

Self-Regulated Learning and Socio Emotional Competence among IX Standard Students

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Abstract

With an emphasis on gender and school type, the current study examines the connection between socio-emotional competence and self-regulated learning (SRL) among IX standard students. Self-regulated learning is the capacity of students to organize, oversee, and evaluate their own learning experiences; on the other hand, socio-emotional competence includes abilities to control emotions, form wholesome relationships, and make moral decisions. This study emphasizes how important these skills are for both personal and academic growth during adolescence, a crucial time for development. With an emphasis on gender and school type, the current study examines the connection between socio-emotional competence and self-regulated learning (SRL) among IX standard students. The capacity of students to organize, oversee, and evaluate their own learning procedures is known as self-regulated learning, whereas socio-emotional competence

Keywords: Emotions, academic success, Competency, Adolescence

Introduction

Both socioemotional competence (SEC) and self-regulated learning (SRL) are essential to students' academic achievement and general well-being. In order to attain desired results, self-regulated learners take the initiative to set goals, track their progress, and modify their approach. Conversely, socio-emotional competence includes the capacity to identify, control, and cultivate positive interpersonal relationships. Due to the substantial cognitive, emotional, and social development that IX standard students experience during adolescence; these two factors are especially important.

Educational research has focused on how SRL and SEC are influenced by gender and the kind of school (private vs. public). Teachers and legislators can create focused interventions to improve learning opportunities and promote emotional health in a variety of educational settings by having a better understanding of how these variables impact student outcomes.

Self-Regulated Learning

Since motivation propels a learner's engagement and perseverance in the process, it is essential to self-regulated learning (SRL). Motivation affects students' goal-setting, decision-making, and ability to maintain effort over time in SRL. The following are the main components of SRL motivation:

- **Self-Efficacy:** This is the learner's confidence in their capacity to finish a task. Pupils who have high self-efficacy are more likely to take on challenging assignments, set ambitious goals, and persevere in the face of setbacks. They think they can affect results with their efforts.
- **Intrinsic motivation:** Learners who possess intrinsic motivation are driven by personal fulfilment, inquisitiveness, or passion. They are more inclined to actively seek out information and take charge of their education. Deeper engagement and longer-term memory retention are results of intrinsic motivation.
- **Goal Orientation:** Motivation is affected by two main kinds of goal orientations.
- **Mastery-oriented:** Students concentrate on gaining proficiency in a particular skill or comprehending the material in order to advance personally. Their propensity for self-regulated learning behaviors is higher.
- **Performance-oriented:** Students strive to outperform their peers or obtain outside validation in the form of grades or accolades. Because they place more emphasis on results than learning, they might not engage in SRL to the same extent as learners who are mastery-oriented.
- **Task Value:** This describes the extent to which students believe a task is significant, practical, or relevant. Students are more likely to put in effort and control their learning processes when they perceive a task as valuable, whether for reaching long-term objectives or for their own personal growth.

Socio -Emotional Competence

The term "socio-emotional competence" describes the capacity to recognize, control, and communicate feelings as well as to forge wholesome bonds and make moral choices. It is essential for both academic achievement and personal growth. The following are the main components of socio-emotional competence:

- **Self-awareness:** The capacity to identify and comprehend one's feelings, assets, weaknesses, and moral principles is known as self-awareness.
- **Self-Management:** The ability to control feelings and actions in various contexts.
- **Social Awareness:** The capacity to relate to people with different experiences and viewpoints.
- **Relationship Skills:** The capacity to build and preserve wholesome, encouraging bonds with other people.
- **Responsible decision-making** refers to the capacity to make deliberate, moral, and beneficial decisions regarding one's own and other people's conduct.
- **Emotional regulation:** The capacity to control one's emotions, particularly in trying circumstances, is known as emotional regulation.
- **Empathy:** Perceiving and experiencing the emotions of others.

Need and Significance of the Study

The study of socio-emotional competence (SEC) and self-regulated learning (SRL) has a big impact on schoolchildren's academic success. Nowadays mental health of the students is very much affected by various factors they face increasing stress, anxiety, and pressure; developing SEC helps manage emotions and build resilience. The Future Readiness is for 21st-century workforce demands self-directed learners, problem-solvers, and effective communicators. The Social Integration where SEC fosters positive relationships, empathy, and social skills. To prevent Dropout SRL strategies help students stay motivated and engaged.

Review of Literature

Sharma. (2017) conducted a study on "The Impact of Self-Regulated Learning on Academic Achievement in Secondary School Students" was applied to 200 students in grades IX and X. Academic achievement records and a self-regulated learning scale were employed. In order to investigate the connection between academic achievement and SRL, correlation analysis was

utilized. Academic achievement and SRL were found to be positively and significantly correlated by the study. Academic performance was higher for students with strong SRL skills, who also showed improved time management and goal-setting skills.

