-Regulated Learning and Emotional Intelligence among Secondary School Student".* *The study aimed t*o examine the influence of gender on self-regulated learning (SRL) and emotional intelligence among secondary school students. Descriptive research were used and the sample comprised 250 students (125 boys, 125 girls) from public and private schools in Kerala; The tools used were the SRL and Emotional Intelligence questionnaires. In **Analysis** t-tests and ANOVA were used to explore gender differences in SRL and emotional intelligence. The findings suggested that Female students were found to have higher levels of emotional intelligence and self-regulated learning compared to their male counterparts. No significant differences were found between students from public and private schools.

Zimmerman, B. J. (2002) conducted a study on "*Becoming a Self-Regulated Learner"* *aimed t*o review and analyze empirical studies on self-regulation in different academic settings, focusing on key components such as planning, goal-setting, and self-monitoring among high school students. Various empirical studies on self-regulated learning (SRL) from multiple countries, specifically involving high school students.*the method of study was* Theoretical paper reviewing multiple empirical studies on self-regulation in different academic settings. focusing on planning, goal-setting, and self-monitoring. The findings are Zimmerman proposed a model of SRL consisting of forethought, performance, and self-reflection phases, emphasizing that students who effectively regulate their learning achieve higher academic outcomes and greater intrinsic motivation.

Cleary, T. J., & Zimmerman, B. J. (2010) conducted a study on "*Self-Regulation Empowerment Program: A School-Based Program to Enhance Self-Regulated Learning and Adaptive Skill Development".* Experimental study with 9th-grade students were used; The intervention program designed to improve self-regulated learning strategies. In **Analysis** Pre- and post-intervention assessments with control and experimental groups were analyzed using ANCOVA. Findings showed significant improvement in SRL strategies such as goal-setting, self-monitoring, and self-efficacy in experimental group, resulting in better academic performance compared to the control group.

Durlak, J. A., et al. (2011) conducted a study on "*The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions".* *Method of study were* Meta-analysis of 213 studies involving students from kindergarten to high school across various countries. The analysis measured the effects of socio-emotional learning programs on students' academic and behavioral outcomes. Results found that the meta-analysis found that students who participated in socio-emotional learning programs showed an 11% increase in academic performance. These students also exhibited improved emotional regulation, better social behavior, and reduced conduct problems.

Methodology

In this study, the investigators employed a survey method. The sample comprised 749 students from Chennai and Tiruvallur districts in higher secondary schools. For the study, stratified sampling was employed.

Tools used

- Social Emotional Competence Questionnaire prepared by the Investigator
- Self-Regulated Learning (Motivated Strategies for Learning Questionnaire) - MSLQ (1991) Developed and standardized by Paul Pintrich and team.

MSLQ encompasses 31 items, assessing students' Intrinsic Goal Orientation, Extrinsic Goal Orientation, and Task Value as components of their value-related motivation. It includes Control Beliefs, Self-Efficacy for Learning and Performance as components within the Expectancy domain, and it considers Test Anxiety as an Affective Component. The learning strategies section consists of 50 items, including 8 negative items. These encompass Cognitive Strategies, which involve

Metacognition and comprise Rehearsal, Elaboration, Organization, Critical Thinking, and Metacognitive Self-Regulation. Resource Management strategies encompass Time and Study Environment, Effort Regulation, Peer Learning, and Help Seeking. The reliability of the scale is evident, with Cronbach's alphas was found to be ranging from 0.52 to 0.93 for all items, underscoring its effectiveness in assessing various aspects of student motivation and learning strategies. Socio Competence scale consists of 58 items with dimensions consisting of Self Awareness, Social Awareness, Emotional Management, Responsible Decision making. The data collected, classified subjected to statistical test of significance using SPSS for testing the hypothesis is formulated by the investigator.

Analysis and Interpretation

H.1 Self Regulated Learning and Socio Emotional Competence do not significantly differ due to the differences in the selected variables: Gender, Region and Type of Schools.

Sub Hypothesis

Gender Differences

H.2 There is no significant difference in Self Regulated Learning and Socio Emotional Competence due to differences in Gender.

