

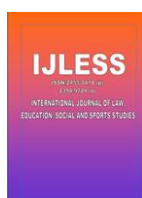


Impact of Educational qualification on Self-Regulated Learning in relation to Teacher Empowerment

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ABSTRACT

The present study attempts to study impact of Educational qualification on Self-Regulated Learning in relation to Teacher Empowerment in Shivamogga districts. The objectives of the study are to study the relationship between Teacher Empowerment with Self-Regulated Learning among government Upgraded school teachers and study the mean significant difference in various components related to Self-Regulated Learning among government Upgraded school teachers with respect to educational Qualification. The study was a descriptive survey in order to know relationship of variables. It is correlational and casual-comparative in nature and comprised 405 teachers out of the total pool of 756 teachers. This study clearly showed that Teacher Empowerment and Self-Regulated learning of Upgraded School Teachers have a Significant Relationship and study is inferred that "there is a Mean significant differences between in self-Regulated learning among government upgraded school teacher with respect to their Educational qualification" relationship of Educational Qualification on Self-Regulated Learning. The significant difference in self-Regulated learning scores based on qualifications ($F=9.541$, $p<0.05$) Result highlights the policymakers and educational institutions in designing professional development programs, fostering a culture of continuous learning, and empowering teachers to achieve better educational outcomes.

Key words; -self-regulated learning, Educational Qualification. Teacher empowerment

Introduction

Education is a transformative process that not only equips individuals with knowledge but also empowers them to navigate challenges effectively. Teachers, being the cornerstone of this process, play a pivotal role in shaping the educational journey of learners. Their professional efficacy and empowerment are intricately linked to their self-regulated learning abilities and educational

qualifications. In the context of teacher empowerment, self-regulated learning serves as a critical component, enabling teachers to adapt, reflect, and enhance their teaching practices autonomously.

Self-regulated learning (SRL) is the process by which individuals take charge of their own learning by setting goals, monitoring progress, and reflecting on outcomes. For teachers, SRL is not only a personal learning strategy but also a professional necessity that directly influences their teaching practices and adaptability to changes in the educational landscape.

Educational qualification is a significant factor influencing the cognitive and professional capabilities of teachers. Higher levels of education often provide a deeper understanding of pedagogical methods, subject expertise, and the ability to engage in reflective practices. These qualifications not only enhance their teaching strategies but also foster a sense of confidence and autonomy in their professional roles. In turn, this impacts their ability to engage in self-regulated learning, which involves setting goals, monitoring progress, and reflecting on outcomes to improve teaching and learning experiences.

Teacher empowerment refers to enabling educators to make autonomous decisions, participate actively in school management, and contribute meaningfully to the educational ecosystem. Empowered teachers demonstrate higher job satisfaction, a greater sense of ownership, and a commitment to professional excellence. The interplay between self-regulated learning and teacher empowerment creates a conducive environment for educational innovation and improved student outcomes.

Review related literature

Yves Kurlen (2020) explored the relationship between teachers' professional competencies and self-regulated learning (SRL) among primary and secondary school teachers. The study emphasized that SRL is essential for success in education, and teachers play a pivotal role in fostering SRL in students. It proposed a theoretical framework integrating teachers' competencies as self-regulated learners and as facilitators of SRL in classrooms.

Data from 106 in-service teachers revealed low to average levels of SRL content knowledge (CK-SRL) and pedagogical content knowledge (PCK-SRL). Despite this, teachers demonstrated positive attitudes, motivation, and self-efficacy toward promoting SRL. The findings underscore the importance of distinguishing between teachers' roles as learners and agents of SRL and suggest that an integrative approach could guide future studies on improving SRL practices and their impact on student development.

Sue Oates (2019) explored the role of autonomous, self-regulated learning (SRL) in primary initial teacher training. The study highlights a shift in education from knowledge-based to skills-based curricula, emphasizing cooperative inquiry, student voice, and the evolving teacher's role. While prior SRL research focused on older students, the study underscores the growing importance of SRL in elementary education. Initially examining the curriculum's role, findings revealed the teacher-learner connection as vital for fostering autonomous learning. The responsibility for developing SRL largely lies with teachers. The study advocates for teacher training programs to prioritize SRL, autonomy, and lifelong learning, encouraging collaborative and active pedagogies to prepare student teachers as lifelong learners.

