# INFLUENCE OF FAMILY ENVIRONMENT ON THE STUDENTS' USE OF SELF-REGULATED LEARNING STRATEGIES

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*ABSTRACT*

*Recently researchers have begun to study empirically the role of the personal attributes of students and psychological processes underlying their learning and academic performance. One such aspect is known as Self-Regulation in Learning (SRL). Self-regulated learning (SRL) is a cognitively inherent aspect of learning. SRL is a deliberate, judgmental and adaptive process. Active family involvement helps the child to grow in a healthy manner and hence it is accepted by the researchers that healthy development of personality is promoted only by providing suitable atmosphere in the family. An attempt is made in this study to assess the impact of family environment on the students' use of self-regulated learning strategies. The results of this study reveal that students differ significantly in self-regulated learning with respect to their gender, type of school they have studied and their parents' education. The various dimensions of the family environment have a significant impact on the students' self-regulated learning. The findings of this study have been discussed in this research.*

*Keywords: Self-Regulated Learning, Family Environment.*

## INTRODUCTION

Learning plays a central role in almost every area of specialty in psychology. A common definition of learning is that it is a relatively permanent change in behaviour brought about by experience. Learning takes place through formal instruction and partly through the systems of reward and punishment whereby parents seek to control children. It also takes place through reciprocal parent-child interaction and through observational modeling. Considerable investments in theoretical and basic research over several decades have yielded insightful and detailed models of academic learning that simultaneously articulate facets of knowledge, cognition, motivation and emotion (Corno, 1993). Over the last two decades, educational psychologists have contributed to a burgeoning literature on individual and internal cognitive processes related to learning. Recently researchers have begun to study empirically the role of the personal attributes of students and psychological processes underlying their learning and academic performance. One such aspect is known as Self-Regulation in Learning (SRL).

## Self-Regulation in Learning

Self-regulation is defined as the ability to behave according to one's own intention in a flexible way (Kuhl, 1992). Social cognitive researchers have viewed self-regulation as an achievement of socialization processes (Bandura and Walters, 1963). Zimmerman (1998) defined SRL as learning that occurs largely from the influence of students' self-generated thoughts, feelings, strategies, and behaviour, which are oriented toward the attainment of goals. Self-regulated learning (SRL) is a cognitively inherent aspect of learning. SRL is a deliberate, judgmental and adaptive process. It is principally comprised of knowledge, beliefs and learned skills. It is also viewed as a process whereby students initiative and sustain cognition, behaviour and affect, which are systematically oriented towards attainment of their goals.

Zimmerman (1986) viewed self-regulated learners as, those who are meta-cognitively, motivationally and behaviourally active participants in their own learning process. In terms of meta-cognitive processes, self-regulated learners plan, organize, self-instruct and self-

evaluate at various stages during the acquisition processes. From the motivational view, self-regulated learners perceive themselves as self-efficacious, autonomous and intrinsically motivated. In terms of behaviour, self-regulated learners select structure and even create social and physical environments that optimize the acquisition process. In addition, self-regulated learners observe and track different aspects of their performance. This allows them to record information more accurately. This can be used for valuable feedback and to gain awareness of recurrent behavioural patterns that either enhance or hinder performance. These learners then use this information to experiment with changes in personal styles and approaches to academic tasks (Torrano & Torres, 2004). Students' personal attributes, their academic time management, practice, mastery of learning methods, goal-directedness and a sense of self-efficacy have been identified as hallmarks of academic self-regulation (Winne, 1995).

