CHAPTER I
INTRODUCTION

“Education is a process of individual mind getting to its full possible development”

Dr. Zakir Hussain

Education is believed to be the third eye of man which gives him an insight into all affairs of life. It is an integral part of society that involves the transmission of knowledge and activation of learning through experiences of life and with the help of formal education. Every country has its own education system as per the needs of society and learner. India has multi-staged education system which comprises pre-primary, primary, middle, secondary and higher education. Every stage of education system has a significant place in physical, social, emotional and aesthetic development of children.

Secondary education serves as a link between school education and college education so it plays crucial role in the life of every student. It is a turn in educational development of the child. It is believed that human beings are uniquely endowed with many abilities of head, heart and body. Various factors are responsible for climbing the ladder of performance at secondary school level like motivation, parenting style, parental control, self-regulation, media, peer group, family environment and educational institution etc. The performance of a child is mostly affected by learning pattern and regulation of self. Self-regulated learning includes efforts by the learner to perform the task and active involvement in the learning process. Self-regulated learning makes learning more independent and encourages (motivates) the learner to give practical shape to theoretical knowledge. It also helps the learner to select the strategies for accomplishing the targets, relevance of strategies and effectiveness of strategies.

There are various personal and environmental factors which affect self-regulated learning. The focus of this study is to find out the influence and relationship of motivational beliefs as internal factor and perceived parental involvement as external and environmental 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 child’s growth i.e., mental, physical, social, emotional and aesthetic. Participation of parents in school activities and communication with school authorities is termed as parental involvement. Parental involvement is multi-faceted—behavioural, personal, cognitive and psychomotor. Its foundation is interaction between parents and children, parents and child’s peer group; and parents and teachers regarding child achievement in school. It has various patterns as per the aspiration of parents from their children.

Secondary stage of education system is facing various issues and problems e.g. steep drop out rate after elementary level, high gap in enrolment from elementary and secondary level, low participation rates, weak teaching learning process, poor quality transactions between teachers and learners; and low level of student learning both scholastic and non-scholastic. These are the challenges at the secondary stage of learning.

The student enrolment and improvement in retention need to be increased. The capacity of secondary schooling needs to be expanded to meet the acceleration in the rate of retention, transition and demand for schooling due to enforcement of Right of Education, 2009.

1.1 SELF-REGULATED LEARNING

Self-regulation means regulating one’s behaviour without intervention of external forces or self control by the learner. Self-regulated learning is a powerful theory that makes learner more independent in learning and promote his ability to implement the knowledge and skills in real life situations. Self-regulated learning helps the learner to evaluate the task, strategies available for accomplishing the task, application of strategies, evaluating the effectiveness of strategies, outcomes and revision of their own model in future. Self-regulated learning is an eternal activity. It is the proficiency of the learner to learn autonomously without the help of teachers or parents. The learner learns individually according to his needs and desires. The learner actively plans, regulates and evaluates his learning activities and its outcomes.

In late 1970s and 1980s, social learning researchers paid more attention to self-regulated learning. In personality and social psychology, research on development of self-regulation started in 1980s, in clinical, educational, health and organizational psychology in 1990s (Boekaerts, Pintrich and Zeidner, 2000). Self-regulated learning refers to active and conscious involvement in the learning process by the learner and takes
the responsibility of its outcomes. Self-regulated learner tries to control his environment and selects effective strategies to complete the task. They are conscious about their potentialities and limitations; and employ different tactics to complete the task. Self-regulated learners take active part and are more aware about their learning and its outcomes. Self-regulated learners take difficult errands, practice their learning, acquire intense understanding of the task and make efforts for academic success (Perry, Phillips and Hutchinson, 2006).

Self-regulated learning includes students’ own plans in obtaining understanding and ability (Zimmerman, 2002). Three ways to conceptualize self-regulated learning are- firstly, it is the skill to apply meta-cognitive strategies; secondly, capability of student to use both meta-cognitive and cognitive policies and thirdly, it describes the worth of motivation involved and the cognitive and meta-cognitive elements of learning (Marcou and Philippo, 2005). It includes planned efforts of student to handle and control use of cognitive strategies, meta-cognitive processing and motivational beliefs (Kauffman, 2004).

1.1.1 Theoretical Framework of Self-Regulated Learning

Self-regulated learning has been originated from many notional perspectives, including the Operant Theory (Mace, Belfiore and Hutchpinson, 2001), Phenomenological Views (McCombs, 2001), Constructivism (Paris, Byrnes and Paris, 2001), Information Processing Theory (Winne, 2001), Volitional Theory (Corno, 2001), Vygotskian Theory (McCaslin and Hickey, 2001) and Social Cognitive Theory (Schunk, 2001).

1.1.1.1 Operant Theory

Self-reinforcement and self-recording has been studied by Operant researchers during late 1960s, using environmentalist principles of B.F. Skinner and acclimatized behavioural skill for individual use. They viewed that self-regulatory responses are affected by the external reinforcing stimuli. Operant researchers emphasized on the crux of self-monitoring and self-recording in development of self-regulation. Mace, Belfiore and Hutchpinson (2001) discuss self-monitoring, self-instruction, self-evaluation and self-reinforcement as four phases of self-regulatory responses. Operant researchers expressed a connection between individual working and the direct surroundings. Effective models and external contingencies are the prominent factors for self-regulative responses to regulate individual learning.
1.1.1.2 Phenomenological Views


1.1.1.3 Constructivism Theory

In mid 1980s, paradigm of learning and motivation theories shifted towards learner-centeredness, including constructivism postulate and self-regulation in learning (Pintrich, 1995). Main focus was on active control by learner in learning. Constructive theory has been supported by cognitive theorist such as Piaget, Bruner, Dienes and Vygotsky (Kutz, 1991). Conception of learning is central to constructivism. Constructivists viewed learning as a method of assimilating useful depiction from individual experiences. Students’ errors provide aid to him in acquiring understanding the learner to manage his experiential world (Von Glasersfeld, 1987). Educator should give vigorous, automated and deliberate learning in a flexible environment when problem solving method is used for learning (Seels, 1989). Improvement in learning is affected by motivation, process adapted, selection of information and use of particular learning strategy.