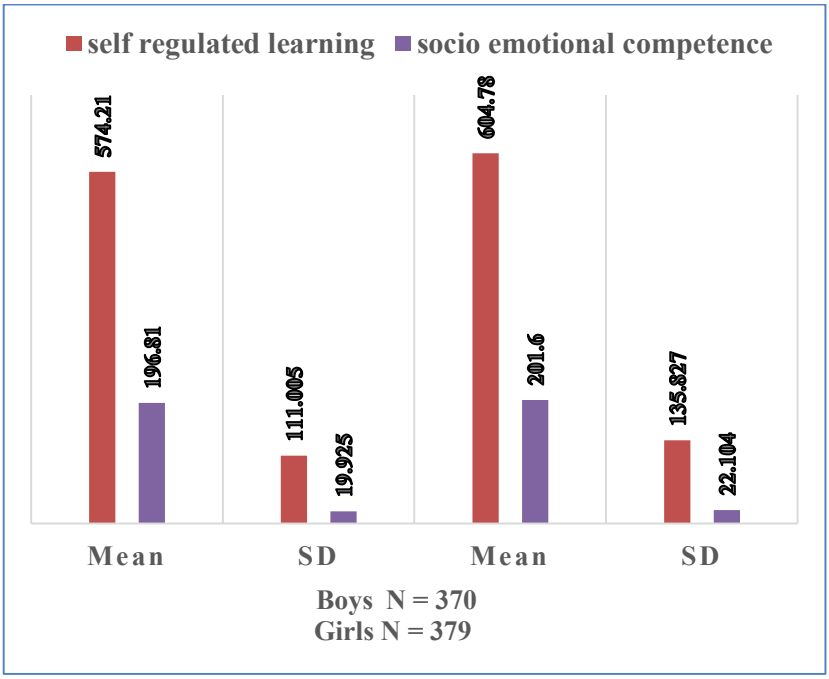
t - test is used to verify this

Table: 1

Showing the Critical Ratio of the Difference in Gender in Self Regulated Learning and Socio Emotional Competence

Dependent Variables	**Boys** ***N=370***		**Girls** ***N=379***	**t-test for equality of Means**				
	Mean	***SD***	***Mean***	***SD***	**Mean Diff**	**t-Value**	**df**	**Sig.**
Self-Regulated Learning	**574.21**	**111.01**	**604.78**	**135.83**	**30.57**	**0.001**	**747**	**0.000**
Socio Emotional Competence	**196.81**	**19.93**	**201.60**	**22.10**	**4.79**	**0.002**	**748**	**0.008**

The p-value is 0.000, which is less than 0.05 level, there is a significant difference in SRL between boys and girls. Girls have significantly higher self-regulated learning skills compared to boys. The p-value is 0.002, which is less than 0.05, indicating that the difference in socio-emotional competence between boys and girls is significant. Girls have significantly higher socio-emotional competence compared to boys.



Differences Due to Region

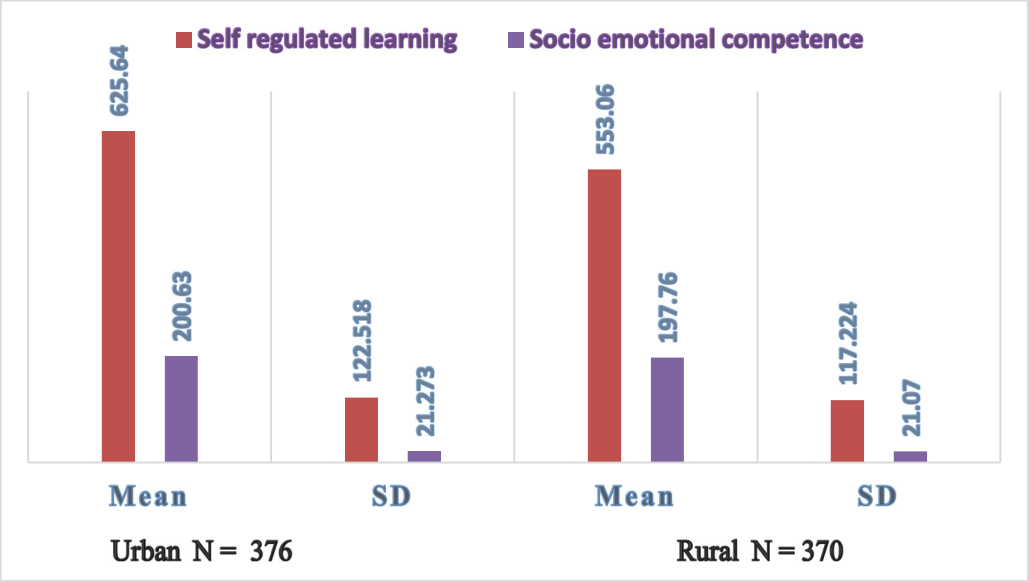
H.3 There is no significant difference in Self -Regulated Learning and Socio- Emotional Competence due to differences in Region.