## Self-Regulated Learning Strategies

Zimmerman and Martinez-Pons (1986) referred SRL strategy as actions directed at acquiring information or skill, which involve agency, purpose (goals) and instrumentality self-perceptions by a learner. Bandura (1986) ascribed much importance to a learner's use of self-regulation strategies. In his view, strategic applications provide a learner with valuable knowledge of self-efficacy. This knowledge is in turn assumed to determine subsequent strategy selections and enactments. Students' use of SRL strategies enable them to increase their personal control over their own behaviour and immediate environment. The most sophisticated SRL strategy relies on behavioural and environmental processes to control covert personal processes in reciprocal fashion. Self-regulated learners are assumed to understand the impact of environment on them during acquisition process and to know the ways to improve that environment through the use of various strategies. Self-regulated learners use academic learning strategies in a cyclic manner and this depends upon monitoring environmental, personal as well as behavioural factors (Zimmerman and Bandura, 1994). The purpose of self-regulatory strategy is to improve students' self-regulation of their personal functioning, academic behavioural performance and learning environment. Hence, by assisting students to learn to use various strategies for optimising self-processes and control their social/physical environment and behaviour, educators can help them to improve their degree of self-regulation.

Zimmerman and Martinez-Pons (1986) identified 14 SRL strategies and assessed them through a structured interview. Students' use of reported strategies was verified by their teachers' rating. It was found that, students' use of self-regulated learning strategies highly correlated with their achievement indices and with teachers' ratings of their degree of self-regulation in class. The identified self-regulatory strategies are: self-evaluation (S1), organizing and transforming (S2), goal-setting and planning (S3), seeking information (S4), keeping records and monitoring (S5), environmental structuring (S6), self-consequences (S7), rehearsing and memorizing (S8), seeking social assistance (from peers, teachers and adults) (S9) and reviewing records (reread notes, texts and text books) (S10). Kadhiravan (1999) measured the students' use of SRL through a self-report questionnaire.

## Family Environment

The family is a basic institutional unit of society primarily responsible for child-rearing functions. When families fail to fulfill this responsibility to children everyone suffers. Families are responsible for providing physical necessities, emotional support, learning opportunities, moral guidance and building self-esteem and resilience. Parents are child's first teachers, and the home is the first classroom. No one disputes the importance of parental support and community collaboration in a child's growth and development. Research shows that optimal self-efficacy, a positive attitude, and motivation to use technology for a range of learning experiences foster overall high achievement. Self-efficacy, in particular, is at the core of learning. It develops from success at performing tasks, one's perspective of success in performing tasks in relation to how others performed the same tasks, and supportive interactions about one's abilities with significant adults (Bandura, 1982).

There are a variety of ways in which family influences school readiness for young children. They include, but are not limited to, the home environment, style of parent-child interaction, and family's attitudes toward school and learning. There are many lasting benefits to children when parents and homes are structured yet flexible, and where adults demonstrate positive attitudes and behaviour towards school and learning. The benefits include higher school achievement rates, higher attendance rates, lower delinquency and dropout rates, and increased high school completion and college university admission rates.

Parents and others provide models and constant guidance to the child so that the child is clear about what to learn & what not to learn regarding various social & living skills. In addition to unconditional love, an individual needs recognition and acceptance from his family members and by other in the society. Satisfaction of this need goes a long way in maintaining a balanced personality and satisfactory relationship with his environment. The family environment is influenced by many factors like the type of family, the number of children, marital relationships between husband and wife, maternal (parental) employment, and socio-economic as well as religious background of the family. Personality development is very much influenced by the parents, child-rearing practices including how parents make and enforce rules, offer support and encouragement, and provide guidance, structure, and predictability in their children's lives.

## Influence of Family on Self-Regulated Learning

Parental involvement in children's education has been associated consistently with student outcomes. When parents are involved at school as well as at home, children do better and stay in school longer. When children and parents talk about school, children perform better academically. Many researchers, practitioners, and policymakers have documented the importance of parent involvement. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes.

Increased attendance, fewer discipline problems, and higher aspirations also have been correlated with an increase in parent involvement. The positive effects of increased parental involvement have been known for some time (Cummings, 2010).

Teachers, through their interactions with parents, play a major role in encouraging parents to support learning at home. Ames (1992) found that the parents' overall evaluation of a teacher, their sense of comfort with the school, and their reported involvement in school activities was higher when parents received frequent and effective communication from teachers. When parents learn to teach their own children, they not only give the children new skills, but also build their feelings of competence. This increased confidence, which in turn, motivated children to perform better. Once engaged, parents are more likely to work with their children on school-related activities and view themselves as involved in their child's education. It is also essential for schools to provide support such as childcare and transportation.