1.1.1.4 Information Processing Views

Information processing grew out of the efforts to develop electronic computers during 1930s. Information processing theorists concentrated on learner’s knowledge state and methods of reasoning in Self-regulated learning rather than role of motivation. Winne (2001) included outcome expectations, judgements of efficacy, attributions and incentives or values as four motivational variables in the model. Information processing theorists believed cognitive self-monitoring has a multifaceted but crucial role in self-regulation. Information processing theorists assumed that learners can self-regulate unconsciously at a motoric level, when performances become highly imbruted.
Winne (2001) described control and monitoring processes in four phases as perception about the task, fixing targets and plans, approving study tactics, and altering the tactics. Use of acquired studying tactics helps in increasing control. Self-monitoring is evaluation of performance standard. According to information processing theory, these cognitive assessments of resemblance and differences between a student’s present achievement and standard provides the drive for learning. Information processing theorists believed that social and physical environment has little impact during self-regulation unless they are transformed into information that can be processed.

1.1.1.5 Volitional View

Early doctrinal and theoretical ideas of volition attracted towards the significance of individual will power. Corno (2001) discussed volition as open and hidden measures of self-control. Corno (2001) described motivational process refers to structure of judgement and develop judgements whereas volitional process arbitrate the endorsement of the judgements and defend them. Corno (2001) suggested that student’s volition to learn changes with the change in task or environment where the task is completed. Volitional theorists discovered the effect of social and physical surroundings on emotion and motivation as secondary to cognitive factors.

1.1.1.6 Vygotskian View

Researchers having Vygotskian views were attracted toward the role of speech in self-regulation. They concentrated on two particular attributes of Vygotsky theory- inner speech and social interaction. Inner speech acts as origin of information and self-discipline, whereas social interaction between adults and offspring as a medium of passing out and assigning linguistic proficiency. Vygotsky described self-involved inner speech as inducement and psychological announcements applied to perk up self-control whereas task-involved inner speech refers to problem solving deliberate announcements used to enhance task control. Vygotsky stressed on the role of social and physical environment in development of children. Vygotsky (1962) termed internalization as the process of self-regulation. The first step of self-direction in children starts with use of those ways which adults have applied to regulate them. Self-regulation begins through contact with adults at interpersonal level, and it is progressively internalized by the children.

1.1.1.7 Social Cognitive Theory

Bandura (1986) explained in his social cognitive theory that every individual has his own way of perceiving, regulating and evaluating behaviour that empower him in
controlling his thoughts, feelings, motivation and actions. The role of social environment in development of self-regulation was stressed upon Social cognitive theory (Martinez-Pons, 2002). Social cognitive theory has been developed from behavioural learning theory and social cultural theory. Both behavioural learning theory and social cognitive theory described the significance of surroundings in self-regulatory improvement of a child. Social cognitive theory depicted monitoring and perception a sift to the atmosphere impact on self-regulation (Zimmerman, 2001).

According to social cognitive theory, personal, behaviour and social environment influence social learning and is called triadic reciprocal causation (Bandura, 1986, 1989). Bandura (1986) assumed that personal, environmental and behavioural influences can be altered by mutual causation of the relative strength and the temporal patterning through i) self-regulation of personal efforts, ii) conclusions of behavioural achievement and iii) change in surroundings. As adapted from Zimmerman (1989), Figure-1.1 shows interactional effects among three factors.

![Triadic Reciprocal Causation Diagram](image-url)

**Figure-1.1: Showing personal, behavioural and environmental factors mutually influence each other. Cited in Zimmerman (1989)**

Triadic reciprocal causation, self-regulated learning effort of a student is determined by personal factors i.e. self-efficacy and motivation, environmental factors i.e. help or assistance from teachers and peers to understand the concept and behavioural factors i.e. learning outcomes or other results of the efforts. For example a student’s response to Mathematics test determines his efficacy for Mathematics (personal),
teacher’s attitude and encouragement (environmental) and enactive outcomes, such as success in previous tests (behavioural).

1.1.2 Zimmerman’s Social Cognitive Model of Self-Regulation

Self-regulated learning model is divided into three phases: forethought, performance and self-reflection. Several regulatory processes are included in each phase. Figure-1.2 presents phases and processes of the model:

![Figure-1.2: Showing phases and sub-processes of self-regulation. Adapted from Zimmerman and Moylan (2009)](image)

As shown in Figure-1.2, cyclical model of self-regulating learning includes:-
a) Forethought Phase

The actions and attitudes that occur prior to learning are involved in this phase (Zimmerman, 2000). It includes two sub-processes—task analysis and self-motivation (Haibach, Reid and Collier, 2011; Ommundsen and Lemyre, 2007). These activities help students in using cognitive strategy, organization of information and to relate the previous knowledge with the new task (Gracia and Pintrich, 1994). Goal setting, strategic planning and activation of perceptions are included in task analysis. Goals are characterised by the time taken to achieve the goals as proximal goals and distal goals. Higher inspiration and better restraint is needed for proximal goals than distal goals (Schunk, 2001). Chances of academic success of learner increase with prior goal setting and strategic planning. For example to learn a word list for test, student who plans to use segmenting words into syllables; learns the words easily. Self-motivation is deeply rooted in students’ beliefs about importance of learning activities. Personal proficiency to learn and conclusions of outcome-expectations are involved in self-motivation (Haibach et al., 2011). It includes goal orientation, outcome expectations, interest in task and self-efficacy. Self-efficacy has an impact on selection and engagement in the task by the students (Brophy, 2004). Exigent tasks and possess are selected by high efficacious students and have positive attitude towards learning (Alkhatib, 2010). Analysis the task, setting of goals and planning to accomplish goals by the student make the route and activation of learning strategies effective. Student masters the subject of his personal interest in a self-controlled way (Zimmerman, 2002).

b) Performance Phase

In this phase, students try to accomplish the task by implementing the plans. Self-control and self-observation are two sub-processes embraced in performance phase (Zimmerman and Moylan, 2009). Specific strategies and methods selected during forethought phase are used in self-control phase. Self-instruction, imagery, self-monitoring and attention control were employed by the students with volitional control to start the action in self-control phase (Bembenutty, 2011). Task strategies, self-instruction, imagination, time management, help seeking, interest and structuring of environment are major self-control strategies (Ommundsen and Lemyre, 2007). These strategies increase the students’ achievement by providing attention to the task and guiding effective utilization of efforts (Zimmerman, 2000). Previous knowledge and imagination is used for task-strategy by the learner. Students try to study at distracter free place to improve their attention and with use of task-strategies; the learnt word is grouped
with the other related words by skilled students (Zimmerman, 2002). Self-observation refers to through monitoring of self-performance (Zimmerman, 1989). Self-observation works as origin of knowledge and motivation. Self-observation information can be used to know the progress towards goals (Schunk, 2001). A student may notice that he learns easily and in short time when he studies alone in a calm environment. Self-monitoring is a hidden form of self-observation which mention cognitive pursuit of person working such as missing to capitalize words while writing an essay (Woolfolk, 2010; Zimmerman, 2002).