Table: 2

***Table showing the Critical Ratio of the Difference in Region in their* Self Regulated Learning and Socio Emotional Competence**

Dependent Variables	*Urban N=376*		*Rural N=370*	t-test for equality of Means				
	Mean	*SD*	*Mean*	*SD*	Mean Diff	t-Value	df	Sig.
Self Regulated Learning	625.64	122.52	553.06	117.22	72.58	0.000	744	0.000
Socio Emotional Competence	200.63	21.27	197.76	21.07	2.86	0.065	745	0.065

The p-value is 0.000, which is less 0.05 level, indicating that the difference in SRL between urban and rural students is significant. Urban students have significantly higher self-regulated learning skills compared to rural students. The p-value is 0.065, which is greater than 0.05 level. The difference in socio-emotional competence between urban and rural students is not significant.



Differences Due to Type of Schools

H4 There is no significant difference in Self Regulated Learning and Socio Emotional Competence to differences in Type of Schools

Table: 3a

One Way ANOVA Showing the Differences in* Self *Regulated Learning and Socio Emotional Competence due to type of schools

Dependent Variables	Source	Sum of Squares	Mean Square	F	df	Sig
Self-Regulated Learning	Between Groups	288654.254	144327.127	9.439	2	0.000
	Within Groups	11406850.483	15290.684		746	
Socio Emotional Competence	Between Groups	2999.360	1499.680	3.364	2	0.035
	Within Groups	332978.395	445.754		747	

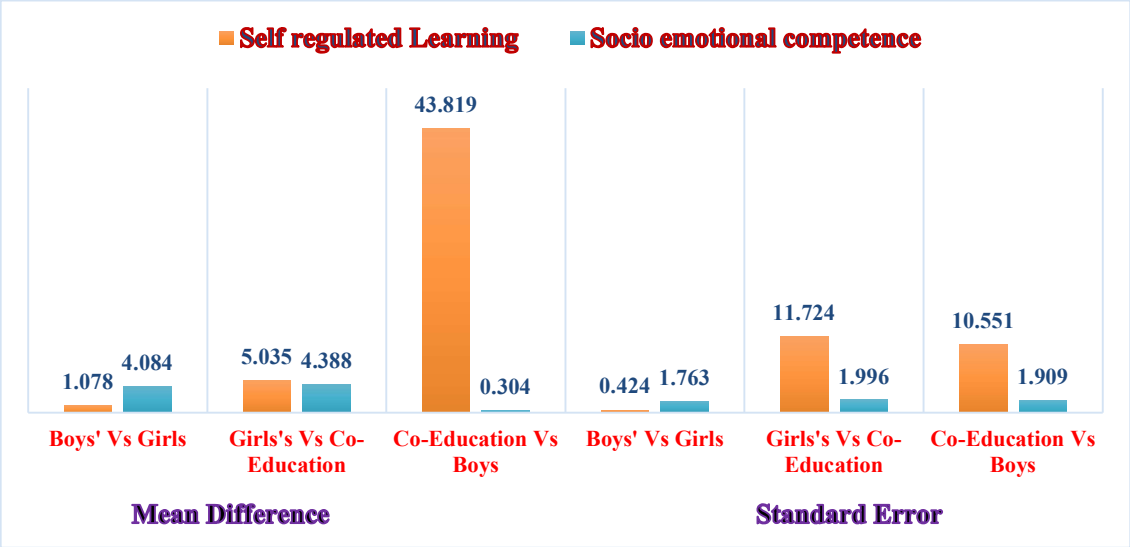
The p-value 0.000, which is less than the 0.05 level. The ANOVA results show that there is a significant difference in self-regulated learning among students from different type of schools. The type of school significantly impacts SRL scores. The p value 0.035, which is less than 0.05. There is a significant difference in socio-emotional competence among students from different types of schools.