## Rationale for the Study

Learning refers to a process in which a relatively permanent change in behavioural tendency occurs as a result of reinforced practice. Learning is the basic quality of all humans. It depends on processes of perception categorization, memory and so on. Self-regulated learning refers to a cognitively inherent aspect of learning, which is constituted jointly by the complexity of information and information processing. An effective learner should be aware of the functional relations between their pattern of thoughts & actions, social and environmental outcomes. They also need to know how to use self-assessment to determine whether they are meeting their learning goals. One of the important aims of education is promoting higher order cognitive skills such as problem solving, decision making, self-evaluation, organizing and transforming information and so on. It is observed from the existing studies that these are components of academic self-regulation.

Personality theories emphasize healthy development through various modalities. Families are one of the

fundamental institutions in the society, which are highly responsible for the healthy development of the personality of children. Family influences the readiness for school among young children, provides stimulation to learn, providing enriched cultural and social experiences, helping the children to develop more complex abilities and motivating the children to achieve higher goals. Active family involvement helps the child to grow in a healthy manner and hence it is accepted by the researchers that healthy development of personality is promoted only by providing suitable atmosphere in the family. In this context it is imperative to assess the impact of family environment on the students' use of self-regulated learning strategies.

## Hypotheses

The following hypotheses are formed to assess the impact of family environment on students' use of self-regulated learning strategies.

- Male and female students significantly differ in their dimensions of self-regulated learning.

- Students from government and private schools differ significantly in their self-regulated learning.

- There is a significant difference in the self-regulated learning of students depending on their parent's education.

- The quality family environment has significant impact on the students' self-regulated learning.

## Method

This study adopted normative survey, which is explorative and associational in nature. The independent variable is family environment and dependent variable is self-regulated learning. There are eight dimensions in the independent variable family environment viz. cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization and control. The sample of the study comprise of 10th standard students from various schools in Bangalore city. Eight schools were selected at random from which 350 students have been selected through stratified random sampling and the data is collected through the following questionnaires:

### Self-Regulated Learning Scale (SRLS) by Kadhiravan (1999)

This tool is the first scientifically developed and validated measure of self-regulated learning in Indian context. It measures students' abilities to use self-regulated strategies, which reveal self-regulated learning. This tool is a self-report measure consisted of 40 items, measure 10 SRL strategies. There are five response categories ranging from very often to never. The split-half reliability of the tool is 0.806 and the test retest reliability is 0.794. This tool possesses both content and constructs validity. The factorial validity of the tool is 0.897.

### The Family Environment Scale (FES) by Bhatia & Chadha (2001)

This scale consisted of 69 statements, which measures eight different dimensions of family environment. There are five response categories ranging from strongly agree to strongly disagree. The split-half reliability of the family environment scale is 0.873 and the test-retest reliability is 0.819. The validity of the tool is 0.826.

The investigator visited all the eight schools and collected the data. Student's were asked to fill in the questionnaires individually and instructed to answer all the items honestly. They were assured confidentiality. The questionnaires were scored as per the scoring key. Out of 350 responses collected, only 265 were considered for final analysis. 't' test and regression analysis were used to analyze the collected data.

## Results

From Table 1, it is found that the 't' values are significant for the strategies, self-evaluation, organizing & transforming, rehearsing and memorizing along with the total and hence the hypothesis is accepted. It is concluded that male and female students differ in their use of self-regulated learning strategies. Among the different self-regulated learning strategies it was found that the 't' values are significant with self-evaluation, organizing & transforming, rehearsing and memorizing. Self-evaluation includes the capacity to assess our capabilities objectively. Organizing & transforming indicates the way we process information, transfer information and utilize

