Status of self-Regulated Learning strategy in an Inclusive school and Regular School in Pune City

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ABSTRACT

Each and every individual in this world is unique. The exclusiveness in every being is the mechanism that nature provides them to get through it's survival. Every learner is different in their physical, mental, intellectual, and emotional abilities. Therefore a process that is suitable for one may not be suitable for another. Education should focus on developing the uniqueness of every child . Inclusive education is a process of including all categories of students in the same mainstream schools so that students with disability and special care also can get integrated in to the mainstream effectively. Inclusive education is about the school changing the system of activities to meet the need of all types of children. It includes making changes in curriculum, changes in teaching methods, altering learning experiences, and students interactions with their peers with or without special needs. Self-regulated Learning (SRL) is a process that enables the inclusive education a reality. It is a strategy that can take care of the distinct needs of all the students- differently abled as well as normal. Self –regulated Learning is a process where students define their goals themselves, monitor their actions, and take decisions and reflect on the outcome, adjust and prepare themselves to achieve the goal. It is regulated by motivation. This paper focuses on Status of Self Regulated Learning Strategy applied by Teachers in Inclusive and Regular Classroom set up.

Key Word : Self Regulated Learning, Inclusive School, Regular School.

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Introduction

Uniqueness of an individual

Each and every individual in this world is unique.the exclusiveness in every being is the mechanism that nature provides them to get through it's survival.

Inclusive Education

Every learner is different in their physical, mental, intellectual, and emotional abilities. Therefore a process that is suitable for one may not be suitable for another. Education should focus on developing the uniqueness of every child.

Inclusive education is a process of including all categories of students in the same mainstream schools so that students with disability and special care also can get integrated in to the mainstream effectively.

Inclusive education is about the school changing the system of activities to meet the need of all types of children. It includes making changes in curriculum, changes in teaching methods, altering learning experiences, and students interactions with their peers with or without special needs.

Self-Regulated Learning Strategies

Self-regulated Learning (SRL) is a process that enables the inclusive education a reality. It is a strategy that can take care of the distinct needs of all the students- differently abled as well as normal.

Self –regulated Learning is a process where students define their goals themselves, monitor their actions, and take decisions and reflect on the outcome, adjust and prepare themselves to achieve the goal. It is regulated by motivation.

Inclusive school teachers and regular school teachers of Pune city are using Self- regulated learning strategies in their classrooms. Finding out what are the strategies using by them and making a comparison will give an insight on the status.This study is to find out the status of self-regulated learning strategies applied by teachers of an inclusive school and a regular school in Pune city and their comparisons

Definition of important terms

1. **Inclusive Education** - Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum.

2. **SRL – Self regulated Learning** is a process of taking control of and evaluating one's own learning and behavior.Self-regulation is a kind of meta-cognitive strategy and related to the choice of appropriate learning strategies.

3. **Self-regulated learning sub-strategies** – Self-awareness, self-monitoring, self-reinforcement, self-efficacy, self-directed learning, self-determination,self-management,self-instruction,self-evaluation,self-motivation,self-emotional control, goal setting skills, Problem solving skills, self-control skills, co-regulation, socially shared regulation.

   i. **Self-awareness** - conscious knowledge of one's own character and feelings.

   ii. **Self-monitoring** - ability to regulate behavior to accommodate situations.

   iii. **Self-reinforcement** - Self-reinforcement is a process whereby individuals control their own behavior by rewarding themselves when a certain standard of performance has been attained or surpassed.

   iv. **Self-efficacy** - Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

   v. **Self-directed learning** - is a process in which individuals takes initiatives with or without the help from others in diagnosing their own learning needs, formulating goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

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vi. **Self-determination** - Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives. Students who have self-determination skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence

vii. **Self-management** - Self-management is a key skill that will help you throughout your life. It involves setting goals and managing your time. Developing your motivation and concentration skills will help you to overcome the lure of procrastination.