Significance of the study

This study holds significant value in understanding how educational qualifications influence self-regulated learning and its impact on teacher empowerment. By examining this relationship, it provides insights into how higher qualifications enhance teachers' ability to set goals, reflect, and adapt their teaching practices, leading to improved autonomy, confidence, and participation in decision-making processes.

Objectives of the Study

The objectives of the study are as follows: -

1. To study the relationship between Teacher Empowerment with Self-Regulated learning among government Upgraded school teachers.
2. To study the mean significant difference in various components related to Self-regulated learning among government Upgraded school teachers with respect to Educational Qualification.

Hypothesis of the Study

1. There is no significant relationship between Teacher Empowerment and Self Determination of upgraded schools' teachers.
2. There is no significant difference in Self-regulated learning and their components among upgraded school teachers with respect to their Educational qualification.

Methodology of the study

The study will be designed of a descriptive survey in order to know The Impact of Educational qualification on Self-Regulated Learning in relation to Teacher Empowerment

Variables of the Study

- Teacher Empowerment
- Self- regulated learning
- Educational Qualification (D.ED, UG with B. ED, PG with B. ED)

Population and Sample

The population for the present study comprised Researcher selected Randomly 405 teachers out of the total pool of 756 teachers. This random selection helps ensure that sample is not biased and is a representative subset of teachers from the government upgraded schools in the shivamoga district Out of the 121 upgraded schools, researcher selected 77 schools for the present research

Tools used for the Study

- TeachersSelf-Regulated Learning Scale (2022) by Yashavantha.B and Dr. Manjunath H.P

This 5 point rating scale includes 22 items of five components they were; Task analysis, Self-motivational Believes, Self-control, Self-observation and judgment, Self-reactionCronbach's alpha reliability was found to be 0.799

Data analysis Techniques used for the study

Statistical Techniques such as Quartile Deviation Percentage Analysis, mean, standard deviation and correlation was used. To find out the difference between of variables ANOVA was carried out.

Analysis of the data

Objective-1: To study the relationship between Teacher Empowerment with Self-Regulated Learning among government Upgraded school teachers.

To full fill the above objective researcher formulated the following null hypothesis-

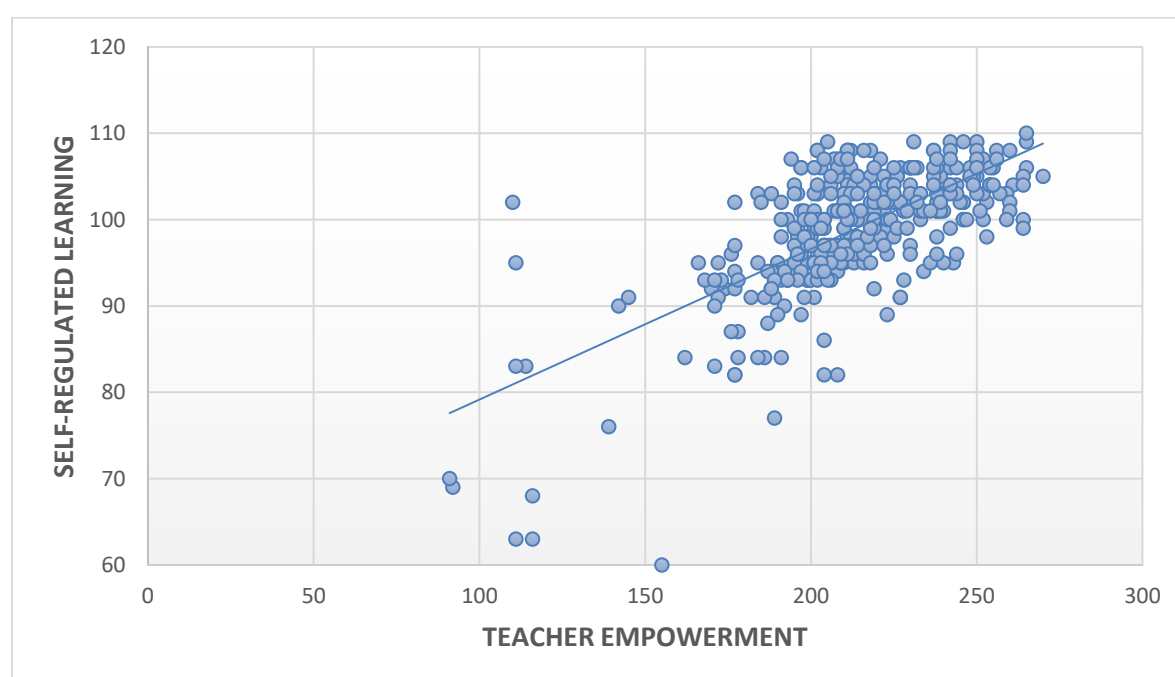
Hypothesis-1: There is no significant relationship between Teacher Empowerment and Self-Regulated Learningof upgraded schools' teachers.