c) Self-Reflection Phase

The third phase-self-reflection is directed towards adaption of future tasks. Self-judgement and self-reaction are two sub-processes of self-reflection phase (Bembenutty, 2011). The learner judges his success or failure in accomplishing the task. Self-judgement indicates the comparison of self-monitored achievement with some criterion, such as comparing with own past achievement, with achievement of peer or with decided grade (Schunk and Zimmerman, 2003; Zimmerman, 1989). Self-evaluation and casual attribution are part of self-judgement (Zimmerman, 2000). Self-evaluation indicates evaluation of self achievement by the learner. Casual attribution describes the beliefs of the students towards the reason of one’s mistakes or achievements (Zimmerman, 2002). Research on casual attribution designates that if students attribute their performance to internal causes then their efforts and persistence are higher, instead of external or uncontrollable causes (Brophy, 2004). Positive and negative assessment of the progress made by student to attain the desired goal is included in self-reaction (Weiss, 1995). The self-reaction of students towards the progress to attain their targets can induce their conduct (Shih, 2002). Self-reaction is behaviour or attitude of student when goal is accomplished. If their progress is acceptable then they feel satisfied. Motivation is enhanced by increase in self-satisfaction whereas further efforts to learn are decreased by decrease in self-satisfaction (Schunk, 2001; Schunk and Zimmerman, 2003). Feeling of self-satisfaction is included in self-reaction and has positive effect on performance and adaptive/defensive responses. Adaptive/defensive responses are also a form of self-reaction. Increase effectiveness of one’s method of learning by making adjustments describes adaptive reactions whereas defensive reactions refers withdrawing or avoiding opportunities to perform and learn to protect one’s self-image. The conclusions of self-reflection phase work as feedback into the forethought phase. These three phases are identified as ‘feedback loop’ or self-regulatory cycle by Zimmerman. Self-regulation is
cyclic as self-reaction on the future efforts is affected by present actions (Zimmerman, 1998, 2000, 2002; Zimmerman and Bandura, 1994). Knowing the variation in formation and working of self-regulatory processes between adepts and beginners has allowed investigators to design intervention programmes in schools for children who exhibit lower levels of self-regulatory development (Zimmerman, 2002).

Self-regulated learning is cyclic process which starts with setting of goals and strategic planning for the task, learner proceed towards completion of task through self-control and self-observation and complete with self-evaluation and self-reaction.

1.2.3.1 Developing Self-Regulatory Proficiency

Zimmerman and his associates had not also described the formation and process of self-regulated learning but also explained the procedure to acquire self-regulated learning (Schunk and Zimmerman, 1997; Zimmerman, 2000). Observation, emulation, self-control and self-regulation are four levels to develop self-regulating competency. The process of self-regulation begins with development of academic skill through social sources and shifts to personal sources of control and regulation. Table-1.1 represents four levels of multi-level model of self-regulated learning.

Table-1.1: Showing multi-level model of self-regulated learning. Adapted from Zimmerman (2000)

<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observation</td>
<td>Introduction of skill from a talented model</td>
</tr>
<tr>
<td>2</td>
<td>Emulation</td>
<td>Imitation presentation of model or manner of a model’s proficiency with societal aid</td>
</tr>
<tr>
<td>3</td>
<td>Self-control</td>
<td>Autonomous exhibit of the model’s skill under controlled circumstances</td>
</tr>
<tr>
<td>4</td>
<td>Self-regulation</td>
<td>Adaptive use of ability across altering individual and climate settings</td>
</tr>
</tbody>
</table>

Table-1.1 shows four levels of multi-level model of self-regulated learning which helps an individual to develop the competency of self-regulation. These four levels of self-regulation are developed from social and personal sources. Observation and emulation are developed through social sources and self-control and self-regulation are developed through personal sources. In observation, the learner observes the skilled person to acquire the knowledge or skill. Modelling, verbal description, explanations, demonstrations, social guidance and feedback are various means for observation. Second level emulation refers to imitation of skill. The functional value of the model is decided
through its results in success/failure or reward/punishment by the learner. By monitoring the models and successive results helps immature learner to plan outcome expectations. The use of skill was internalized through self-control. Internalized standards help the individual to self-reinforce him to accomplish desired activities. The student learns to adapt and use of skill independently through self-regulation. He makes alteration in his personal and environmental conditions to adapt the skill. Self-regulation indicates strong, positive self-efficacy and regular use of self-regulatory process. Self-regulatory proficiency is developed in hierarchical progression of observing the model, emulating the model, self-control and self-regulation which are to be followed by the learner. Social support (e.g. modelling, verbal feedback and encouragement) is required to achieve independence in using self-regulatory skills. Self-regulation is self-steering process, targeting thoughts, feeling and action of person towards desired results.

The learner becomes self-regulated learner by applying these four levels. He observes the skilled person and imitates him to acquire the knowledge/skill. The learner internalizes the skill through self-control and uses the skill by changing his personal and environmental conditions.

Zimmerman’s model has better association with current study. To develop self-regulatory skill; Zimmerman’s model offers more precise ground to study the impact of social surroundings (e.g. motivational beliefs or parental involvement) on self-regulated learning of children.

1.1.3 Definitions of Self-Regulated Learning

The learner controls his learning through observing the advancement and measuring the attempts implicated are included in the process of self-regulated learning. Self-regulation is described by processes that permit a person to lead his or her target directed performance eventually and in varying situations, including the regulation of attention, emotion, and behaviour (Kanfer, 1990; Karoly, 1993; Zimmerman, 2001). Self-regulation (or self control) is the ability to revoke one’s thinking, feelings, and routine forms of behaviour. Self-regulation is a highly adjustable ability that makes easy achievement in mass province of life such as interpersonal relationships, academic achievement, and dealing with stress (Baumeister, Heatherton, and Tice, 1994; Shoda, Mischel, and Peake 1990; Tangney, Baumeister, and Boone, 2004).

