CHAPTER VI
SUMMARY AND CONCLUSIONS

Development of a nation depends upon education. Education has significant effect in every individual’s life as it helps in development of innate powers and capabilities. It helps him to live a balanced life by learning all the skills of head, heart and hand. Education enables the individual to conceive good thoughts and ideas. It empowers individual to make analysis of the situations and problems while making decisions in his life. Education also helps in transmission of values and culture from one generation to other. Most important it makes individual independent and successful in his life. Education is provided in a particular structure as per the needs of nation. In India, education structure is multi-staged and comprises pre primary, primary, elementary, secondary and higher education. Every stage plays important role in physical, moral, social and aesthetic development.

Secondary education is a link between elementary and higher education. It plays crucial role in every student life. At this stage he learns to work independently without intervention of others. He feels himself responsible for the results. He tries to regulate his learning by managing his time schedule, studying at distraction free place, seeking help from others. Self-regulated learning is also affected by personal and environmental factors, which can enhance or de-motivate learner’s self-regulation. The focus present study is to find out the effect and relationship of motivational beliefs as internal factor and perceived parental involvement as external factor on self-regulated learning of the learners. Motivational beliefs play an indispensable role in learning and life of a learner. It provides the framework that direct and guide the path of learning. It is an internal force for student’s achievement and learning.

The external factor which is prominent in the life of the learner is Parental involvement. Parents are considered to be the first teacher of the child. Parental involvement includes all those activities and practices which results into the best output of the child in terms of his growth mentally, physically, socially, emotionally and aesthetically. Parental involvement is consciousness and participation of parents in school activities, understanding the importance of parenting skills and student achievement in schooling. Parental involvement is multi facet- behavioural, personal, cognitive and psychomotor. It is based on interaction between parents and children, parents and child’s
peer group and parents and teachers about child performance in school. It has various patterns as per the aspiration of parents from their children.

6.1 SIGNIFICANCE OF STUDY

Earlier researches in the field of learning and achievement on motivation and cognition, treated motivation and cognition as diverse terms and did not integrate both terms. With a shift in paradigm, there were some researches which focused on integration of motivational factors and cognition and directed towards the influence of both on learning and achievement. In other words, there is acceptance that student needs both motivational will and cognitive skills for better school performance (Pintrich and Schunk, 2002). Paradigm shift of motivational theories from conventional performance model to social cognitive model of achievement brought promotion in integration of cognitive skills and motivational factors. Personal thoughts of students about motivation and learning have an important place in engagement in learning and consequent outcomes (Linnenbrink and Pintrich, 2002).

In current time period, social cognitive theory is used to study motivation, with a concentration on functions of students’ beliefs and strategies (Zusho and Pintrich, 2003). Self-regulation of cognition and meta-cognition strategies explains students’ pattern of study i.e. time of study, place of study, subject matter and most important method to study. The term ‘self-regulation’ is not explained completely by use of cognitive and meta-cognitive strategies. Although students have these skills and strategies but they do not how to use them in their learning process. Self-regulated learning helps to describe the variation in the achievement of the learners and also works as a mechanism to enhance achievement (Schunk, 2005).

Studies conducted by Pintrich and De Groot, 1990; Marcou and Philippou, 2005; Kaur and Kaur, 2013 and Kingir et al., 2013 depicted that self-regulated learning had significant relationship with motivational beliefs and systematic use of these findings help in improvement of learning and achievement (Chen, 2002; Ozkan, 2003; Anderson, 2007; Ho and Hau, 2008; Briley et al., 2009). Studies also proved significant effect of self-regulated learning on learning (Briley et al., 2009; Ongowo and Hungi, 2014).

Parents has a significant place in developing interest of their children in learning by providing them congenial environment and positive support for learning. Parents’ support act as a active constructor of their child’s school experience (Grolnick and Slowiacek, 1994). Active participation of parents in their children’s school activities
increases the interest of children in school and learning. Rules regarding watching TV, homework completion, participation in school activities and enquiry about friends by parents develop positive attitude and regulation in students (Xu et al., 2010). Parental involvement has positive relations with self-regulated learning and achievement (Wong, 2008).

Studies conducted on self-regulated learning and parental involvement reveals that parents have central role in their children’s learning and achievement. Parents’ actions have significant relationship with their children’s achievement (Murphy, 2009). Studies conducted on parental involvement and self-regulated learning have shown significant relationship between both (Grodnick and Ryan, 1989; Martinez-Pons, 1996; Lee, Hamman and Lee; 2007 and Xu, Benson, Mudrey-Camino and Steiner, 2010). Researches on parental involvement found positive impact on academic achievement and cognitive development (Murphy, 2009).

