



## **ROLE OF TEACHERS IN DEVELOPING SELF-REGULATED LEARNING AMONG STUDENTS IN TAMIL MEDIUM SECONDARY SCHOOLS IN PUTTALAM**

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Self-learning is given a prominent place in the teaching-learning process. Self-Regulated Learning (SRL) means that students are able to practice self-control in their cognition, behaviour and feelings to achieve their learning goals. In this context, students can generate patterns of cognition, behaviour and feelings themselves to achieve their target learning goals. Teachers in the classroom can impact students' self-regulated learning skills. Based on the available data for the period from 2013 to 2017, it was observed that the achievement levels of the students in Tamil medium secondary schools in the division were low. The main purpose of this study was to find out teachers' role in developing self-regulated learning among students in the Tamil-medium secondary schools in Puttalam. To achieve the purpose of the study, two research questions formulated: RQ1: What are the teachers' perceptions towards self-regulated learning strategies that are used by students? RQ2: What are the self-regulated teaching-learning strategies that teachers use to develop self-regulated learning practices among students? 72 teachers were selected from 12 Tamil medium secondary schools in the Northern Educational Division in the Zonal Education of Puttalam using a stratified sampling technique. A developed questionnaire was employed to collect data from the teachers. Based on the analysis of the data, it was found that teachers opined that the students' use of the following SRL strategies was low: resource management (M=2.3, SD= 0.7) and self-evaluation (M=2.3, SD=0.8). In addition, teachers also stated that students had moderate practice in other SRL strategies: setting goals, planning, help-seeking, building the environment, memory, meta cognitive skills, self-motivation, self-control and self-monitoring. It was also found that teachers stated that they were at a high level of usage in the SRL strategies of setting goals, planning, responsibility, time management, resource management, help-seeking, building the environment, self-organization, memory meta cognitive skills, self-motivation, self-monitoring and self-evaluation in their teaching-learning process. However, further investigation using qualitative approaches is required, especially classroom observation of whether they are using such techniques in their teaching-learning process. It is recommended that teacher training programmes should make teachers aware of SRL practices and train them on SRL, which would facilitate the improvement of students' learning achievements.

**Keywords:** Secondary Schools, Self-Regulated Learning, Teachers' Role

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