Zimmerman and Martinez-Pons in 1986 introduced new learning theory self-regulated learning in seminal study and defined it as “the degree to which students are meta-cognitively, motivationally, and behaviourally active participants in their own
learning process” (Zimmerman, 1986). Meta-cognitive process includes planning, goal setting, organization and evaluation at diverse marks in the course of attainment (Corno, 1986, 1989; Ghatala, 1986; Pressley et al., 1987). These operations help the learners to gain personal awareness, knowledge and decision making in their path to learn (Zimmerman, 2002). High self-efficacy, self-attribution and intrinsic task interest of these learners are included in motivational processes (Brokowski et al., 1990; Schunk, 1986; and Zimmerman, 1985). The self-regulated learners incorporate extraordinary efforts and persistence during learning. Behavioural process refers to selection of structure and creation of learning environment by self-regulated learners to maximize learning (Henderson, 1986; Wang and Peverly, 1986; Zimmerman and Martinez-Pons, 1986). They take guidance, knowledge and select spaces to learn; they initiate during attainment and self-reinforce during achievement ratification (Diaz and Neal, 1990; Rohrkemper, 1989). In the special issue of Contemporary Educational Psychology in 1986, Zimmerman described provided the distinctive characters of this novel construct, articulating that “Self-Regulation is not an idiosyncratic product of a child’s own discovery experiences, but rather, it is a culturally transmitted method for optimizing and controlling learning events”.

The self-regulated learners regularize their learning ability effectively and use different methods (Schunk and Zimmerman, 1994). From visionary point of view, the self-regulated learners use extensive cognitive and meta-cognitive strategies for their successful education. They are able to adjust their goals and motivations as per the requirement of educational task to complete it properly (Schunk, 1994). The learners who used more self-regulated strategies have better intrinsic motivation, self-confidence perception and better academic achievement (Pintrich and De Groot, 1990). Self-regulated learners access academic task with confidence, attention and ingenious; and control their attainment of knowledge. Self-regulated learners perceive learning as a systemic and manageable operation and they admit significant culpability for their attained results (Zimmerman and Martinez-Pons, 1986, 1990).

Zimmerman (2000) expanded and developed the concept of self-regulated learning based on Bandura’s Social Cognitive theory in the field of education. Self-regulation can be defined as “the process whereby students activate and sustain cognition, behaviours and affects, which are oriented toward the attainment of goals” (Zimmerman, 1989; Schunk, 1994).
Zimmerman expanded self-regulation and redefined it as “self generated thoughts, feelings and actions that were planned and cyclically adapted to the attainment of personal goals” (Zimmerman, 2000). Quality of actions and covert processes of the learner depends on his beliefs and motives. Self-regulation is a multi facet self-directed operation that marks one’s thinking, emotions and efforts in the direction of defined outcomes.

Bandura (1977) described self-regulation as “the ability to control one’s own behaviour and it is the workhorse of human personality”. Self-observation, judgement and self-response are three steps of self-regulated learning, suggested by Bandura.

Corno and Mandinach (1983) termed self-regulated learning as “an effort to deepen and manipulate the associative network in a particular area and to monitor and improve that deepening process.” It elects the intentional plan and observation of mental and emotional operations included in the victorious accomplishment of educational task.

Autry and Langenbach (1985) defined self-regulation as “a process when people assess their own behaviours and give their own reinforcers contingent with learned criteria”.

Schiefele (1991) expounded self-regulated learning as “the degree to which learners are meta-cognitively, motivationally and behaviourally active participants in their own academic learning.” Self-regulated learning is lead by meta-cognition, planned activity and motivation to learn.

Ornstein (1995) believed that “self-regulation applies to students who understand their own thoughts and emotions related to learning and are able to control and focus these thoughts and emotions on the task.”

Winne (1995) stated that “self-regulated learning is a constructive and self-directed process.”

Lindner and Harris (1998) defined self-regulated learning as “unified process which involves the integration and utilization of cognitive, meta-cognitive, motivational, perceptual, and environmental components in the successful resolution of academic tasks.”

Pintrich (2000) explained self-regulated learning as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behaviour guided and constrained by their goals and contextual features of the environment.”
Vohs and Schmeichel (2003) defined self-regulation as “operations by the self to alter its own habitual or unwanted responses to achieve a conscious or non-conscious goal.” The procedure of self-regulation generally encloses the alteration of an unacceptable reply; the substitution of unpleasing answer with a covert reply; and various types of discouragement in which restrain response.

Baumeister et al. (2005) defined self-regulation as “the capacity to control or alter one's responses. It is a vital mechanism for producing adaptive and socially desirable behaviour.”

Nicol and Macfarlane (2006) defined self-regulated learning as “an active constructive process whereby learners set goals for their learning and monitor, regulate, and control their cognition, motivation and behaviour, guided and constrained by their goals and contextual features of the environment.”

1.1.6 Importance of Self-Regulated Learning

Self-regulated learning helps the learner to achieve the desired goal by gaining knowledge through active participation in classroom and outside the classroom. Learners acquire knowledge by exercising control on their thinking and adjusting learning environment accordingly to improve the performance and to learn better. The self-regulated learners perform better and attain higher level and learn more as compare to non self-regulated learners. In 21st century, the explotion of knowledge and multiple ways of learning are increasing; it becomes more important for learner in being conscious about regulation of their learning. The promotion of self-regulated learning is becoming an important goal of all educational systems.

1.1.7 Features of Self-Regulated Learning

Self-regulated learning facilitates learning and learner takes the responsibility of learning. It assists the learner to plan his learning activities, regulate his learning process, evaluate learning outcomes and adjust learning activities again. Self-regulated learning is continuous process; starts with setting of goals, selection of strategies to achieve goal and achievement of goal. Obstacles or blocks faced during achievement of goals are checked and eradicated to achieve the goal. Meta-cognitive, motivational and environmental factors are utilized to learn systematically. It is a psychological learning process in which learner tries to overcome the obstacles in learning with his desired efforts to improve his achievements. It is a volition process that needs time and efforts.

Self-regulated learning is a self-governed psychological operation in which learner plans his targets, select strategy to achieve set goals, monitor his performance and
evaluate the achievement. The learner takes the responsibility for the learning outcomes and manages to eradicate the blocks in the achievement of goals. The learner manages to improve his achievement by studying in distraction free environment and by managing his efforts and time.