The reviewed literature shows that both motivational beliefs and perceived parental involvement play significant role in development of self-regulated learning. But these theoretical evidences may have practical applications or not, this is a matter of concern and need to be verified. There is a dire need to study the role and significance of motivational beliefs and parental involvement in self-regulated learning; thus the present study was organized with the objective to explore the influence of both the variables (motivational beliefs and parental involvement) on self-regulated learning. Self-regulated learning has close relationship with motivational beliefs and parental involvement. These variables are closely associated with each other. Hence, the present study is also focused on finding the relationship between these variables. The parents, teachers, school and students got benefited with the results of the present study help them in improving learning and provide support for better achievement.

6.2 STATEMENT OF THE PROBLEM
SELF REGULATED LEARNING AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR MOTIVATIONAL BELIEFS AND PERCEIVED PARENTAL INVOLVEMENT

6.3 OPERATIONAL DEFINITIONS OF TERMS USED
6.3.1 Self-Regulated Learning: Self-regulated learning is planning, monitoring and evaluation of thoughts and actions by the learner himself. In the present study,
self-regulated learning is to be measured by the scores obtained on self-regulated learning scale.

**6.3.2 Motivational Beliefs:** Motivational Beliefs are the cognitive and meta-cognitive variables in terms of intrinsic goal orientation (the internal force which influence the learner to achieve goal), extrinsic goal orientation (external rewards and punishment that influence achievement of goal), task value (the value of task or activity for the learner), self efficacy for learning and performance (the belief that help the learner in planning and executing the course of action to attain the goal), control of learning beliefs (student’s beliefs and efforts to learn) and test anxiety (a belief related to learner’s worry for taking the test). In the present study, motivational beliefs are to be measured by the scores obtained on motivational beliefs scale.

**6.3.3 Perceived Parental Involvement:** Parental involvement is the direct involvement and control of parents in their child’s learning process. In the present study, parental involvement is to be measured by the scores obtained on the parental involvement scale.

**6.3.4 Secondary School Students:** The students (male and female) who are studying in ninth and tenth grade in government secondary schools under Department of Education, affiliated to P.S.E.B., Mohali (Punjab).

**6.4 OBJECTIVES**

1. To construct and standardize motivational beliefs scale for secondary school students.
2. To study self-regulated learning among secondary school students.
3. To study motivational beliefs among secondary school students.
4. To study perceived parental involvement among secondary school students.
5. To study the main effects of gender, motivational beliefs and perceived parental involvement on self-regulated learning among secondary school students.
6. To study two way interactional effects of gender x motivational beliefs, gender x perceived parental involvement and motivational beliefs x perceived parental involvement on self-regulated learning among secondary school students.
7. To study three way interactional effects gender x motivational beliefs x perceived parental involvement on self-regulated learning among secondary school students.
8. To study the relationship between self-regulated learning and motivational beliefs among secondary school students.

10. To study motivational beliefs and perceived parental involvement as significant predictors of self-regulated learning among secondary school students.

6.5 HYPOTHESES

1. There exists significant main effect of gender, motivational beliefs and perceived parental involvement on self-regulated learning among secondary school students.

2. There exists significant two way interactional effect of gender x motivational beliefs, gender x perceived parental involvement and motivational beliefs x perceived parental involvement on self-regulated learning among secondary school students.

3. There exists significant three way interactional effects of gender x motivational beliefs x perceived parental involvement on self-regulated learning among secondary school students.

4. There exists significant relationship between self-regulated learning and motivational beliefs among secondary school students.

5. There exists significant relationship between self-regulated learning and perceived parental involvement among secondary school students.

6. Motivational beliefs and perceived parental involvement are significant predictors of self-regulated learning among secondary school students.

6.6 DELIMITATIONS OF THE STUDY

Each research has a broad area, so it is not possible to conduct a study which covers all in single study. Thus, the present research also has some limitations. This study was delimited in the following ways:

1. Only Government Secondary Schools under Department of Education; affiliated to Punjab School Education Board, Mohali were taken for study.

2. Only Bathinda District of Punjab was selected for the present study.

3. This study was conducted on the students of Ninth and Tenth grade.

6.7 RESEARCH METHOD

Research is a planned activity which is conducted in a systematic manner. This is a procedure which is followed by the researcher to accomplish the objectives of the study. Research methodology includes all the steps to be taken by the researcher during research process. The selection of research method depends upon the objectives of the study. The present study was conducted to find out the relationship between stated variables. Thus,
Descriptive research method was employed. Descriptive method is conducted to obtain pertinent and precise information regarding the current status of variable to draw valid conclusions. Descriptive research method is not only includes collection of data but it also contains measurement, classification, comparison and interpretation of collected. Descriptive research method was found most suitable for the study and applied.

