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Teachers' Perspectives on the Use of Self-Regulated Learning Strategies at the Secondary Level

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Abstract

Self-regulated learning is important because it helps students become more responsible, driven, and successful in their own education. This leads to better grades and the skills they need to keep learning throughout their lives. It is important for getting along in a world that is always changing and for doing well in and out of school. This study aimed to explore how aware secondary school teachers were with SRL, how much they used it in the classroom, how important they thought it was and what problems they thought it would cause when they tried to use it. A descriptive survey method was used, collecting data from 26 teachers from grades 6–12, teaching different subjects, using a Google Form questionnaire. Overall, only 40% of teachers were somewhat familiar with SRL, but all of them agreed that it was very important for high school kids (96% said it was important or very important). Teachers often use SRL-aligned informal practices like reflection, but students still don't use structured techniques like learning diaries and setting goals on a regular basis. Time constraints (80%) and big class sizes (60%) were named as the main problems with implementation. This study concludes that there is a big gap between teachers knowing the importance of SRL and actual implementation of those strategies in the classroom. These results make it clear that we need targeted, hands-on training

for teachers and institutional support on a system level in order to successfully integrate SRL and create resilient, independent learners who are ready for the modern learning environment.

Keywords: Self regulated learning, SRL strategies, teachers' perspectives, learner autonomy, reflective teaching practices

Introduction

"The ultimate aim of education is to help learners become their own teachers - capable of setting goals, monitoring progress, and reflecting on their learning - Barry J. Zimmerman

This quote by Barry Zimmerman emphasizes the changing role of education in not only being passive learners but learners who take ownership of their growth.

In a world where knowledge changes faster than textbooks and technology gives us limitless options and distractions, students need to do more than recall information and present it the way they learnt it. They need to be able to plan, keep track of, think about what they learn, and use it in the proper way. Self-Regulated Learning (SRL) is about enabling students take charge of their own learning instead of relying on teachers or systems all the time.

Today, children are surrounded by instant information and technology that helps them access knowledge quickly as compared to the previous generations. But being quick is not the same as being strategic. They might lose the objective behind the collected information and become passive information consumers. Without self-regulation, students might be at the risk of

losing their ability to think critically, persist through challenges and transfer learning across context.

Studies indicate that integrating SRL strategies, such as goal-setting, self-monitoring, reflection, and adaptive strategy use, not only enhances academic performance but also fosters confidence, autonomy, and enduring learning habits. When teachers purposefully include SRL into their pedagogy, they facilitate student development beyond mere grades, cultivating resilient learners adept in the processes of learning, unlearning, and relearning.

They set goals, choose the best ways to learn, keep track of how well they are doing, and think about what they learnt. It involves a dynamic interaction of metacognitive awareness, motivation, and behavioural management that enables effective and independent learning for students. In the context of this study, SRL isn't just a set of academic skills; it's also seen as a way for learners to grow and progress in a way that gives them control over their own growth. Today's kids have to learn in environments that are complicated and change quickly. To keep their curiosity, resilience, and ability to adjust, they need to learn how to control themselves, which is something that formal teaching alone can't do.

Need for the Study

Today's students are exposed to interactive learning tools even before they begin formal schooling. By the time they enter classrooms, they already are accustomed to technology that helps them deepen their understanding of what is taught in school. Access to digital resources all the time, on the other hand, can lead to problems like becoming too dependent on technology for

knowledge, losing motivation, and having shorter attention spans. Teaching students (especially secondary level students) Self-Regulated Learning (SRL) strategies can help address these challenges by enabling them to take an active role in their learning, monitor their progress, and take responsibility for their growth. Before introducing SRL strategies to students, it is important to find out if teachers already know about and use these strategies in their own work. Understanding teachers' awareness and perceptions of SRL will help determine the need for professional development workshops and reveal how teachers value these strategies in supporting student learning. The present study was therefore undertaken to explore teachers' familiarity with SRL, the extent to which they encourage SRL strategies among secondary level students, and their perceptions of its importance and challenges. The findings aim to highlight the need for SRL Training and institutional support in integrating SRL into classroom practice.

Research Methodology

The study adopted a descriptive survey method to examine teachers' perspectives on Self-Regulated Learning strategies. Data were collected through a Google Form questionnaire, which included both closed- and open-ended questions. A total of 26 teachers participated in the study, representing various subjects and grade levels (primarily grades 6–12). The questionnaire explored (a) teachers' familiarity with SRL, (b) frequency of SRL strategy use in classrooms, (c) perceived importance and effectiveness of SRL, (d) challenges faced in implementation, and (e) willingness to receive further training. The responses were analyzed using simple descriptive statistics to identify key trends and patterns.

Findings and Discussion

Familiarity with SRL

Findings: 32% of teachers reported being *very familiar*, 40% *somewhat familiar*, 16% *not familiar at all*, and 12% *had heard of it but were unclear*. This indicates moderate overall awareness.