| SRL Strategy | Males | | Females | | 't' Value |
|---|---|---|---|---|---|
| | M1 | SD1 | M2 | SD2 | |
| S1 | 9.41 | 2.27 | 10.53 | 2.33 | 3.86* |
| S2 | 8.10 | 2.51 | 8.76 | 2.55 | 2.05* |
| S3 | 10.66 | 2.78 | 10.58 | 2.91 | 0.20 NS |
| S4 | 8.87 | 2.50 | 9.02 | 2.92 | 0.44 NS |
| S5 | 9.93 | 3.09 | 10.45 | 3.11 | 1.31 NS |
| S6 | 7.74 | 3.30 | 7.93 | 3.08 | 0.48 NS |
| S7 | 9.08 | 2.32 | 8.84 | 2.58 | 0.79 NS |
| S8 | 9.23 | 2.69 | 10.28 | 2.94 | 2.95* |
| S9 | 9.16 | 2.80 | 9.63 | 2.85 | 1.30 NS |
| S10 | 10.35 | 2.35 | 10.58 | 3.09 | 0.69 NS |
| Total | 92.53 | 12.8 | 96.60 | 14.60 | 2.37* |

N1 = 99*   - Significant at 0.05 level
N2 = 166NS - Not Significant

Table 1. Self-Regulated Learning of Students:
Gender Wise Comparison

information. Rehearsing & memorizing depends on the way we repeat the information and storing the information in the long-term memory. Normally females in our society have more restriction in family and consistently they may get feedback from their parents, which in turn help them to evaluate themselves. The studies on information processing also revealed that females are highly capable of sensing, perceiving, and utilizing the information, which may help them to adopt the organizing & transforming strategy effectively. Female use more repeated practice while memorizing things and males have more diversion during their study. These may be the reasons that there is a significant difference between males and females in their usage of self-evaluation, organizing & transforming, rehearsing & memorizing strategies. More over it is important to note down that almost in all the self-regulated learning strategies females have shown higher scores than males. It is concluded that the female students have better usage of self-regulated learning strategies than their male counter part.

From Table 2, it is found that the 't' values are significant for the strategies self-evaluation, goal setting & planning, environmental structuring, rehearsing and memorizing and reviewing records as well as for the total score. Hence the hypothesis is accepted. It is concluded that there is a significant relationship between self-regulated learning of students and the type of school they studied. It is noticed from the table that the students from government schools have shown better scores than the students from private schools. In government schools students are more independent in setting their goals and plan their learning where as in private schools they are more dependent on tuitions and their teachers. Also, in private schools students are totally controlled by the teachers. Probably the autonomy and the freedom in turn help the students of the government schools to regulate their own learning.

From Table 3, it is found that the 't' values are significant for the following strategies: self-evaluation, seeking information, rehearsing & memorizing and seeking social assistance as well as for the total. Hence the hypothesis is accepted and it is concluded that the student's use of self-regulated learning depend on their parent's level of

| SRL Strategy | Government | | Private | | 't' Value |
|---|---|---|---|---|---|
| | M1 | SD1 | M2 | SD2 | |
| S1 | 10.74 | 2.51 | 9.35 | 2.13 | 4.79* |
| S2 | 8.82 | 2.57 | 8.25 | 2.51 | 1.83NS |
| S3 | 10.97 | 2.91 | 9.89 | 2.80 | 3.07* |
| S4 | 9.13 | 3.07 | 8.82 | 2.48 | 0.90 NS |
| S5 | 10.48 | 3.08 | 10.06 | 3.13 | 1.11 NS |
| S6 | 8.28 | 3.24 | 7.50 | 3.05 | 2.00* |
| S7 | 9.04 | 2.70 | 8.83 | 2.28 | 0.68 NS |
| S8 | 10.65 | 2.86 | 9.23 | 2.76 | 4.11* |
| S9 | 9.22 | 3.01 | 9.65 | 2.67 | 1.24 NS |
| S10 | 10.06 | 3.07 | 10.88 | 2.56 | 2.35* |
| Total | 97.39 | 16.9 | 92.46 | 14.30 | 2.54* |