viii. **Self- instruction** Self-instruction is concerned with responsibility in learning. Individuals who are involve in self-instruction (as learners) have taken on some extra responsibility for their own learning which in other circumstances would be held on their behalf by a teacher

ix. **Self-evaluation -** Self-evaluation is a collaborative, reflective process of internal school review. It provides teachers with a means of systematically looking at how they teach and how pupils learn and helps schools and teachers to improve outcomes for learners.

x. **Self-motivation** – Self- motivation is in its simplest form, the force that drives you to do things." Self-motivation requires personal standards against which to evaluate ongoing performance.

xi. **Self-emotional control-** Emotional Self-Control **is** the ability to manage disruptive emotions and impulses and to maintain effectiveness under stressful or even hostile conditions. Such self-control does not mean suppressing emotions, but rather noticing the feelings and their accompanying bodily signals and choosing whether or how to act on them.

xii. **Goal setting skills -** Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality.

xiii. **Self-control skill -** Self-Control is the thinking skill that helps children learn to control their feelings and behaviors in order to make good decisions, while aiding in reducing impulsive actions and dealing effectively with frustration.

xiv. **Co-regulation** - Co-regulation refers to the social relationships and the way one can adjust themselves when interacting with another, in order to maintain a regulated

state. To reach a regulated state with co-regulation, a mutual adjustment/agreement of actions and intentions needs to be met by all involved.

xv. **Socially shared regulation** - Recently, the concept of socially shared regulation of learning (SSRL) has emerged, which. occurs when groups regulate together as a collective, such as when they construct shared task, perceptions or shared goals.

xvi. **Decision making** - decision-making is regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities.

xvii. **Problem-solving** - The process of working through details of a problem to reach a solution. Problem solving may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills.

Need

In regular school system, differently abled students may not get proper attention to cope with their problems and that affects their performance in learning. How the teachers using SRL strategy in Inclusive & regular classroom and what is the difference between SRL strategy applied by the teachers in regular & Inclusive set up. This is the need of the hour.

Importance

Using SRL strategy, teachers can

- Guide pupils' self-beliefs, goal setting, and expectations.
- Promote reflective dialogue.
- Provide corrective feedback.
- Help learners make connections between abstract concepts
- Help learners link new experiences to prior learning

Objective of the research

u1. To determine status of self-regulated learning strategy applied by inclusive school teachers of Pune city

2. To determine status of self-regulated learning strategy applied by regular school teachers of Pune city.

3. To compare the status of self-regulated learning strategy of inclusive school teachers and regular school teachers of Pune city

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Research Question

1. What is the status of SRL strategy of inclusive school teachers?
2. What is the status of SRL strategy of regular school teachers?
3. What is the difference in status of self-regulated learning strategy of Inclusive school teachers and regular school teachers?

Assumption:

1. SRL strategy is using in inclusive schools.
2. Teachers of inclusive schools apply SRL strategy in classrooms.

Scope, limitations and Delimitations

Scope

1. The scope of the study is the students and teachers of one inclusive school and one regular school of Pune city.
2. This study is related to self-regulate learning strategy in inclusive class room and regular class room.
3. This study is related to SRL learning sub strategies self-awareness, self- monitoring, self-reinforcement, self-efficacy, self-directed learning, self-determination, Self-management, Self-instruction, self-evaluation, self-motivation, self-emotional control, Goal setting skills, Decision making skills, Problem solving skills, self-control skills,co-regulation, socially shared regulation.

Delimitation

1. This study is limited to students and teachers of one inclusive school and one. regular school of Pune city.
2. This research is limited to SRL strategy.
3. The study is limited to 2 schools of Pune city.
4. Data was collected from English medium schools.

Limitation

Findings of this study depend on the responses given by teachers of the both Schools.

Methodology and Procedure

Methodology

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The present work was carried out by applying Survey method. The researcher here did a comparative survey study of the SRL strategies applied by teachers of an inclusive school and a regular school in Pune.