6.8 POPULATION AND SAMPLE

Population includes specified group of all the items, objects and human beings. The study was to be conducted on secondary school students of Punjab state. The present study was confined on Government Secondary School Students of Bathinda district of Punjab, affiliated to P.S.E.B., Mohali. Thus the population of the present study was Government Secondary School Students. As per the information obtained from the office of District Education Officer (Secondary), there were 247 Secondary Schools out of which 124 were under Department of Education in the session 2018-2019. Total 16849 Secondary School Students were studying in Government Secondary Schools under Department of Education.

Sample is a small part of population on which the study is to be conducted. The sample should be true representative of the population to confirm the findings of the study on the population. The sample of the study was 600 government secondary school students; selected through simple random sampling technique. A great care was taken while selecting the sample. The sample was equally balanced among different educational blocks, gender (male and female), class (IX and X) and locale (rural and urban).

6.9 DATA COLLECTION

The data collection is a significant part of research procedure. Data collection affects the results. So, the researcher decided to visit each and every school selected for the study personally. Before visiting the school, permission of Principal was taken. Students were randomly selected. Rapport with the students was created before distributing the tools. Proper instructions were given to the students. Sufficient time was allotted. Filled tools were properly scored as per the instructions given in the manuals.

6.10 TOOL USED

Following tools were employed in the present study:

a) Self-regulated Learning Scale (Gupta and Mehtani, 2017)
b) Motivational Beliefs Scale (developed by the researcher)
c) The Parental Involvement Scale (Chouhan and Arora, 2009)
6.11 STATISTICAL TECHNIQUES

Descriptive and inferential statistics were employed for analysis of the data. Descriptive statistics, Normal distribution curve, Pearson- product moment coefficient of correlation, t-test statistics, Analysis of Variance (2X3X3) were employed in the present study.

6.12 MAJOR FINDINGS

1. 22% secondary school students have very low level, 19% have low level, 19% have average level, 20% have high level and 19% have very high level of self-regulated learning.
2. 23% secondary school students possess very low level, 24% low level, 14% average level, 22% high level and 17% very high level of intrinsic goal orientation.
3. 24% secondary school students have very low level, 22% low level, 21% average level, 17% high level and 16% very high level of extrinsic goal orientation.
4. 24% secondary school students acquire very low level, 20% low level, 22% average level, 14% high level and 20% very high level of task value.
5. 42% secondary school students own very low level, 17% low level, 12% average level, 15% high level and 14% very high level of control of learning beliefs.
6. 25% secondary school students possess very low level, 19% low level, 22% average level, 14% high level and 20% very high level of self-efficacy for learning and performance.
7. 26% secondary school students have very low level, 22% low level, 21% average level, 18% high level and 13% very high level of test anxiety.
8. 21% secondary school students have very low level, 20% have low level, 22% have average level, 17% have high level and 20% have very high level of perceived parental involvement.
9. Gender has no significant main effect on self-regulated learning among secondary school students.
10. All the dimensions (except test anxiety) of motivational beliefs have significant main effect on self-regulated learning among secondary school students.
11. Perceived parental involvement has significant main effect on self-regulated learning among secondary school students.
12. Interactional effect of gender and motivational beliefs on self-regulated learning among secondary school students is not significant.

13. Interactional Effect of gender and perceived parental involvement on self-regulated learning among secondary school students is not significant.

14. There is significant interactional effect of the dimensions namely, intrinsic goal orientation, extrinsic goal orientation, control on learning beliefs and test anxiety of motivational beliefs and perceived parental involvement on self-regulated learning among secondary school students.

15. Gender, test anxiety dimension of motivational beliefs and perceived parental involvement has significant interaction effect on self-regulated learning among secondary school students.

16. Self-regulated learning has significant and positive association with five dimensions of motivational beliefs, namely intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs and self-efficacy for learning and performance among secondary school students.

17. Self-regulated learning and perceived parental involvement among secondary school students have significant and positive relationship.

18. Motivational beliefs and perceived parental involvement are significant predictors of self-regulated learning among secondary school students.

6.13 CONCLUSIONS

1. Gender has no influence on self-regulated learning. This is an indication that male and female has same level of self-regulated learning. Both are equally aware about their learning and its results.

2. All the dimensions of motivational beliefs except test anxiety have significant main effect on self-regulated learning. This indicates that positive motivational beliefs will enhance the development of self-regulated learning whereas the negative motivational beliefs will diminish self-regulated learning.