N1 -123NS  – Not significant
N2 -142*   - Significant at 0.05 level

Table 2. Self- Regulated Learning of Students
based on the Type of School

| SRL Strategy | Literate | | Illiterate | | 't' Value |
|---|---|---|---|---|---|
| | M1 | SD1 | M2 | SD2 | |
| S1 | 10.28 | 2.30 | 9.57 | 2.30 | 2.37* |
| S2 | 8.54 | 2.62 | 8.44 | 2.43 | 0.35 NS |
| S3 | 10.71 | 2.77 | 10.42 | 3.03 | 0.78 NS |
| S4 | 9.67 | 2.99 | 8.17 | 2.27 | 4.59* |
| S5 | 10.36 | 3.05 | 10.65 | 3.23 | 0.24NS |
| S6 | 7.83 | 3.17 | 7.91 | 3.15 | 0.19NS |
| S7 | 8.83 | 2.60 | 9.12 | 2.24 | 0.96 NS |
| S8 | 10.20 | 2.89 | 9.29 | 2.81 | 2.50* |
| S9 | 9.92 | 2.94 | 9.03 | 2.60 | 2.54* |
| S10 | 10.51 | 3.01 | 10.47 | 2.47 | 0.11NS |
| TOTAL | 96.86 | 14.50 | 93.07 | 13.10 | 2.16* |

N1 -174NS  – Not significant
N2 -91*    - Significant at 0.05 level

Table 3. Self-Regulated Learning of Students with
respect to Parents' Education

education. It is important to note down from the table that the children of the literate parents have shown significantly higher usage of self-regulated learning strategies. Education is a man making process, which should help an individual for over all development. If the parents are educated they try to provide wide spread opportunities for their children, to know and understand about the various issues in the society, clarify their doubts, help them to set goal, plan their future and regulate their behavior, with reference to a standard or social norms. Also, the educated parents have shown keen interest in the step-by-step development of children and motivating them in a realistic manner. Hence, the children can make a better evaluation about them, set goals properly and seek information. Educated parents help their children to arrange the information in a proper order, organize it in a useful manner and apply the same through a practical means. The discipline and orderliness enforced by the educated parents help the children to keep the records orderly and monitor themselves vigilantly. The literate parents also help the children not only to structure the environment, but also teach them how to choose a proper place for their study. These will be useful in structuring one's own environment. Due to the education the parents are more open to the realistic feed back about their child and at the same time, they never restrict them to seek assistance from peers, elders, and teachers and so on. These opportunities in the family would have enhanced the self-regulated capability of the children from the educated families.

Table 4, shows the influence of the different dimensions of family environment on the self-regulated learning of students. It is observed that the 't' values are significant for cohesion dimension of the following strategies: self evaluation, organizing & transforming, goal setting & planning, keeping records & monitoring, seeking social assistance and reviewing records and SRL total. This indicates that the cohesion in the family significantly and positively affects the student's use of self-regulated learning. Self-evaluation needs a positive and unconditional feedback from the others and organizing & transforming is possible when you have co-operation with

others effectively. Goal setting & planning will be high wherever you have support from others in the family. Keeping records and monitoring is possible when we have positive feedback. Seeking social assistance will be high only when we have the opportunity. Reviewing records may be possible when we get the proper social assistance inside the family as well as the school