Procedure

The researcher identified the self-regulated learning strategies to be studied and selected one inclusive school and regular school. Visited the schools and get permissions from the concerned authorities to observe and collect data from classrooms. After obtaining the permission the researcher decided to collected data from 25 teachers from each school and observed their classes for one week. Preparation of questionnaire and observation sheet

A questionnaire was prepared for conducting the survey of the17 SRL strategies applied by the teachers of inclusive school and regular school to be studied. Questionnaire contains 9 closed ended and 15 open ended questions. The researcher collected data through questionnaire and observation sheet and data was analyzed. Table summarizing the various strategies used by the teachers of the inclusive school and the regular school was made.

Sample and Sampling Techniques

Population

In this study, the population is the teachers of Inclusive schools and Regular Schools of Pune city.

Sample

The researcher has selected teachers of an Inclusive School and a Regular Schools in Pune city.

Sampling Method

Sampling is the process of selecting a representative group from the population under study.
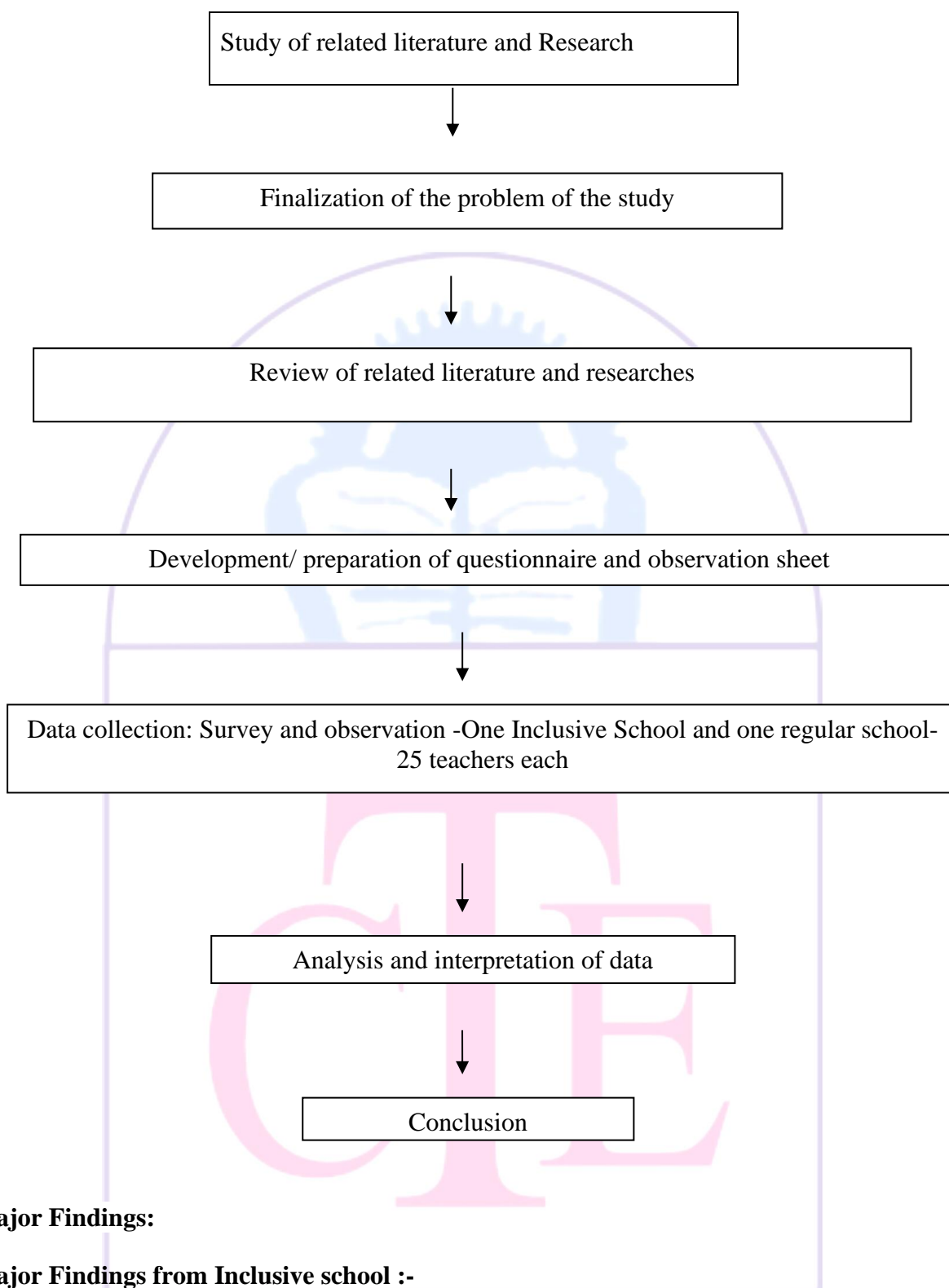
Purposive sampling