1.2 MOTIVATIONAL BELIEFS

Motivational beliefs may be described as the opinion, value and judgement that the learner have for the task, object or content. Motivational beliefs function as a context that directs student cognition, feeling and activities in particular content area (Boekaerts, 2002). Motivation certainly plays vital role in construction of motivational beliefs. Motivation has a significant role in learning. Motivated learner can achieve their goals easily. Motivation is an inner force that stimulates, governs and sustains the conduct of learner. Motivation is the most examined aspect of human behaviour. Motivation is very important in student’s attainment and learning (Graham and Weiner, 1996).

Plato and Aristotle discussed motivation as ‘willingness’ (Pintrich and Schunk, 1996). In 19th century, scholar linked motivation with will, volition or instinct. Modern view of motivation considers volition as a source of motivation but talks about no insight into the process of motivation. The word motivation is extracted from Latin language which means to move; hence the inquiry of motivation is the review of activity (Eccles and Wigfield, 2002). Goal-directed activity is initiated and continued in motivation process (Schunk, 2000). Motivation process is unobservable and can be understood from the actions and verbalizations. It involves goals and will to continue the activity.

Motivation is based on how the learner thinks about the results of his efforts related to learning (Motivational Beliefs). Learner’s targets, predictions and trusts- in short cognition are foundation of the theory. A specific set of motivational beliefs relates to the value student attach to a domain. Motivational beliefs describe students’ judgement about their effectiveness in learning and teaching methods in achieving desired goals. Linenbrink and Pintrich (2002) think upon different dimensions of motivation and describe it as an educational facilitator. They stated that self efficacy, attribution, intrinsic motivation and goals are important for students’ motivation. Recent researches in motivation has concentrated on these aspects of motivation is termed as motivational beliefs is built up by McKeachie et al. (1986), Pintrich (1989), Pintrich and De Groot (1990) and Pintrich and Gracia (1991). Motivational beliefs are personal beliefs that show the basis why they proceed and bound in learning and academic tasks (Sangur, 2007).
Experiences of success/failure of child formulate cognitive and meta-cognitive variables that are influenced by his interaction with adult are called motivational beliefs (Skinner and Belmont, 1993). Pintrich (2003) had remarked, “however, it has also been argued that possessing knowledge of cognitive and meta-cognitive self-regulated learning strategies is not enough to enhance students learning and academic performance; students must also be motivated to use their meta-cognitive strategies to build upon their understanding of instructional material”. There are various view points and models related to the postulates of motivational beliefs and self-regulated learning (Marcou and Phillipou, 2005). Cognitive and affective components of learning are incorporated in the models of Pintrich (1999) and Zimmerman (2004).

1.2.1 Motivational Beliefs: Theoretical Framework

Students’ perceptions of their ability influence his involvement in academic activities. Motivational beliefs are the personal and social criteria to which people refer in order to perform a task (Pintrich, 2000). Motivational beliefs are composed of both of expectations about personal potentialities to execute a task maximum (self-efficacy beliefs) and judgements about the simplicity, attentiveness and worth of the task (Pintrich, 2004).

The emerging construct from expectancy theory of motivation found their origin in social cognitive theory which claims that motivational operations affect both learning and achievement (Schunk, 1995). Expectancy means beliefs of student about accomplishment of task; value describes the reasons of involvement in task whereas affect focuses on emotional and bodily encouragement facets of anxiety (Duncan and Mckeachie, 2005).

Pintrich and De Groot (1990) have projected three motivational components: first expectancy component, that describes learners’ beliefs about their expected accomplishment in achieving task; second value component describes learners’ beliefs about significance and recognition of the task; third affective component, includes emotional reaction of the learner.

1. Expectancy refers to beliefs of students about accomplishment of task and related to self-efficacy (Bandura, 1977). The key idea behind the concept of expectancy is that students will select only those tasks that can be handled and will avoid the task which they consider is beyond their capabilities (Schunk, 1991). The students will evade the task in which they expect failure, in contrast students approach to the task in which success is anticipated. Expectancy is allied to self-efficacy and
confidence of students in their mental proficiency (Bandura and Schunk, 1981). Previous experiences and familiarity with the task affect student’s self-efficacy (Bandura, 1993; Schunk, 2000). Learning environment influences students’ perceptions of competence about personal skills and abilities. Positive learning environment helps students in developing experiences to build their self-confidence in their skills. Students are able to develop their task related skills without fear of failure. Familiarity with the task develops students’ self-efficacy (Eccles and Wigfield, 1993). Expectancy motivational theory addresses the question of “Can I do this task?”

2. Value component adapts reasons of student engagement in the task. Maddux, Norton and Stolberg (1986) have shown that outcome value had a significant influence on behavioural intensions. Value beliefs are related to goal orientations (intrinsic and extrinsic) and perceptions about interest, useful and importance of course content for the student. The incentive value of the performance is a major drive for performance. People will perform a task when the performance is likely to result in some desirable outcome or that is important to them (Rotter, Chance and Phares, 1972). They will avoid the task which is perceived to be boring and difficult for them. Students tend to approach those tasks which are easy, interesting and require a moderate amount of effort. Key factors influencing motivation for approaching and avoiding the task are nature of task and student perception (Eccles et al., 1983).

3. Affect is associated with learners’ panic and deal with performance evaluation. Particular level of worry may prompt the learner and construct him/her persuaded to improve his/her academic achievement. Thus, anxiety is contemplated a reason for eagerness to learn and high scholastic performance whereas, high anxiety can also be a barrier to perform the task. Generally, certain degree of anxiety works as a facilitator to perform the task but high degree of anxiety will result in reverse. Pintrich and Schunk (1996) suggested that test anxiety is related to the affective domain and identifies students’ emotional reactions to the performance of task and self-worth evaluation.