Table-01: Table shows 'r' values of Correlation between Teacher Empowerment and Self-Regulated learning.

		Self-Regulated learning
Teacher Empowerment	Pearson Correlation	0. 680**
	Sig. (2-tailed)	0.000
** Correlation is significant at the 0.01 level (2-tailed). [Total (N) =405]		

According to Table 01, the derived 'r' value of 0.680 is positive and significant at the 0.01 level. As a result, the null hypothesis (1) is rejected, and it is further concluded that "Teacher Empowerment and Self-Regulated learning of Upgraded School Teachers Have a Significant Relationship"

The p-value of less than 0.01 indicates that the observed correlation is unlikely to have occurred by random chance. In other words, there is strong evidence to suggest that the correlation between teacher empowerment and self-regulated learning is indeed present and not just a result of random variation.

**Graph 01: scatter plot shows Correlation between Teacher Empowerment and Self- Regulated Learning of Upgraded school teachers.**

Graph 01, indicates, the data displayed on the graph resembles a line rising from left to right. Since the slope of the line is positive, there is a positive correlation between the two sets of data. This means that according to this set of data, the good Self- Regulated learning, the enhance Teacher Empowerment.

Objective-2: To study the mean significant difference in various components related to Self-Regulated Learning among government Upgraded school teachers with respect to Educational Qualification.

To full fill the above objective researcher formulated the following null hypothesis-2

Hypothesis-2: There is no significant difference in Self-Regulated Learning and their components among upgraded school teachers with respect to their educational qualification.

To fulfil the Hypothesis-2 researcher formulated following Sub-hypothesis 2.1 to 2.8

Table No 2: Mean value of self-Regulated Learning and there components among upgraded school teachers with respect to their Educationalqualification.

SI	VARIABLE AND COMPONENTS		N	Mean	Std. Deviation
I	Task Analysis	DED/TCH	126	26.3254	2.83077
		UG+BED.	193	27.1140	2.43616
		PG+BED.	86	27.3372	2.28864
		TOTAL	405	26.9160	2.56265
II	Self-Motivational Believes	DED/TCH	126	21.0556	2.47000
		UG+BED.	193	21.3938	2.50008
		PG+BED.	86	21.7907	2.34704
		TOTAL	405	21.3728	2.46696
III	Self-Control	DED/TCH	126	19.1190	2.10374
		UG+BED.	193	19.0933	2.15097
		PG+BED.	86	19.9070	2.13997
		TOTAL	405	19.2741	2.15408
IV	Self-Observation	DED/TCH	126	21.4444	2.41514
		UG+BED.	193	22.4611	2.35624
		PG+BED.	86	22.6744	1.91859
		TOTAL	405	22.1901	2.34012
V	Self-Reaction	DED/TCH	126	8.7698	1.56032
		UG+BED.	193	9.1554	.88781
		PG+BED.	86	9.1163	1.02232
		TOTAL	405	9.0272	1.17387
VI	Self-Regulated Learning	DED/TCH	126	96.7143	7.91238
		UG+BED.	193	99.2176	6.73411
		PG+BEEd.	86	100.8256	6.09183
		Total	405	98.7802	7.14445

Table No 3: 'F' value of self-Regulated Learning and there components among upgraded school teachers with respect to their Educationalqualification.