In this study the researcher has used purposive sampling to select the schools for study. Teachers are selected by incidental sampling.

Data collection Tool: Questionnaire for teachers, Observation sheet for researcher.

Data Analysis Tool: Percentage was used.

Flow chart of the Research Procedure

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Study of related literature and Research

Finalization of the problem of the study

Review of related literature and researches

Development/ preparation of questionnaire and observation sheet

Data collection: Survey and observation -One Inclusive School and one regular school- 25 teachers each

Analysis and interpretation of data

Conclusion

Major Findings:

Major Findings from Inclusive school :-

1. Teachers creates self-awareness skills in children through various methods such as discussion on topics chosen by the students, reflecting on the topic after the session, doing the task independently, conducting drama in class, participating in social programs, having dialogue with the child, initiating inquiry based discussion.

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2. Teachers use different methods to develop self- management skills in children like, playing games, encouraging cooperative learning, guiding to complete special tasks, doing routine work independently, asking them to manage the class, and giving small responsibilities.

3. Teachers apply the following strategies to develop self-motivation skills .By giving inquiry based activities, undertake new activities, encourage and appreciate to do tasks, give opportunities to play games, claps, stars at successful completion.

4. The strategies that teachers use to develop self-instructions are by minimizing the number of instruction, hands on activities, showering praises, claps, and stars at the completion, giving well instruction, giving small responsibility, instructing to do the routine work independently.

5. Self-efficacy skills in class rooms are developed by making them understand 'substance over form', telling them process is important than the result, giving importance to participation than winning , drawing diagrams related to the topic, giving claps, stars and gifts at completion.

6. Efforts teachers take to imbibe self-directed learning in students are by Giving students inquiry based learning, Allowing experimentation while playing, Encouraging to do the tasks in their way ,correct the mistakes after the task but not reprimanding them for the mistakes, teaching the basic concepts, giving claps stars and praises ,learning with pictured books, giving various activities.

7. Techniques used by teachers to develop self-determination in students are, by giving interesting tasks that motivate the students, Telling the importance of fair play instead of winning dirty, giving different activities, giving a subject and ask the students opinion, encouraging to take effort to complete the task.

8. Steps teachers use in classroom to develop goal setting skills are by encouraging to enjoy a sport than result ,giving different activities suitable to their capacity, giving tasks that are interested, encourage to work hard and study well, give a task with instructions ,giving activities started with easy and then difficult.

9. Teachers using strategies to develop decision making skills such as, asking why they took a particular decision, encouraging them to take decisions and responsibility of the consequences, asking to take decisions independently and   face the consequences, giving guidance of how to take decisions, giving responsibilities, making aware of the pros and cons of various decisions.

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10. For developing problem solving skills in classrooms teachers use methods like, not giving readymade answers, encouraging to think possible solutions, be emotionally supportive, giving imaginary situations ,making aware that if problems are not solved need to face consequences, teacher's demonstration, giving in a dialogue, making understand the problem and give reinforcements at success.

11. To develop self-evaluation skills in children Teachers use strategies such as, discussing the classwork and homework and asking to check their work, brainstorming after a bad session, by giving puzzles based on stories, showing pictures and asking questions, cooperative learning and group practices, by repeating the same work, by encourage them to introspect.