All the three components- value component (intrinsic goal orientation, extrinsic goal orientation and task value), expectancy component (control on learning beliefs and self-efficacy for learning and performance) and affective component (test anxiety) of motivational beliefs are explained as follows:
1.2.2.1 Intrinsic Goal Orientation

Intrinsic goal orientation is the view of student towards involvement in task for meeting the challenges, satisfying the curiosity or mastery over the concept. It is innate drive, desires and wishes of the individual. Participation of student in the task is a conclusion and completion of task is a reward for the learner. Student engages in the task for attaining pleasure and satisfaction. Intrinsically oriented students perform well as he gets pleasure and has interest in particular activity. The action brings its own award and person takes natural interest in accomplishing the activity. Completion of activity, itself is a reward for the learner and provide internal satisfaction to him. Non achievement of task creates tension. Tension is reduced by applying some approach and to satisfy the need. Positive personal goals have long term impact on acquiring, advancement and proficiency. It uplifts learner to assess their targets and achievement.

Intrinsic goal orientation is the innate impulse to explore and overcome barriers as one pursues one’s own interest and employ potentialities (Deci and Ryan, 1985). Intrinsic goal orientation is described as motivation to capture in task for contentment and gratification from task (Leeper, 1981; Ryan, 1992; Pintrinch and Schunk, 2002). It has significant role in enhancing attention, determination and study ability (Hidi and Harackiewicz, 2002). It is associated positively with performance and application of deeper cognitive strategies (Schiefele, 1991; Krapp et al., 1992). Intrinsic goal orientation focuses the level of personal involvement of the learner. A learner with intrinsic goal motivation is motivated to increase his or her subject knowledge (Dweck and Leggett, 1988).

1.2.2.2 Extrinsic Goal Orientation

Extrinsic goal orientation means opinion of learner toward task due to external forces such as to earn grade, to achieve some external reward and to avoid punishment. Engagement of student in the task is due to external forces not for inner satisfaction. It refers to force that comes from outside of an individual to perform a given task (Harter, 1978). Student participate in the task to avoid punishment, please the teacher or evaluation by others. Task is performed to achieve some external reward, grade or honour, to earn livelihood, to avoid punishment etc., not for pleasure within the task. Highly extrinsic goal oriented learners perform better as compared to lower one by using more cognitive, meta-cognitive and resource management strategies than learners with lower level. Student’s participation in the task is for grades, rewards and comparison etc. not for task itself (Pintrich et al., 1991).
Reeve (1996) extrinsic motivation is to acquire a grade, escape penalty, satisfy the teacher or for some or other cause that has very little concern with task itself. Extrinsic motivation refers to a range of behaviours which are not engaged for its own sake but for instrumental purpose (Deci and Ryan, 1985). In extrinsic goal orientation, involvement in the task is due to some exterior factors such as rewards, appreciation and recognition etc. (Middleton and Midgley, 1997; Pintrich, 2000, Deemer, 2004; Muirhead, 2006; Bell and Akroyd, 2006).

1.2.2.3 Task Value

Task value describes students’ insight about the course content in terms of personal attention of the learner, significance of task and usefulness of task for future goals (Eccles, 1983). Task value is how learner perceives a task, generates value that influences motivation and commitment in the task. Attainment value, intrinsic value and utility value are three kinds of value of task for learners (Garcia et al., 1994; Eccles et al., 1998). High value of task leads to more involvement in the task by learner. Perception about task differs from learner to learner. If any task seems to be important for future use, it will be learnt permanently. Value of the task is the main cause for engagement in task (Pintrich and De Groot, 1990; Eccles and Wigfield, 1993).

1.2.2.4 Control of Learning Beliefs

Control of learning beliefs means learner’s perspective that his personal effort to study will produce positive outcome. Control of learning beliefs is classified in internal and external control beliefs (Pintrich et al., 1991). Learners who assume that learning conclusions are due to their personal efforts have internal control beliefs. But learners who assume that learning outcomes are because of their teachers and other factors have external control beliefs. If learner believes himself responsible for his performance, he will definitely perform well.

1.3.2.5 Self-Efficacy for Learning and Performance

Self efficacy beliefs ascertain the patterns of feeling, thinking and motivating among people and take action. There is a structure of alteration, continuity and establishing behaviour based on self-efficacy (Bandura, 1977). These beliefs not only affect the choices of activities, but also aid to attempt for achievement, how to face challenges, how to handle complexities and continue their course (Bandura, 1977; Pajares, 2002). As a multidimensional construct, self-efficacy influence human functioning by affecting determinants of behaviour such as motivation, self-regulation, attribution and emotions directly and indirectly (Bandura, 1997).
1.3.2.6 Test Anxiety

Test Anxiety refers to the state of person while thinking of test. It describes how much one worry about test and disturbed by the thought of test. There are two components of test anxiety- first one is worry and other is emotional disturbance. Worry includes negative thoughts and disturbs the performance of learner. Emotional disturbance is affective and psychologically anxiety. It causes unpleasant emotional reaction. Morris, Davis and Hutchings (1981) described test anxiety not single unitary response but collective affair of individual and environmental variables. Personal variables includes cognitive and behavioural dimensions where as situational variables includes situational tendencies.

Hence motivational beliefs may be considered as learner’s beliefs of his own motivation which energises his or her learning behaviour. These beliefs are goal orientation, importance and utility of task and ability of the learner to perform that task. Perception about the future utility of the task helps the learner to focus on the task.

1.3 PARENTAL INVOLVEMENT

Parental involvement is key factor of achievement as it affects the nurturing of child’s education and overall progress of child. Parental involvement in student’s learning increases the rate of academic success of ward (Frustanberg and Hughes, 1995). Family is the child’s world where his personality and character is formed. The training provided in family is practical rather than theoretical. Parent-child relationship is the most important factor that determines social, emotional, moral, and communicative developments of a child. Parental attitudes, beliefs, ambitions for children, disciplinary techniques adopted by parents, parental involvement, how parents reciprocate with children and establishment of motivational patterns are the important factors which influence the type of relationship parents have with their children.

Parents are the first and permanent teachers. They have a significant place in their children’s learning and cognitive development. Parents have a immense impact on their children’s personality especially on thinking and regulation of behaviour. Parents play a major role in physical, intellectual, moral and aesthetic development of the child. They are source of love and affection for kids who are always ready to support their child. Parents support and help, makes the child to achieve success in his life. Every parent is interested in knowing about learning and school performance of his/her child and the best way to know about child’s progress is to get involved in the activities of child.
Involvement of parents in the school activities makes a vital difference. Parental involvement directly or indirectly affects the success of child in education. If parents are enthusiastic about child’s education then the child has positive attitude towards their schooling and is more receptive to learning.