| Family Environment | SRL Strategies | Standard Error | Beta | 't' Value |
|---|---|---|---|---|
| Cohesion | Self – Evaluation | 0.055 | 0.019 | 2.95 |
| | Organizing and transforming | 0.049 | 0.021 | 2.39 |
| | Goal Setting and Planning | 0.085 | 0.024 | 3.72 |
| | Keeping Records and Monitoring | 0.084 | 0.024 | 3.40 |
| | Seeking Social Assistance | 0.089 | 0.022 | 3.98 |
| | Reviewing Records | 0.078 | 0.023 | 3.44 |
| | SRL Total | 0.438 | 0.125 | 3.51 |
| Expressiveness | Self _ Evaluation | 0.063 | 0.030 | 2.10 |
| | Organizing and transforming | 0.074 | 0.033 | 2.23 |
| | Goal Setting and Planning | 0.102 | 0.036 | 2.77 |
| | Seeking Social Assistance | 0.114 | 0.037 | 3.12 |
| | Reviewing Records | 0.131 | 0.035 | 3.63 |
| | SRL Total | 0.669 | 0.200 | 3.35 |
| Acceptance and Caring | Self – Evaluation | 0.072 | 0.025 | 2.91 |
| | Organizing and transforming | 0.086 | 0.027 | 3.15 |
| | Goal Setting and Planning | 0.125 | 0.030 | 4.17 |
| | Seeking Information | 0.075 | 0.029 | 2.53 |
| | Keeping Records and Monitoring | 0.103 | 0.033 | 3.17 |
| | Seeking Social Assistance | 0.081 | 0.030 | 2.67 |
| | Reviewing Records | 0.127 | 0.029 | 4.25 |
| | SRL Total | 0.653 | 0.164 | 3.97 |
| Active Recreational Orientation | Self _ Evaluation | 0.091 | 0.031 | 2.92 |
| | Goal Setting and Planning | 0.158 | 0.038 | 4.14 |
| | Keeping Records and Monitoring | 0.173 | 0.041 | 4.15 |
| | Seeking Social Assistance | 0.116 | 0.038 | 3.01 |
| | Reviewing Records | 0.135 | 0.038 | 3.56 |
| | SRL Total | 0.651 | 0.211 | 3.08 |
| Organization | Self _ Evaluation | 0.290 | 0.073 | 3.96 |
| | Organizing and transforming | 0.280 | 0.081 | 3.46 |
| | Goal Setting and Planning | 0.445 | 0.088 | 5.02 |
| | Seeking Social Assistance | 0.183 | 0.089 | 2.05 |
| | Keeping Records and Monitoring | 0.369 | 0.098 | 3.75 |
| | Reviewing Records | 0.221 | 0.091 | 2.43 |
| | SRL Total | 1.913 | 0.494 | 3.80 |
| Control | Organizing and transforming | 0.107 | 0.048 | 2.19 |
| | Goal Setting and Planning | 0.178 | 0.054 | 3.30 |
| | Keeping Records and Monitoring | 0.136 | 0.059 | 2.29 |
| | Seeking Social Assistance | 0.239 | 0.052 | 4.53 |
| | Reviewing Records | 0.182 | 0.053 | 3.40 |
| | SRL Total | 0.862 | 0.297 | 2.90 |

The 't' values are significant at 0.05 level.

Table 4. Influence of Family Environment on the of Self-Regulated Learning of Students: Regression Analysis

environment. These may be the factors, which promote the higher use of self-regulated learning among the students when they have cohesion in their family.

In the expressiveness dimension it is noticed that the 't' values are significant for most of the dimensions of self-regulated learning. It is observed that the 't' values are significant for the dimensions of self-evaluation, organizing and transforming, goal setting & planning, seeking social assistance and reviewing records. The freedom in the family promotes more autonomy and ability to express the feelings, which may promote the self-regulated learning of the students. The acceptance and caring and active recreational orientation in the family have significant positive impact on the self-regulated learning of the students. It is found that the 't' values are significant for most of the SRL strategies and their total. The unconditional acceptance and expression of care in the family increase the confidence of the students and in turn motivates the students to perform better.

The organizational structure of the family has significant influence on the students' self-regulated learning. The degree of importance of clear organization, structure in planning family activities and responsibilities provide more opportunities for the students to engage themselves in all of the family activities. When the activities are planned and scheduled in the family we may try to stick on to the activities for which we should regulate our own behaviour and utilize our potentialities to the fullest extent for achieving the target. These may in turn promote the self-regulation qualities, which may be the reason that the organizational structure of the family has significant impact on the student's use of self-regulated learning. The control in the family significantly affects the students' self-regulated learning.  Though self-regulated learning is a higher order learning, total independence alone does not promote self-regulated learning as intact. Only when we have restrictions, limitations and boundaries we will try to work hard within the limited setting. Moreover, to evaluate our own standards, organizing things, structuring environment etc. we need the standard values or references.  If boundaries are unlimited and opportunities are wide the goal setting may not be accurate and the

achievement may be poor. Hence, the control in the family provides a structured environment/boundary in turn promotes the caliber of an individual; thereby the individual can regulate his learning and behaviour. These may be the reason that the control in the family has significant impact on the students' self-regulated learning. However, the conflict and independence dimensions of family environment do not have significant influence on the self-regulated learning of students.