3. Perceived parental involvement has a significant effect on self-regulated learning. This is indicative of perceived parental involvement in children will enhance self-regulated learning with guidance and help of parents.
4. Interaction effect of gender and motivational beliefs is not significant on self-regulated learning. This specifies both gender and motivational beliefs jointly have no influence on self-regulated learning.

5. Gender and perceived parental involvement have no significant interactional effect on self-regulated learning. This point out that gender and perceived parental involvement both jointly have no affect on self-regulated learning.

6. Interactional effect of the dimensions intrinsic goal orientation, extrinsic goal orientation, control on learning beliefs and test anxiety motivational beliefs and perceived parental involvement is significant on self-regulated learning. This specifies that motivational beliefs and perceived parental involvement jointly influence self-regulated learning.

7. Perceived parental involvement, gender and test anxiety dimension of motivational beliefs have significant interactional effect on self-regulated learning. This indicates that gender, test anxiety dimension of motivational beliefs and perceived parental involvement effect self-regulated learning.

8. Relationship between self-regulated learning and five dimensions of motivational beliefs namely, intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs and self-efficacy for learning and performance is positive and significant whereas relationship between self-regulated learning and test anxiety dimension of motivational beliefs is negative and insignificant. This is a indication that increase in positive motivational beliefs i.e. intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs and self-efficacy for learning and performance will have increase in self-regulated learning and vice versa. But increase in test anxiety will report decrease in self-regulated learning.

9. Relationship between self-regulated learning and perceived parental involvement is positive and significant. This point out that more parental involvement will increase self-regulated learning and vice versa.

10. Self-regulated learning among secondary school students can be predicted through motivational beliefs and perceived parental involvement. Both of these variables contribute 51% in development of self-regulated learning. It may be said that both motivational beliefs and perceived parental involvement are important predicting factors in determining self-regulated learning.
6.14 EDUCATIONAL IMPLICATIONS

6.14.1 For School Administrators

1. School administrators and principal should organize programmes for students to enhance motivational beliefs i.e. discussion, debates and quiz etc. The students should be trained to focus on the task for its own utility in future and to control their fear to take test.

2. Students should be motivated to enhance self-regulated learning by conducting workshops or curricular and co-curricular activities or training programmes by school authorities and state government.

3. Administrators should plan some activities to invite the parents to school and guide them to enhance their involvement in child education such as parent teacher meetings, invitation to various functions etc.

4. Administrator should make provisions for parents’ participation in various school activities as parent teacher association, nominating parents in management committees etc.

5. Seminar and workshop should be organised related to development of motivational beliefs, self-regulated learning and parental involvement by school administrators for teachers and students.

6.14.2 For Teacher

1. Teachers should guide and help the students in enhancing their learning patterns and study habits.

2. Teachers should also employ latest technology/ recent trends which help the students to develop self-regulation and motivation.

3. Teachers should organize different activities in the school to motivate their students for self-regulation.

4. Teachers should regular organize meetings with the parents to discuss the performance of their wards and guide parents to motivate children at home for better learning.

6.14.3 For Parents

1. Parents should participate actively in school activities which assists them to enhance the learning of their children.

2. Parents should provide healthy environment at home to develop their study habits and involve in homework of children to make them confident in learning.
3. Parents should help in developing the habits of independent learning and to motivate to oneself among their children.

6.14.4 For Students
1. Students should avail the facilities provided by parents to enhance motivational beliefs and self-regulated learning.
2. Self-regulated learning strategies should be practised by students as guided by their teachers, parents and administrators.
3. Students should seek help from teachers and friends to enhance their self-regulated learning and motivation.
4. Students should take active part in academic and co-curricular activities organised by the schools to enhance the motivational beliefs and learning.

6.15 SUGGESTIONS FOR FURTHER RESEARCH
1. This was limited to Bathinda district of Punjab. More studies should be conducted in the other districts of Punjab or other states of India.
2. This study was conducted only on secondary school students. Further studies may be conducted on primary or elementary school students or college or university students.
3. The present study was focused on government schools under Department of Education only. Future researches may be conducted on different schools such as Private Schools, Government Aided Schools, Adarsh Schools, Meritorious Schools, Army Schools, Kendriya Vidalayas, etc.
4. Present study was concentrated on schools affiliated to P.S.E.B., Mohali. Similar researches may be conducted on schools affiliated to C.B.S.E or I.C.S.E.
5. This study was a quantitative study. Qualitative or mixed study (both qualitative and quantitative) may be conducted.
6. Relationship of Self-Regulated Learning with other variables such as intelligence, emotional intelligence, spiritual intelligence, multiple intelligence, academic aspiration, learning outcomes, parenting style, parental pressure, procrastination etc. may be studied.