12. Teachers use strategies to develop self-reinforcement skills in students like, asking to do it in a given time limit, strengthening students plus points, giving work according to the interest, giving multi-tasking games, giving oral instructions, asking to solve worksheet.

13. Techniques applied by teachers in classroom to develop self-monitoring are, giving responsibility of their own work without punishment, giving incentives, having a chat with the students, making them aware of the negative consequences, telling the importance of monitoring their work, a group activity breaking it up into different tasks and assigning it to different students and then make it together as whole, taking responsibility of each other and monitor their actions, first demonstrating and then asking the students to do, encouraging them to analyze.

14. To develop self-control skills in students, teachers use techniques such as , stop talking for a few minutes, explain it to the student, ignore the trouble maker and deny him any attention, asking other students to not talk to the student who is misbehaving, giving counseling and small punishments, diverting attention of the child by giving activity that they like, giving them drawing activity, by giving them punching bag to hit.

15. For developing emotional control skills in children teachers use methods such as, asking to walk around for two minutes, helping them with their difficulties, readily spend time with them, allow to express the feelings freely ridicule the task so that the students feel it easy, divert the students' attention to some other activities, giving counseling to the student, lightening the task, giving from easy to difficult, by frequent conversation with the child. resorting the students to guidance and counseling, taking preventive measures, talking in a calm voice to calm them down and think of rational solution, encouraging to be independent and to make mistakes and deal with it, by

making them understand that irrespective of their likes or dislikes they have to deal with the situations, by chatting with the students.

16. Teachers develop co-regulation in classroom by methods like, encouraging co-operative learning , allowing to teach some topics in class and in other grades under teachers supervision, starting discussions, and debates in the class, combining normal students and students who need special care to study together, using media, pamphlets, school visits, through games, telling stories in the class, singing songs together, maintaining friendly relation with each other.

17. Socially shared regulation in classrooms are implemented by, encouraging to share their experience with others, without any compulsion allow them to learn freely, sharing each other's experience, maintaining harmony in the class, making the students work together, engaging in group activities, sports, initiate a talk in the class and then leave it to the children to continue it, behave normal with every students irrespective of their ability, maintain friendly relationship with everyone through participation in different festivals.

Major Findings from regular school :-

1. Teachers creates self-awareness skills in children through various methods such as, teaching students self-development, through personal life experiences in self-development class, students actively expressing their opinion and choice, asking questions individually , giving the student a chance to interact among students, telling the importance of self-awareness, giving instances and share their personal experiences, giving different projects, tapping the students talents and encouraging to participate in required activities, giving practical examples of day to day life.

2. Teachers use different methods to develop self- management skills in children like, assigning projects both individual and group, using peer teaching, asking students to solve sums on the board, giving them group activity, completing homework everyday on their own, giving them and encouraging them participate in activities like drama, role play etc., solving problems, resisting stress, communicating clearly, exercising often, keeping their belongings in place and taking care of it, asking them to bring something from the market, get up in the morning and do your required things on your own, doing practically and explaining them, time management techniques, giving the students to control the class, like minding the class, collecting books, allowing them to organize small events in school during assemblies etc.

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3. Teachers apply the following strategies to develop self-motivation skills by, encouraging to find out his/her strength and telling him/her to pursue their interests, showing inspirational videos and by telling them real life stories, providing opportunity for public speaking, buddy system, appreciating whenever they have done well, not to allow to give up, ask to keep trying, guide them to achieve the goal, motivating by giving positive attitude, showing video clippings of various personalities narrating stories and incidents, not giving negative remark, encouraging the weaker students.

4. The strategies that teachers use to develop self-instructions are, through self-study method, self-learning of easy topic, finding information on certain topic, rewarding good behavior, providing structure through moral stories, motivating in intellectual social and academic growth, encouraging open and sincere communication encourage students to prepare themselves for exams, reminding students about their duties, updated with school rules and regulations, not giving negative remark, explaining the importance of values, giving teacher's personal experience, setting up test papers, time tables etc., using open ended question, testing previous knowledge , using activities and comprehensions.

