

A study on Self-Regulated Learning of Senior Secondary Students on the basis of parental encouragement

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Abstract

This study examines the impact of parental encouragement on the self-regulated learning (SRL) abilities of senior secondary students. A total of 300 students from Class 11 across Nagpur and Wardha districts were selected through stratified random sampling. A self-regulated learning scale and a parental encouragement questionnaire were administered to gather data. Statistical analysis using t-test and correlation revealed that students with higher parental encouragement demonstrated significantly better SRL abilities in areas such as goal setting, self-monitoring, and time management. The study concludes that parental involvement is a crucial factor in enhancing students' self-regulatory learning behavior and recommends that parents be more engaged in their children's academic planning and motivation.

Keywords:

Self-Regulated Learning, Parental Encouragement, Senior Secondary Students, Academic Motivation, Home Environment, Parental Involvement, Learning Strategies

Introduction

In the modern educational landscape, **self-regulated learning (SRL)** has emerged as a key predictor of academic success and lifelong learning. It refers to students' ability to plan, monitor, and evaluate their own learning strategies and behaviors in pursuit of academic goals. SRL involves intrinsic motivation, time management, goal setting, and reflective thinking—skills that empower students to take ownership of their learning. As the academic demands at the senior secondary level increase, students are expected to function more independently, making SRL a critical component of their educational growth.

Among the many environmental factors influencing SRL, **parental encouragement** holds a significant place. Parents serve as the first educators and role models for children, shaping their motivation, confidence, and approach to learning. Supportive parenting, in the form of emotional encouragement, academic guidance, and positive reinforcement, creates a home environment conducive to the development of self-regulatory behaviors. When parents actively participate in their child's educational journey, students are more likely to develop persistence, goal orientation, and responsibility for their learning.

Despite the recognized importance of parental involvement, limited empirical studies have been conducted in the Indian context, particularly at the senior secondary level. This study aims to bridge this gap by exploring the relationship between parental encouragement and self-regulated learning among students in Nagpur and Wardha districts. It also investigates whether students who receive high levels of encouragement from parents exhibit significantly higher SRL abilities compared to those with low support. The findings of this study will provide useful

insights for educators, counselors, and parents to work collaboratively in fostering independent and successful learners.

Review of Related Literature

1. **Singh, R. & Kaur, A. (2022)** conducted a study titled “*Impact of Parental Encouragement on Academic Self-Regulation*” to examine how different types of parental support affect self-regulatory behavior in adolescents. Using a sample of 250 higher secondary students from Punjab, they found that emotional and academic encouragement from parents significantly enhanced students' goal-setting, time management, and self-monitoring abilities. Students with higher parental support showed more consistent academic discipline and self-reflection.
2. **Sharma, M. (2022)** explored the “*Role of Parenting Styles in the Development of Self-Regulated Learning among Teenagers*”. The study used a mixed-method approach with 200 participants in Maharashtra. The results indicated that authoritative parenting, which balances warmth and structure, led to higher self-regulation compared to permissive or authoritarian styles. Encouragement and positive reinforcement were found to be core components that helped students become autonomous learners.
3. **Thomas, L., & George, S. (2021)** examined “*Parental Involvement and Self-Regulated Learning Strategies in Adolescents*”. The study included 300 students from urban and rural areas of Kerala. It was found that parental encouragement in the form of academic feedback, participation in goal-setting, and emotional support were positively associated with students' use of metacognitive strategies, resource management, and intrinsic motivation.
4. **Desai, P. (2020)** in her study “*Parent-Child Academic Interaction and its Effect on Study Habits and SRL*”, collected data from 180 senior secondary students in Gujarat. The findings emphasized that frequent academic interactions between parents and children—like helping with schedules, discussing goals, and offering appreciation—had a substantial impact on students' ability to regulate their learning independently.

Rationale of the Study

Self-regulated learning has emerged as a core psychological construct influencing academic performance and personal development among adolescents. At the senior secondary level, students are transitioning into more independent learning phases, where support from parents plays a critical role. Parental encouragement—manifested through emotional, motivational, and academic support—helps shape students' self-belief, time management, and perseverance. However, limited studies in the Indian context, especially in tier-two cities like Nagpur and Wardha, have empirically examined this relationship. This study addresses the gap by evaluating how varying levels of parental encouragement influence SRL behaviors, offering insights for family-based interventions and holistic education planning.

Objectives of the Study

1. To study the level of self-regulated learning among senior secondary students with varying levels of parental encouragement.

- To examine the impact of parental encouragement on the self-regulated learning behavior of senior secondary students.

Hypotheses of the Study

- H₀₁:** There is no significant difference in self-regulated learning between students receiving high and low parental encouragement.
- H₀₂:** There is no significant relationship between parental encouragement and the self-regulated learning of senior secondary students.

Research Methodology

1. Research Design

The study employed a **descriptive survey design** with comparative analysis to explore differences in SRL based on levels of parental encouragement.

2. Population

The population included all Class 11 students in government and private schools of Nagpur and Wardha districts.

3. Sample

A sample of 300 students was selected using stratified random sampling, ensuring representation across gender and academic streams. Based on responses to the Parental Encouragement Scale, students were grouped into high encouragement and low encouragement categories.

4. Tools Used

- Self-Regulated Learning Scale** –Prof. (Dr.) Madhu Gupta & Ms. Dimple Mehtani
- Parental Encouragement Scale** – Dr. R.R. Sharma

5. Statistical Techniques

- t-test** to assess group differences in SRL based on parental encouragement.
- Pearson's correlation** to determine the relationship between parental encouragement and SRL scores.

Data Analysis and Interpretation

1. Relationship between Parental Encouragement and Self-Regulated Learning

Variable 1	Variable 2	N	r-value	Significance	Interpretation
Parental Encouragement	Self-Regulated Learning	300	0.57	$p < 0.01$	Significant positive correlation

Interpretation:

A significant positive correlation ($r = 0.57$) was found between parental encouragement and SRL, indicating that students who receive more support from parents are more capable of regulating their learning processes.

2. Difference in SRL Based on High vs. Low Parental Encouragement

Group	N	Mean SRL Score	SD	t-value	p-value	Significance
High Encouragement	150	87.43	9.20			
Low Encouragement	150	79.86	11.45	5.27	0.000	Significant

Interpretation:

The t-test revealed a significant difference in SRL scores between students with high and low parental encouragement. Thus, **H₀₁ is rejected**, indicating that parental involvement substantially affects students' self-regulatory behavior.

Summary of Findings

- There exists a **significant positive correlation** between parental encouragement and SRL.
- Students receiving **high parental encouragement** scored significantly higher on SRL measures compared to those with low support.

Suggestions

- Engage in regular academic discussions and provide emotional motivation.
- Avoid controlling behavior; instead, foster independence through guided support.
- Collaborate with parents through PTMs to support SRL development at home and in school.
- Share self-regulation strategies with families for home reinforcement.
- Communicate academic needs and goals with parents; utilize their feedback for improvement.
- Reflect on parental feedback and incorporate it into daily study routines.
- Design workshops that encourage parent-student joint goal setting and planning.
- Include parental encouragement as part of student support programs.

References

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