Traditionally in 1950s parental involved is concerned with physical appearance of parents in school (i.e. attending parents meetings or conferences, fund raising activities) and signing of report card and monitoring the homework. In 1960s educators and policymakers took interest in increasing Parental involvement to improve the achievement level of deficient and incompetent students. Many training programmes are conducted on parental involvement for parents and teachers. Many policies and programme are conducted to increase parental involvement. With passage of time, parental involvement is taken as an essential element of school programme; considering its positive impact on school and performance of students.

Parental involvement has strong relationship with the variables of learning and academic achievement. Parental involvement may affect academic performance of the learner by affecting his self-regulated learning (Hoover-Dempsey et al., 2001; Hoover-Dempsey and Sandler, 1995). Academic achievement is enhanced through evolution of self-regulatory skills which can be developed through parents’ support (Larkin, 2010).

1.3.1 Definitions of Parental Involvement

The term ‘parent’ means genetic parents, surrogate and stepparents, and custodian (e.g. grandmother, aunt, brother). Parental involvement may be explained as the degree of the parents’ commitment toward child and their role in the best possible development of child (Maccoby and Martin, 1983). Parental involvement means how much parents indulge themselves in the personality progress of their children. Involvement implies dedication of parents and attention towards the learning of child and as a facilitator to identify and internalize the social values (Grolnick and Ryan 1987; Ryan, 1992).

Maccoby and Martin (1983) described parental involvement as “the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development.”

Copper (1989) stated parental involvement as “all those actions and initiatives taken by parents to secure their children’s academic success.” Regulating physical and social situations of the child to minimise the distractions and to ensure completion of task may be termed as parental involvement. Parents confirm home assignment, assist in
homework, provide special benefits for excellent grades, decreases facilities for low grades, restricting TV watching or video games and time spent with friends.

Moles and D’Angelo (1993) defined parental involvement as “the support and participation of parents at home, in the community and at the school site that directly and positively affect the educational performance of the children.” Parental involvement is beneficial when it is practised and endorsed mutually between the home and school. This two-way partnership and assistance, parity in the relationship enhance mutual reliance and deference.

Grolnick and Slowiaczek (1994) defined it as “the allocation of resources to the child’s endeavours.” In other words, this denotes the level and way of parents’ active participation and interest in child’s education. All parents have specific hopes, likes/dislikes and choices for handling, bringing up and educating child. These may be shaped according to parent’s concept of an ideal child.

Coulombe (1995) defined parent involvement primarily as “parents participating in activities within the school walls, and only when wanted by the school.”

Jesse (1996) defined parent involvement as “the involvement of parents in their children's education by participating in various activities at home and at school.”

Lopez, Scribner, and Mahitivanichcha (2001) described parental involvement as “supporting student academic achievement or participating in school-initiated functions”.

Sharma (2002) stated parental involvement as “parents transmit the culture and customs of society to the oncoming generation. Parents contribute in many subtle ways to the development of children’s general interest, welfare, discipline, interactions with one another, leisure time activities, academic growth and vocational plans.”

National Centre for Education Statistics (2005) defined parental involvement in school as “parent reported participation at least once during the school year in attending a general school meeting; attending a scheduled meeting with their child's teacher; attending a school event; or volunteering in the school or serving on a school committee.”

Goodall and Vorhaus (2010) used the term parental involvement to record learning at home, interaction between school-home and home-school, participation in-school activities, decision-making and partnership with the community.

Bower and Griffin (2011) defined “parental involvement through activities such as providing nurturance to their children, instilling cultural values, and talking with their children, do not align with traditional forms of parental involvement as defined by school”.
Parental involvement is indivisible part of school activities as both are incomplete without each other. Research indicates the fact that parental involvement is associated with student attainment (Hester, 1989). Parental involvement effects the learning and thinking patterns of the learners. Parental behaviour involves the optimal combination of a high level of help, observation and escaping from corporal punishment (Baumrind, 1968; Darling and Steinberg, 1993). Parental involvement strongly influences the academic achievement of learner (Hester, 1989). Research designate that student success is ensured through efficient strategy of Parental involvement (Barnard, 2004; Desimone, 1999; Hill and Craft, 2003; Hill and Taylor, 2004; Zellman and Waterman, 1998).

1.3.2 Types of Parental Involvement

Meaning of parental involvement is different as per the perception of the person. For teacher, it is help in homework where as for parents, it meant decision about schooling. Parental involvement can take various forms such as getting children ready for school; help him in reading and taking part in school activities. Participation of parents in every aspect of children’s education and development from birth to adulthood is parental involvement. It has great impact on children’s life. Parents have their contribution as primary teacher and facilitator for the child. Parental involvement has two way communications between school and parents, firstly as primary educator and secondly as decision maker in various policies regarding child’s life. Mainly parents play active and supportive role in their child’s education.

Hester (1989) indicated interaction with parents is key component of parental involvement, described involvement of parents as teachers, promoters of children's progress, and as protector.

Moore (1991) described three patterns of parent involvement as policy makers, enabler of children's progress, and as volunteers.

Steinberg et al. (1996) described physical involvement of parents in school influenced student achievement. Participation in school programs, co-curricular activities, teacher meetings and open houses that attracted parents to school.

Desforges and Abouchaar (2003) described as good parenting in home, sharing information through connecting school, involvement in school activities, involvement in homework, involvement in school administration.

Parental Involvement may be in the form direct or indirect participation in school activities. Active participation of parents in school activities improves learning of their children.
1.3.3 Indices of Parental Involvement

Focusing on various dimensions Grolnick and Slowiaczek (1994) explored a multidimensional representation of parental involvement. Parents can be involved in children schooling in following four ways:

a) Behavioural Involvement
b) Personal Involvement
c) Cognitive Simulation
d) Intellectual Involvement

a) Behavioural Involvement

Behavioural involvement means involvement of parents through behaviour or the overt actions of the parents. This includes involvement of parents in school activities through school visit, meetings with teachers and attending parents-teacher meetings etc. Parents are interested in knowing the difficulties faced by their child in his/her learning. Most frequent actions of the parents were parents-teacher meeting, open house or special programme, assistance in social activities, observation of classroom activities. Parents-teacher contact has its impact on student learning (Iverson, Brownlee and Walberg, 1981). Some schools made special provisions for behavioural involvement of parents through individual conference, calendar with parent-child activity and tips for parents to strengthen the weak areas of their child. Both teachers and parents actively participated in these kinds of activities (Coolins, Moles and K-Cross, 1982). Most frequent type of parents’ involvement in school is through communication with teachers (Lopez, 1993).