5. Self-efficacy skills in class rooms are developed by, giving responsibility , looking towards the positive side of the students, asking to do a PPT or clan monitor, appreciating their work, demonstrating faith in them, giving them positive strokes, motivating when successfully complete the work by saying 'excellent', 'very good' etc., sharing positive thoughts, asking not to give up but keep trying until get the result, dialogues and open ended questioning etc., equate success to internal factors – develop a sense of mastery over good behavior and positive attitude, giving various tasks and activities and hosting programs, appreciating, giving tasks according to abilities.

6. Efforts teachers take to imbibe self-directed learning in students are by, making understand and thinking of the concept, encourage open ended exploration fuelled by their curiosity , molding in to independent individuals, setting learning goals and understand the needs of the goals, allowing to learn without someone else's help, allow to invent different ways of performing, explaining them to implement self-directed learning, giving topics to prepare, giving help through examples, giving a chance to perform a skit or compose a song related to topic, making pairs for self-learning and give instructions to follow, giving individual and group activity.

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7. Techniques used by teachers to develop self-determination in students are by, practicing the values learned - self-confidence, punctuality, cleanliness etc., building up confidence by putting complete trust and helping to never give-up and discover child's talents, giving group discussion and group activities, giving realistic goals to achieve, making them think positively, believe in themselves, remain confident , to be truthful, telling the values of self-determination, giving examples of successful personalities ,solving problems and making decisions, throwing light on self-awareness, strength, weakness, telling personal life experiences and various inspirational stories.

8. Steps teachers use in classroom to develop goal setting skills are by, giving short term and long term goals, giving activities and projects, giving small tasks in classroom level, telling inspirational stories , exposing merits of moral values, etc., making them know their goals and what to concentrate on and improve, support positive decisions, guide as per the interested subject requirement.

9. Teachers using strategies to develop decision making skills such as, giving them the freedom to decide after a careful evaluation of their decision, group activities, involving decisions made by children to heighten their dignity, choice of opinion/idea etc., asking them to do, self-help, asking them to think 'if not ' and 'what if ', giving small responsibility in the class.

10. For developing problem solving skills in classrooms teachers use methods like, setting example by the teacher herself, make them solve and then help others learn, giving them personal life experiences and a direction to think deeper, taking decisions correctly, motivating them to identify the reason for their problem, asking them to practice 'sorry' and 'thank you ' words, keeping their way of behavior and talking soft, explaining them both positive and negative effects of a problem.

11. To develop self-evaluation skills in children teachers use strategies such as, group discussion and self-evaluation, seeing the progress after every test, helping them identify their own skill gaps and set realistic goals, assessing themselves and tracking their progress, observing whether they are getting expected results, making it better than the preview took, telling them the importance of self-evaluation, doing activity based learning , realizing the changes in them based on marks, behavior etc., compared with last year, making them critically think and analyze , giving exercises and evaluate themselves, teaching to be honest , helping in self-improvisation and realization to enhance their strength and overcome their weaknesses, asking to examine themselves and compare with past and present and then analyze and improve.

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12. Teachers use strategies to develop self-reinforcement skills in students like, asking to listen the teacher and think about it and decide whether they have achieved it or not, checking their assignments or written work, involving students in games, projects group activities, giving simple tasks related to their personal life and personal hygiene, performing a small skit and explain to them to learn from the mistake and try to improve, reading books, giving some rewards or ask the parents to do so when achieves a goal, rewarding themselves when a certain standard of performance has been attained, keeping a progress chart to monitor desired behavior, giving responsibilities and various opportunities to make themselves proud, asking to solve sums on board.

13. Techniques applied by teachers in classroom to develop self-monitoring are, giving opportunity to participate in healthy activities with peers , supervised by the teachers, telling which actions are good or displeasing so that they can inculcate /reject, evaluating by daily observation, checking on the course of action and measuring the goals, explaining the effects of positive and negative thinking, checking work daily, correcting when doing something wrong, asking to control the class so that they remind others what they tend to forget, helping the students understand they are in charge of their behavior and choices, keeping a point scoring system that motivate students to monitor and self-check their actions, students acquire it through observation and a sense of satisfaction, checking their daily work.