Raj, S. & Kumar, R. (2020) conducted a study on “Socio-Emotional Competence and Its Relationship with Learning Outcomes among Indian Adolescents”. Cross-sectional study; 150 students (aged 13-15); 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 behavioural outcomes. Students with greater emotional regulation and interpersonal skills displayed higher classroom engagement and fewer behavioural issues.

Nair, M. (2019) conducted a study on Influence of Gender on Self-Regulated Learning and Emotional Intelligence Among Students in Secondary Schools in method of study Descriptive research were used 250 students (125 boys, 125 girls) from public and private schools in Kerala; administered 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 the method of study was Theoretical paper reviewing multiple empirical studies on self-regulation in different academic settings. Meta-analysis of studies from various countries on SRL among high school students, focusing on planning, self-monitoring and goal-setting. The results are Zimmerman presented a self-reflection, performance, and planning phases in his model of SRL emphasizing that pupil 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; intervention program designed to improve self-regulated learning strategies. In Analysis Pre- and post-

intervention assessments with control and experimental groups were analysed using ANCOVA. Findings are students in the experimental group showed significant improvement in SRL strategies such as goal-setting, self-monitoring, and self-efficacy, 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 213 studies, ranging in age from kindergarten to high school, from different countries were meta-analyzed. The study assessed how socio-emotional learning initiatives affected students' behavioral and academic results. 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 behaviour, and reduced conduct problems.

Objectives

To determine the impact of socio-emotional competence and self-regulated learning on IX Standard students according to school type and gender.

Hypotheses

- There is a significant difference in the Self-regulated learning of IX Standard Students based on Gender.
- There is a significant difference in the Socio emotional competence of IX Standard Students based on Gender.
- There is a significant difference in the Self-regulated learning of IX Standard Students based on Type of Schools.
- There is a significant difference in the Socio emotional competence of IX Standard Students based on Type of Schools.

Tools Used for the Study

- 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.
- Personal data sheet

Methodology

Descriptive method of study was thought to be appropriate to analyse the SRL and SEC drawn from different schools (Government, Government Aided and Private) a total of 550 students from IX standard students. The motivational section of the MSLQ encompasses 31 items, assessing students' Intrinsic Goal Orientation, Extrinsic Goal Orientation, and Task Value as components of their value-related motivation. Additionally, 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. On the other hand, 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 ranging from .52 to .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 consists of Self Awareness, Social Awareness, Emotional Management, Responsible Decision making. After the data was collected and classified, it was subjected to statistical test of significance using SPSS for testing the hypothesis is formulated by the investigator.

Analysis and Interpretation

Table: 1

Showing the difference in Self-Regulated Learning of IX standard students owing to Gender

Gender	N	Mean	Std. Deviation	t-value	df	Sig. level
Male	370	574.21	111.005	3.368	747	0.000
Female	379	604.78	135.827	3.376		

In the case of self-regulated learning, the null hypothesis is rejected at the 1% level since the P value is less than 0.01. As a result, there is a notable distinction between students who are male and female. In Self-Regulated Learning of IX Standard Students, female students outperform male students based on mean score.

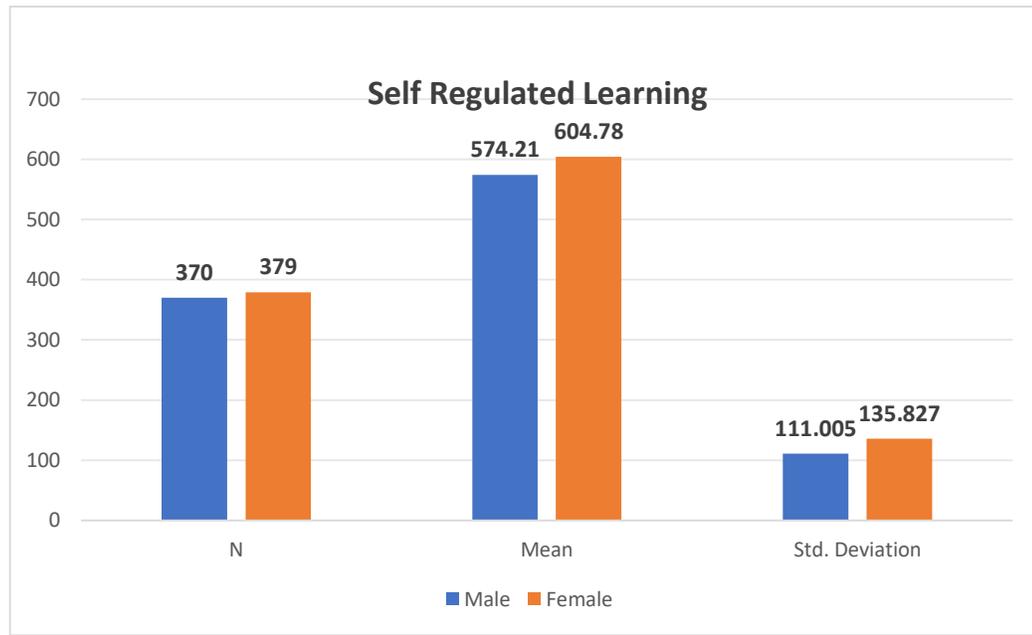


Table 2

Showing the difference in Socio-Emotional Competence of IX standard students owing to Gender

	N	Mean	Std. Deviation	t-value	df	Sig. level
Male	370	196.81	19.925	-3.114	748	0.002
Female	380	201.60	22.104	-3.118		

The null hypothesis is rejected at the 1% level since the P value is less than 0.01. As a result, there is a notable distinction between students who are male and female. In terms of Socio-

Emotional Competence of IX Standard Students, female students outperform male students based on the mean score.