SI	VARIABLE AND COMPONENTS		Sum of Squares	df	Mean Square	F	Sig.
I	Task Analysis	Between Groups	66.774	2	33.387	5.189	significant
		Within Groups	2586.372	402	6.434		
		Total	2653.146	404			

II	Self-Motivational Believes	Between Groups	27.785	2	13.893	2.297	Not significant
		Within Groups	2430.916	402	6.047		
		Total	2458.701	404			
III	Self-Control	Between Groups	43.786	2	21.893	4.807	significant
		Within Groups	1830.791	402	4.554		
		Total	1874.578	404			
IV	Self-Observation	Between Groups	104.407	2	52.204	9.956	significant
		Within Groups	2107.953	402	5.244		
		Total	2212.360	404			
V	Self-Reaction	Between Groups	12.202	2	6.101	4.504	significant
		Within Groups	544.499	402	1.354		
		Total	556.701	404			
VI	Self-Regulated Learning	Between Groups	934.484	2	467.242	9.541	significant
		Within Groups	19686.958	402	48.973		
		Total	20621.442	404			

Findings of the study

The correlation coefficient (r) value of 0.680 indicates a relatively strong correlation between teacher empowerment and self-regulated learning. Teachers with educational qualifications of PG+B.Ed and UG+B.Ed consistently report higher mean scores, followed by D.Ed/TCH groups, across components like Task Analysis (26.32, 27.11, 27.33), Self-Motivational Beliefs (21.05, 21.39, 21.79), Self-Control (19.11, 19.09, 19.90), Self-Observation (21.44, 22.46, 22.67), Self-Reaction (8.76, 9.15, 9.11), and overall Self-Regulated Learning (96.71, 99.21, 100.00). D.Ed/TCH teachers tend to report lower mean scores on these components.

There is a significant mean difference in Self-Regulated Learning scores ($F' = 9.541, p < 0.05$) among teachers in upgraded schools based on their qualifications. Significant differences are also observed in the components of Self-Regulated Learning, including Task Analysis ($F' = 5.189, p < 0.05$), Self-Control ($F' = 4.807, p < 0.05$), Self-Observation ($F' = 9.956, p < 0.05$), and Self-Reaction ($F' = 4.504, p < 0.05$), among upgraded school teachers based on their qualifications.

Educational implications

The strong correlation ($r = 0.680$) highlights the pivotal role of self-regulated learning in fostering teacher empowerment. Teacher training programs should incorporate modules on self-regulated

learning strategies, including goal setting, self-monitoring, and reflection, to enhance teachers' autonomy and confidence.

Schools should create an environment that encourages teachers to engage in self-regulated practices. Providing opportunities for teachers to reflect on their teaching methods, set personal and professional goals, and monitor their progress can significantly enhance their sense of empowerment.

Teachers who demonstrate strong self-regulated learning skills can be identified and encouraged to take on leadership roles. These roles can further empower teachers and allow them to mentor peers, creating a ripple effect of empowerment across the teaching staff.

Customized workshops and training sessions can address specific areas where they report lower scores, fostering their growth in these critical areas.

Schools can implement mentorship programs where PG+B.Ed. and UG+B.Ed. teachers guide and support D.Ed./TCH teachers. Peer collaboration can help less-qualified teachers develop self-regulated learning competencies effectively.

Educational policies should encourage continuous learning opportunities for teachers at all qualification levels. Structured career pathways can ensure that teachers are supported in enhancing their qualifications and self-regulated learning skills over time.

Teachers with lower self-regulated learning skills may require additional resources and tools to implement reflective and adaptive teaching practices. Providing access to teaching aids, learning technologies, and regular feedback can help bridge this gap.

The findings emphasize the importance of higher qualifications (e.g., B.Ed. or postgraduate degrees) in fostering self-regulated learning. Educational institutions and policymakers should encourage and support teachers in pursuing advanced qualifications through financial aid, flexible learning options.

Schools should create an environment that fosters reflective practices among teachers, regardless of their qualifications. This could include regular feedback sessions, self-assessment tools, and peer evaluations to enhance self-regulated learning.

Schools should encourage teachers to engage in reflective practices by providing opportunities for self-observation and self-reaction through journaling, video recordings of lessons, or structured peer evaluations. This can enhance their ability to analyze and improve their teaching methods.

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