## Discussion

For the past three decades social cognitive researchers have been identifying various components of academic learning such as self-reinforcement, standard setting, goal setting, self-instructions and self-evaluation. Further these researchers reveal that affective learning includes attending to and concentration on the instruction, organizing, rehearsing and coding information strategically, establishing a productive work environment and using social resources effectively. Self-regulated learning strategies are viewed as the methods or techniques that individuals used to improve their comprehension, learning, retention and application of the same to their day-to-day life. Researchers emphasize that effective classroom teaching is not alone sufficient for the development of self-regulatory capacities, but that it also requires the will and skill from the students. Hence it is accepted that using self-regulated learning strategies at all levels of education becomes paramount importance.

The family is the most important institution, which is devised to regulate and integrate man's behaviour. The family environment provides a healthy atmosphere to the children. The family environment possesses a certain consistency so that the impact of some basic values, beliefs, and ideologies are transferred among the generations. The ideas and attitudes of parents provide their feedback for the children, which intrinsically motivate them to achieve a standard in their lives. Personality development is very much influenced by the parent's basic child rearing practices including how parents make and enforce rules, offer support and encouragement and provide guidance, structure and predictability in

children's lives. Research studies reveal that increasing communication between home and school promotes better learning in children. Also parental involvement promotes the academic achievement of children. In this light the present investigation reveals many important findings for consideration.

The results of this study reveal that students differ significantly in self-regulated learning with respect to their gender, type of school they have studied and their parents' education. Female students have reported higher use of self-regulated learning strategies than their male counterparts. This finding is supported by Ablard & Lipschultz (1998) revealed that girls reported greater use of self-regulated learning strategies, when they are engaged in reading and writing. Further the study by Peklaj & Pecjak (2002) showed that girls know more about cognition related to self-regulation, they use more meta-cognitive strategies and also girls are more intrinsically motivated. The study by Virtanen & Nevgi (2010) has also supported this finding. Therefore it is the bound duty of teachers to analyze and identify the salient qualities of the students, provide opportunities to utilize the specific potentialities to the fullest extent and promoting more maturation in the students. Above all the children of literate parents have shown higher usage of SRL strategies than their counter part. This provides a sound insight that education is the vital aspect of society, which helps an individual for the expansion of both physique and psyche. Hence it is imperative to state that education is the basis for the overall development of children as well as society.

Further it is noticed from the study that almost all the dimensions in the family environment has a significant impact on the students' self-regulated learning. The study by Morrison (1994) supported this finding that families, which involve children in social and recreational activities, have also shown more interest in the school related activities of their children. It is quite interesting to note down that the control in the family significantly affected the self-regulated learning of the students. This finding is also supported by the findings of Rumberger et al., (1990) reported that the parental efforts with proper control help the child to promote their learning in a positive direction.

This gives an idea that the control in the family should be taken from its positive side; it is helping the individual for modifying their behaviour rather than being harassment.

## Conclusion

The family environment is a powerful predictor of the adolescents' use of self-regulated learning strategies and academic achievement. Parents' responsiveness, language use, literacy activities, attitudes toward children, involvement in children's learning and family structure provide a crucial foundation for academic achievement. It is the bound duty of schools, to maintain healthy interaction with parents, which in turn helps children to get the proper feedback from parents in a constructive manner. Schools may organize counselling and awareness programmes for both parents and students to improve various aspects of their family environment including family structure, parents' disciplinary practices, acceptance & caring and independence to promote autonomy among adolescents as well as prepare them for their healthy participation in society.

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