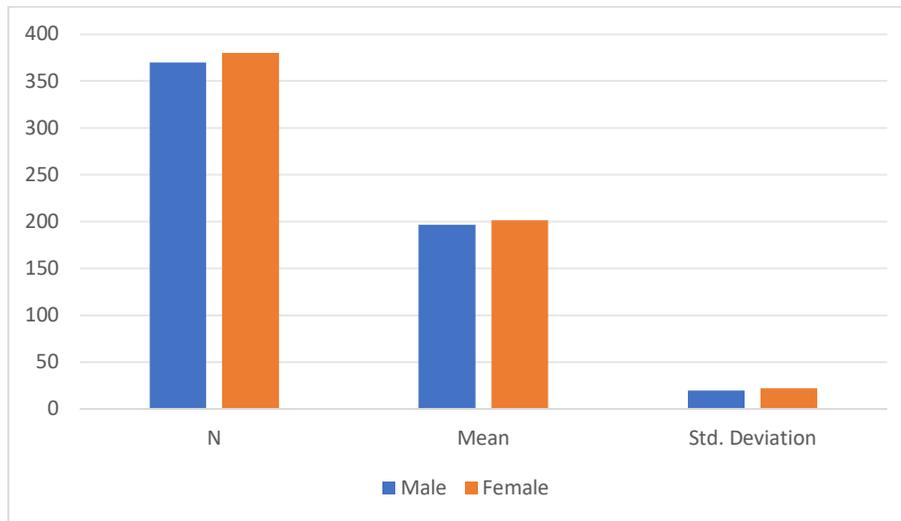


Table: 3

One-way ANOVA showing the difference in Self-regulated Learning owing to difference in Type of School

Variable	ANOVA	Sum of Square	df	Mean Square	F	Sig Level
Type of School	Between Groups	249835.071	2	124917.535	8.142	0.000
	Within Groups	11445669.666	746	15342.721		

In the case of self-regulated learning, the null hypothesis is rejected at the 5% level since the P value is less than 0.05. As a result, there are notable differences between government, private, and government-aided self-regulated learning programs for IX standard students.

Table: 3.1

One way ANOVA showing the difference in Socio-Emotional Competence owing to difference in Type of School

Variable	ANOVA	Sum of Square	df	Mean Square	F	Sig Level
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Type of School	Between Groups	5842.472	2	2921.236	6.610	0.001
	Within Groups	330135.282	747	441.948		

The null hypothesis is rejected at the 5% level since the P value is less than 0.05. For this reason, there are notable distinctions between government, private, and government-aided schools with regard to the socio-emotional competency of IX Standard students.

Major Findings:

- There is a significant difference in Self-Regulated Learning with respect Gender.
- There is a significant difference in Socio Emotional Competence with respect Gender.
- There is significant difference in Self-Regulated Learning with respect to Type of Schools.
- There is significant difference in Socio Emotional Competence with respect to Type of Schools.

Delimitations of the Study

- The sample is restricted to 550 students.
- The study is restricted only to IX Standard students.
- The study is restricted only to Chennai Schools.
- The study included only Government, Government Aided and Private schools.

Educational Implications

Promoting Autonomy in Learning and Enhancing Emotional Management to Foster Positive Classroom Environment Incorporating Reflective Practices Strengthening teacher-student Relationships and Teachers who emphasize SRL and socio-emotional skills can develop stronger, more supportive relationships with students. This connection helps in motivating students, guiding them in setting realistic goals, and providing emotional support, especially during critical developmental years. Integrating SRL and socio-emotional competence in the curriculum is essential for the holistic development of IX standard students, enabling them to become well-rounded, responsible, and emotionally intelligent individuals.

Conclusion

The interplay between self-regulated learning and socio-emotional competence suggests that both cognitive and emotional aspects are vital for holistic development. By fostering these skills, educators can help students not only improve academic performance but also develop resilience, empathy, and the ability to adapt to changing circumstances. Consequently, integrating strategies that promote both self-regulation and socio-emotional growth within the school curriculum is essential for preparing students to succeed in both their academic and personal lives. Focusing on these competencies during the formative years of IX standard can lay a strong foundation for lifelong learning and emotional well-being.

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