14. To develop self-control skills in students teachers use techniques such as , giving warnings and then engage them in some task, giving counseling, instructing to behave well, making realize that their behavior was undesirable and correct them with love, calling personally and explaining, calling their parents in extreme cases, giving them 2-3 chance to improve , encouraging their good behavior and some boosting too, giving remarks at times to bring it to the notice of their parents, giving punishments.

15. For developing emotional control skills in children teachers use methods such as, recognizing and understanding emotions, impulses and control by self-motivation, giving tasks according to the ability of the students and then give them difficult ones, telling that certain emotions should not show in public so they need to have a strong will power, putting at ease and giving assurances, giving good examples and become a good counselor, teaching stress management and meditation, making to understand the importance of self-management, asking to list the thoughts and try to eliminate the negative thoughts ,giving some responsibility in the class, being a good listener and guide properly, asking to write it down on a paper, asking to visit to a counselor,

encouraging positive peer relationship, encouraging positive self-talk and identify the source of anxiety, talking about emotions and how others feel in a given situation, identifying coping strategies and leading by example, giving personal attention to their personal and social life. Self-determination skills in students are developed in classroom by, giving instruction in problem solving and decision making, making them serve as role models for positive social behaviors, teaching leadership skills and encourage to take leadership roles, teaching the art of self-motivation, planning, organizing etc., appreciating good work, being clam and demonstrating presence of mind in such situations, telling not to get afraid of any situation and try to do whatever comes on the way, encouraging and motivating that they can do the task assigned, inspiring to face it, motivating to keep trying, asking not to assume that the things you don't want are bad, planning for everything to turn out well, asking to trust themselves and their ability, citing social and moral stories, creating platform for interaction and solution finding, increasing the difficulty level of the task slowly and gradually, giving them the freedom to decide and ask themselves if it is going to benefit them in some way or the other, making understand to accept unexpected events and outcomes and then to work out solutions.

16. Teachers develop co-regulation in classroom by methods like, asking to explain a particular topic, giving topics to find out more information and to compile and present it in class, individually or in group, encouraging good work and appreciate, making them learn while the teacher is teaching and then ask to teach what is learnt, help complete a task given, encouraging teacher and peer dialogue around learning, delivering high quality information of progress in learning, giving positive reinforcement after every learning period giving positive stokes and motivation.

17. Socially shared regulation in classrooms are implemented by, giving group activities and observing their social behavior- conscious and subconscious, and how they go about it, encouraging group learning and cooperation, talking and understanding, setting goals, regulating emotions and motivation, monitoring and evaluating, giving group activities and by carefully observing conscious as well as unconscious actions, collecting monitoring and evaluating articles related to the chapter, engaging them in to personal activities.

Major findings – Comparison :

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1. Teachers of both inclusive school and the regular school are aware of self-regulated learning.

2. All the teachers of inclusive school and regular school are applying self-regulated learning strategies.

3. It is found that teachers of regular school are able to use more methods and techniques to develop skills for self-regulated learning because of the homogeneous nature of the classroom.

4. Teachers of the inclusive classroom are not able to use a wide range of techniques because of the special needs majority of the children demand.

5. By observation it is found that, the teachers of the regular school apply these SRL strategies always.

6. Observation shows that the inclusive school teachers are using these strategies not always.

Conclusion

1. Self-regulated learning strategies are important in inclusive education.

2. Inclusive school teachers are using SRL strategy in the class.

3. Teachers of regular school are using SRL strategy and others methods.

4. Teachers of inclusive school make children aware of their peers who need special care and they train them to make required adjustments to accommodate them in the class.

5. Both (Regular & Inclusive) school teachers are using SRL & it sub strategies.

6. In inclusive School teachers faced difficulties in applying SRL in the classroom compose to regular school teachers.

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