b) Personal Involvement

It includes the personal participation of parents in learning of their child. The experiences of the parents and emotional atmosphere of the home, is known as personal involvement. Parents’ experiences help the child to learn better and develop the positive attitude among children towards learning. Parents’ interest in child’s day to day activities in the school, friends, enquiry about studies, how he is performing in the class activities, his interest in class activities, performance of his/her friends, his/ her social circle etc. concern of parents motivate the child to perform well and acts as a source of inspiration for the child. Resources provided by the parents and their concern about the child provide a more deep affective experience to him/her. The affective experience and emotional environment at
home have positive impact on children’s learning outcomes (Melson, 1985; Bradley, Rock, Cladwel, and Harris 1987; Sauer and Gattringer, 1978; Tamir, 1990). Personal involvement of parents consist affective experience of child that his/her parents bothers about school and take advantage by communicating with him/her and school authorities (Grolnick and Slowiaczek, 1994). Parents are concerned about educational and societal life of the child. Personal involvement includes activities like- knowledge of day-to-day activities of child, his friends in the school, his performance in the study, his relations with his classmates and his performance.

   Personal involvement is essential for parents to guide their child. Personal involvement of parents provides assurance, emotional support and reliance to the child. If a child performs poor in his studies and he feels that his parents are concerned about him, he will have a positive feeling to have support and help from parents to improve his performance. Personal involvement is a major source for child to rely upon.

c) Cognitive Stimulation

Exposing the child to cognitively stimulating activities and materials help in fostering cognitive development of children (Lareau, 1978). Belsky, Goode and Mosi (1980) described parental cognitive stimulation as attempts to concentrate the child’s attention to objects and events within the environment. The attempts can be concrete or verbal in nature by focusing the child's attention to specific objects and activities, parents try to stimulate the child's thought and expression in ways that may lead his/her academic learning.

   Environmental simulation and enrichment has positive impact on child’s growth and learning (Rohueer, 1970; Ausbel et al., 1980; Scoot-Jones, 1984). Conducive home environment has its positive impact on child’s personality which may help him in his future performance. Parents should ensure bringing up of their children in a stimulating, thought provoking surrounding.

d) Intellectual Involvement

Parents’ cognitive behaviour has indirect impact on the intellectual activities of the children. The reading habits of parents influence the study habits of children. Indirectly intellectual development of parents plays an important role in scholastic development of child as parents act as role model in shaping their attitude. Attitude and values are adopted by children from their parents. Parents
should participate in various cognitive activities such as reading newspapers, books or magazines and visit to library etc. (Moos and Moos, 1981; Howell and Mcbroom, 1982; Griswold, 1986; Grönlund and Slowiaczek, 1994).

1.3.4 Possible Patterns of Parental Involvement

Delgado-Gaitan (1992) described four patterns of parental involvement:

- In the first pattern, parents involvement is based on the information received from the teacher.
- In second pattern, parents’ involvement is due low grades of their children’s.
- In third pattern, parents get involved has low educational attainment. They get involved in the learning of their children due to their interest in increasing marks and standard performance of their children.
- In fourth pattern, parents with high educational attainment thinks that they provide effective help to their children in learning than other parents.

These patterns are based on some notional and observed support in this study, there is a need to recognize other elements which could enhance significant explanation of the model. The most important aspects of parental involvement are direct interaction with the child in educational situations and ability to respond friendly to child behaviour. Most educators considered parental involvement in school activities and homework plays significant role in academic success of the child.

Parental involvement in programme and activities of school cultivate optimistic attitudes towards school workforce and deploy assistance for educational programmes (Becher, 1984). School and parents should act as a partner for the better development of student as an ideal citizen. Effective education is unachievable in absence of parents’ help.

1.4 SIGNIFICANCE OF THE STUDY

Self-regulated learning refers to initiatives taken by the learner to manage his learning. He himself takes steps to regulate his behaviour for acquiring the knowledge and skill. Self-regulated learner takes the responsibility of his outcomes. He fixes standard of performance, plans strategies to achieve the standard, evaluates the actual performance and takes corrective measure to improve performance.

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 to perform better in educational institution (Pintrich and Schunk, 2002). Shift in the paradigm of motivational theories from conventional achievement model to social cognitive model of achievement brought promotion in integration of cognitive skills and motivational factors. Students’ own thoughts about motivation and learning play an important role in engagement in learning and consequent outcomes (Linnenbrink and Pintrich, 2002).

In current time period, role of students’ beliefs and strategies is focus of social cognitive theory to study motivation (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, what to study and most important how to study. The term ‘Self-Regulation’ is not explained completely by the use of cognitive and meta-cognitive strategies. Students possess these skills and strategies but they do not know how to use them in their learning process. Self-regulated learning helps to describe the gap in the achievement of the learners and also works as a mechanism to enhance performance (Schunk, 2005).

Studies conducted on self-regulated learning and motivational beliefs depicted significant relationship between both (Pintrich and De Groot, 1990; Marcou and Philippou, 2005; Kaur and Kaur, 2013; Kingir et al., 2013) 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 helps the children in the creating their interest in learning by providing them congenial environment and positive support for learning at home. Parents’ support act as a active constructor of their child’s school experience (Grolnick and Slowiaczek, 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 has 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 has shown significant relationship between both (Grolnick and Ryan, 1989; Martinez-Pons, 1996; Lee, Hamman and Lee, 2007; 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 importance of motivational beliefs and parental involvement in self-regulated learning; thus the present study was organized with the aim to explore the influence of both the variables (motivational beliefs and parental involvement) on self-regulated learning. Motivational beliefs and parental involvement have close relationship with self-regulated learning. These variables are closely related to each other. Hence, the present study is also focused on finding the relationship between these variables. This investigation has implications for the parents, teachers, school and students.

1.5 STATEMENT OF THE PROBLEM

SELF REGULATED LEARNING AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR MOTIVATIONAL BELIEFS AND PERCEIVED PARENTAL INVOLVEMENT

1.6 OPERATIONAL DEFINITIONS OF TERMS USED

1.6.1 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.

1.6.2 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.

1.6.3 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.

1.6.4 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).

1.7 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.

1.8 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.

1.9 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 this study.

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