Discussion: The results show that most teachers know something about Self-Regulated Learning (SRL), but only a few said they knew a lot about it. This shows that teachers may know what SRL stands for, but they may not fully understand or be able to use its principles in the classroom. It shows how important it is for teachers to get structured exposure to SRL frameworks so they can use these techniques in the classroom. Teachers might miss chances to help students take charge of their learning if they don't fully understand SRL.

Use of Srl Strategies

Findings: Many teachers frequently encouraged strategies like reflection questions and reviewing mistakes, whereas fewer reported consistent use of learning diaries or goal-setting exercises. This shows a moderate adoption of SRL-related practices, often without explicit reference to the term "SRL."

Discussion: The results show that many teachers may encourage activities that are in line with self-regulated learning, like thinking about mistakes and reflecting, but they may not be doing these things in a way that is intentional or SRL-based. Structured tools like learning diaries

and goal-setting tasks aren't used as much, which suggests that teachers usually encourage self-regulation without a set plan. This might be because teachers aren't fully aware of SRL models or don't have enough time to include these methods in their lesson plans all the time.

Perceived Importance and Effectiveness

Findings: All respondents recognized SRL's significance — 52% rated it extremely important and 48% important for secondary level students. On a 5-point scale, the average rating of SRL effectiveness was 4.4, showing a strong belief in its positive impact on learning outcomes.

Discussion: The strong consensus among teachers regarding the importance and effectiveness of SRL indicates a shared understanding that self-regulation skills are essential for today's learners. Teachers recognize that students need to take active control of their learning processes, planning, monitoring, and reflecting, to thrive in technology-rich and rapidly changing environments. The high effectiveness ratings (mostly 4 and 5) suggest that teachers who have implemented SRL-oriented practices have seen real changes in how engaged and successful their students are. This, however, also shows how important it is for institutions to consistently support these kinds of measures. When SRL principles are used in all courses, they can change learning from being led by the teacher to being led by the student. This is in line with modern educational goals of independence and learning throughout life.

Challenges in Implementation

Findings: The main challenges identified were: lack of time for syllabus completion (80%), large class size (60%), lack of student motivation (36%), and limited awareness of implementation methods (16%). Only one respondent indicated facing no challenges.

Discussion: Commonly cited challenges include time constraints, large class sizes, and students' lack of motivation. These are real problems in the classroom that make it hard for teachers to combine thoughtful and student-centered methods. Many teachers also mentioned lack of training as a major obstacle, indicating that the concept remains theoretical rather than actionable. Addressing these challenges would require both systemic support (such as curriculum flexibility) and targeted professional development.

Need for Training

Findings: A clear majority (52%) expressed definite interest in SRL workshops, 40% were open to it ("maybe"), and only 8% said "no." This reflects a strong need and openness to professional development.

Discussion: A majority of teachers expressed interest in attending training or workshops on SRL. This shows a willingness to learn and grow as a teacher and an interest in trying new things in the classroom. If it's done right, this kind of training could help teachers go from being aware to confidently applying what they've learnt, giving them the tools they need to help their students become metacognitive aware and develop habits of learning on their own.

Conclusion

Many studies have highlighted the impact of SRL Strategies in fostering motivation, autonomy and lifelong learning skills among students. Studies have also shown that students who have developed SRL skills tend to perform better academically and adapt to changes in life efficiently. This study which explored teachers; perspectives on SRL adds an important dimension by showing how educators perceive, understand, and implement these strategies in real classroom settings.

The study's results show that teachers know how important and useful SRL is, but they don't use structured techniques very often in real life. While most teachers know that it's important for students to think about and evaluate themselves, they may not know how to use structured methods like goal-setting frameworks or self-monitoring tools. This gap between knowing about SRL pedagogy and using it shows how important it is to have professional development classes that focus on it right away.

It's clear from this research that putting SRL tactics into schools can't be put off any longer. Students today are surrounded by technology and a lot of knowledge, so being able to control their own learning is not only helpful, it's necessary. Making teachers better at knowing and using SRL will help make sure that students don't just take in information, but also plan and organise their own learning paths. Schools can help students become independent and self-aware so that they are ready for success in school and growth throughout their lives.

Recommendations

Integrate SRL training in Teacher Education: If Pre-Service teacher education includes models on self regulated learning, they will be able to understand SRL models, their effectiveness and also implement those strategies during their practice teaching because when teachers experience SRL firsthand, they will be able to promote it with others and be models for others.

Organise Continous Professional Development (CPD) Workshops: Schools should conduct CPD workshops for their teachers on a regular basis so that they can learn new strategies and also share their experiences with other teachers.

Develop Institutional Support System: School Leaders should encourage SRL through supportive school policies. Teachers should be provided with tools and resources, extra time for reflective activities and flexibility to select strategies as per the need of the students.

Encourage Research and Innovation in SRL Implementation: Educators should be encouraged to conduct action research on SRL which will allow them to experiment, adapt and document practices that worked well for them. Such researches not only help other educators, but also helps bring reforms in the future to make education more relevant for the students.

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