Table: 3b

Multiple Comparisons - Results of Post HOC Tests

Dependent Variable	Sub Samples	Mean Difference	Std. Error	Sig
Self-Regulated Learning	Boys' vs Girls	1.078	0.424	0.030
	Girls' vs Co-Education	5.035	11.724	0.903
	Co-Education vs Boys	43.819	10.551	0.000
Socio Emotional Competence	Boys' vs Girls	4.084	1.763	0.055
	Girls' vs Co-Education	4.388	1.996	0.072
	Co-Education vs Boys	0.304	1.909	0.986

There is no significant difference in SRL between girls and students in co-education settings, as indicated by the high p-value (0.903). This suggests that both groups have similar SRL scores. The difference in SRL between boys and students in co-education settings is statistically significant ($p < 0.001$). The mean difference (43.819) indicates that students in co-education settings have much higher SRL scores compared to boys, and this difference is both significant. There is no significant difference in SEC between girls and students in co-education. There is no significant difference in SEC between students in co-education settings and boys.



Significant Findings

Girls exhibit significantly higher self-regulated learning and socio-emotional competence compared to boys. Urban students show significantly higher SRL skills than rural students. There is no significant difference between urban and rural students in terms of socio-emotional competence. The type of school significantly influences self-regulated learning and affects socio-emotional competenceThere is no significant difference between girls and co-education students. There is no significant differences are found between types of schools.

Results and Discussions

The results indicate that **girls exhibit significantly higher self-regulated learning (SRL) and socio-emotional competence (SEC) compared to boys**. The girls are more likely to adopt self-discipline and emotional management strategies from an early age, leading to better SRL and SEC outcomes. The higher SRL and SEC scores among girls may be attributed to differences in socialization patterns, educational experiences, and gender-based expectations. Girls may be more encouraged to focus on emotional awareness and academic self-management, which translates into their higher competence in these areas. Educators should consider gender-based strategies to support boys in improving their SRL and socio-emotional skills. The findings reveal that **urban students show significantly higher SRL skills compared to rural students**, Urban students likely have greater access to resources, educational technologies, and extracurricular activities that promote self-regulated learning. Rural students might face limitations in educational support and access, which could affect their SRL development. The disparity in SRL between urban and rural students suggests that rural students may lack the same level of exposure to learning resources and structured learning environments. Policy interventions could focus on improving rural educational infrastructure and providing teachers with the tools to foster self-regulated learning among rural students. Differences in socio-emotional competence (SEC) between urban and rural students suggest that socio-emotional development is less reliant on educational environment and more shaped by factors like family, peer interactions, and personal experiences.The type of school plays a significant role in influencing self-regulated learning and impacts socio-emotional competence as well.The results indicate that co-education environments may promote higher levels of self-regulated learning, especially among boys, likely due to the diverse interactions and collaborative learning opportunities provided in such settings. However, the lack of significant differences in SEC between co-education and single-gender schools suggests that factors outside the type of school, such as family environment or individual traits, might play a role in shaping students' socio-emotional skills. Schools can still play a key role by integrating socio-emotional learning (SEL) programs that cater to the needs of all students, regardless of the school type.

Conclusion

The findings will offer valuable information for educators, policymakers, and stakeholders in creating learning environments that foster both academic achievement and emotional resilience. The results emphasize the need for educational interventions that address these differences. By promoting SRL strategies and enhancing SEC skills, educators can help student's academic challenges more effectively while building emotional resilience. Schools must foster environments that support diverse learning needs and equip students with the socio-emotional tools necessary for success in both their academic and personal lives. This study highlights the link between academic and emotional growth, suggesting that education should focus on both self-regulated learning (SRL) and socio-emotional competence (SEC) as key factors for student success

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