

## ROLE OF HOME ENVIRONMENT IN SELF REGULATED LEARNING OF SECONDARY SCHOOL STUDENTS

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### Abstract

*Environmental orderliness influences the availability of resources, which in turn affects state self-control behaviors and creative thinking. The home environment plays a crucial role in a child's overall development and psycho-social abilities. Various factors related to students, their homes, and schools contribute to students' academic performance at the secondary school level. Self-regulated learners are prepared to face educational challenges and possess the potential to solve problems on their own. They strive to achieve mastery of learning goals through self-motivation, self-directedness, and self-evaluation. This paper aims to explore the role of the home environment in fostering self-regulated learning among secondary school students.*

Keywords: Home environment, Self-regulated learning, Secondary school students

### Introduction

The human mind and body are closely interconnected and can be influenced by the environment in which we live. Even the color of walls and furnishings can impact our mental health. The home serves as the first school where a child develops an understanding of themselves and explores the world around them. The home environment significantly influences a child's personality development. Self-regulation is defined as learner's beliefs in their ability to engage in appropriate actions, thoughts, feelings, and behaviors to pursue valuable academic goals, while also self-monitoring and self-reflecting on their progress towards goal attainment (Zimmerman, 2000). It involves learning guided by metacognition, strategic behavior, and learning motivation, enabling students to become independent learners capable of pursuing their own interests.

### Home Environment

The family is the most important factor in society as a whole, and personality development occurs primarily within the home. Families, especially parents, provide the crucial support systems that children need. Parental relationships have a powerful influence on shaping a child's personality. Encouraging less restrictive parenting practices while allowing parents to freely express their views, effectively utilizing physical and emotional discipline without impeding children's autonomy, and ensuring unsupervised care are all important aspects of a nurturing home environment. A home should be a place where children are not compelled to conform to their parent's wishes and expectations, where they are safe from being isolated from loved ones and have access to love and education.

"My mom is a real nurse, and my dad is a real teacher," Rousseau said. Both home and school are important educational institutions for personality development. The family is a social institution that significantly influences a child's development. The foundation of education

lies in the home, and schools and teachers exist to support it. The family is the primary institution responsible for raising children, with parents serving as their first educators.

### **Self-regulation in Learning**

Self-regulation is a process that involves individual awareness and recognition of one's abilities. Bandura's social-cognitive theory of self-regulation conceptualized self-regulation as the strategies individuals employ to gain control over their learning process, including monitoring, regulating, and controlling their cognitive, motivational, and behavioral aspects to acquire knowledge or skills that enhance cognition, motivation, behavior, agency, goals, and metacognition (Bandura, 1986; Bozpolat, 2016; Zimmerman, 1989). Self-regulation enables individuals to learn how to control their emotions, behaviors, and attitudes. The first step in self-regulated learning is planning and goal setting, where students establish benchmarks to monitor their progress. Goal setting involves activating prior knowledge about task difficulty and proficiency in the relevant content area. The next step is implementation and control, followed by monitoring progress towards the goal. Individuals can exert control over their understanding, motivation, emotions, or behavior towards achieving a goal. Finally, students engage in reflection and provide metacognitive responses based on information gathered from previous self-assessments. A student's belief in their abilities determines how they perceive their progress or lack thereof.

### **Self-Regulated Learning Strategies**

cognitive strategies encompass domain-specific learning techniques. Critical thinking involves skills such as evaluating information sources and determining their consistency with prior knowledge. Activities that aid students in formulating and practicing critical thinking include generating questions before or during reading to focus attention, creating graphs and tables related to real-world issues, and engaging in class discussions to develop arguments for persuasive writing.

The metacognitive component comprises declarative knowledge (knowledge about oneself as a learner and factors influencing performance), procedural knowledge (knowledge about strategies and other procedures), and conditional knowledge (knowledge of when and why to use a particular strategy). Adults often struggle to express their knowledge or transfer domain-specific knowledge to new environments. The aim of self-regulated learning is to make these strategies visible to adult students and eventually automatic. One way to make these three types of knowledge visible in the classroom is through student demonstrations.

The motivational component encompasses both self-efficacy (an individual's belief in their ability to complete tasks or achieve goals) and epistemological beliefs (beliefs about the origin and nature of knowledge). Overcoming negative self-talk can be challenging for many students. Self-regulated learning strategies involve instructional techniques that assist students in monitoring and managing their learning skills and habits. By combining strategy instruction with metacognitive processes, instructors possess powerful learning tools to share with students.

## **Role of Home Environment in Student's Self-Regulated Learning**

Self-regulation enables individuals to remain calm, manage their emotions, adapt, and respond appropriately to the environment. It is essential because it empowers children to excel academically, build friendships, and thrive at home. Parental involvement in children's education has been associated with positive learner outcomes. When parents are engaged both at school and at home, children perform better and remain in school for longer periods. Parents assist their children in planning educational activities that emphasize student responsibility for learning, allowing them to make independent choices regarding learning projects, time management, learning activities, and exam preparation (Winne, 1995). Parents help students establish learning goals, monitor and evaluate their progress by providing feedback and scaffolding, enabling them to learn self-regulated learning strategies (Grolnick, 2009). Numerous researchers, practitioners, and policymakers have emphasized the importance of parent involvement. Extensive research indicates that when parents participate in their children's education, it leads to increased student achievement and improved student attitudes.

### **Conclusion**

Environmental factors such as education, culture, geographic location, and life experiences significantly influence our personalities. The home environment serves as a strong predictor of students' use of self-regulated learning strategies and their academic achievement. Parental responsiveness, language usage, engagement in literacy activities, attitudes towards children, and students' active participation in learning serve as foundational elements for academic success. It is the school's responsibility to foster strong relationships with parents to ensure children receive constructive feedback. Schools can organize information and awareness programs for both parents and students, thereby improving various aspects of the home environment, including parental disciplinary practices, acceptance and nurturing, and promoting students' autonomy and independence to prepare them for active participation in society. Effective parenting motivates children to develop self-regulation and control over their learning (Huang & Prochur, 2003). Therefore, the home environment plays a pivotal role in fostering self-regulated learning among secondary school students.

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