

Teacher encouragement of self-regulated learning and school success of students - mediation effects of proactive learning strategies and moderation effect of student's gender



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Abstract

Self-regulated learning (SRU) has a key impact on academic achievement and learning effectiveness. Teaching students how to self-regulate their learning and engaging in work in a stimulating environment improves their performance. The authors believe that self-regulated learning has a mediating influence in the relationship between teaching and school success. We also know gender differences in self-regulation of learning. Therefore, the aim of this research was to examine the relationship between teachers' encouragement of self-regulated learning and school success of students, and to examine the mediating role of proactive self-regulation strategies in this relationship, as well as the moderating role of gender in the relationship between self-regulation of learning and school success. The research was conducted on a sample of 2154 primary and secondary school students, who assessed the teacher's encouragement of SRU and their self-regulatory strategies during class and school performance.

The paper analyzes the relationships between encouraging SRU and school success, as well as the mediating effects of proactive self-regulation strategies and the moderating effect of gender.

Key words

mediation; moderation; teacher encouragement of SRU; proactive self-regulation strategies; gender; school achievement

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Sažetak

Samoregulirano učenje (SRU) ima ključni utjecaj na akademsko postignuće i učinkovitost učenja. Poučavanje učenika kako da sami reguliraju svoje učenje te uključenost u rad u poticajnom okružju poboljšava njihov učinak. Autori smatraju da samoregulirano učenje ima medijacijski utjecaj u odnosu između poučavanja i školskoga uspjeha. Također su nam poznate spolne razlike u samoregulaciji učenja. Stoga je cilj ovoga istraživanja bio ispitati odnos između nastavničkoga poticanja samoreguliranoga učenja i školskoga uspjeha učenika te ispitati medijacijsku ulogu proaktivnih strategija samoregulacije u tom odnosu, kao i moderacijsku spola u odnosu između samoregulacije učenja i školskoga uspjeha. Istraživanje je provedeno na uzorku od 2154 učenika osnovnih i srednjih škola, koji su procijenili nastavničko poticanje SRU i svoje samoreglacijske strategije tijekom nastave i školski uspjeh. U radu se analiziraju odnosi između poticanje SRU i školskoga uspjeha kao i medijacijski efekti proaktivnih strategija samoregulacije te moderacijski efekt spola.

Ključne riječi

medijacija; moderacija; nastavničko poticanje SRU; proaktivne strategije samoregulacije; spol; školski uspjeh

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