



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

SELF-REGULATED LEARNING PREDICTORS OF ACADEMIC
PERFORMANCE AND STRATEGIES IN RESOLVING
BARRIERS TO LEARNING

SAM FOONG



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

FACULTY OF EDUCATION & HUMAN DEVELOPMENT
UNIVERSITI PENDIDIKAN SULTAN IDRIS
2015



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

ABSTRACT






The purpose of this study was to determine the underlying constructs of an instrument to measure self-regulated learning (SRL), examine the correlation between SRL and academic performance, determine the SRL predictors of academic performance and how gender and age moderated this relationship among nontraditional learners (n=519) in the Primary School Graduate Program (*PGSR*). Factor analyses, Pearson bivariate correlation, linear regression analysis and moderated multiple regression analyses were performed. Additionally, this study examined the barriers to learning and how SRL could be utilized to resolve these barriers. The items in the Self-Regulated Learning Questionnaire (Sf-ReLQ) was found to comprise a robust scale. Findings revealed that there was a moderately significant relationship between SRL and academic performance. An intriguing finding was the insignificant negative correlation of time study management and academic performance. Overall results of the multiple regression analyses indicated that the set of SRL variables predicted almost 33.4% of the cumulative grade point average and the best predictors of students' academic performance were Internet Self-efficacy and Rehearsal. The results also suggested that value motivation was the only self-regulatory strategy whose relationship with academic performance was moderated by age. However, the moderating effect of gender was not found. In-depth interviews of learners (n=8), their spouses (n=7) and lecturers (n=6) revealed that these *PGSR* learners faced situational, institutional and dispositional barriers to learning. What was inherent in all the respondents' perspectives that emerged were summarized in four identifiable themes on strategies utilized to resolve these barriers. In conclusion, the present study provided useful information for educational providers about the importance of SRL in balancing work, family and student roles. This implies that there is a need for attention to be paid to SRL and more importantly it provides awareness and considerations to teach nontraditional learners on how to be a self-regulated learner.

PERAMAL PEMBELAJARAN ATURAN KENDIRI TERHADAP PENCAPAIAN AKADEMIK DAN STRATEGI UNTUK MENANGANI HALANGAN PEMBELAJARAN

Abstrak











Kajian ini bertujuan menentukan konstruk yang terkandung dalam instrument pengukuran Pembelajaran Aturan Kendiri (PAK), mengkaji korelasi antara PAK dan pencapaian akademik, menentukan peramal PAK bagi pencapaian akademik serta mengkaji kesan moderator terhadap hubungan tersebut dalam kalangan pelajar dewasa (n=519) program Pensiswazahan Guru Sekolah Rendah (PGSR). Analisis faktor, korelasi Pearson, analisis regresi linear dan analisis regresi berganda menggunakan moderator dilakukan. Di samping itu, kajian ini mengenalpasti pelbagai halangan dalam pembelajaran yang dihadapi oleh pelajar dewasa dan bagaimana PAK digunakan untuk menangani halangan-halangan tersebut. Item-item dalam instrumen *Self-regulated Learning Questionnaire* (Sf-ReLQ) didapati mempunyai tahap kesahan dan kebolehpercayaan yang mantap. Dapatan kajian menunjukkan bahawa terdapat hubungan yang signifikan pada tahap sederhana antara PAK dan pencapaian akademik. Satu dapatan di luar jangkaan yang diperolehi bagi pembolehubah pengurusan masa menunjukkan hubungan negatif dan tidak signifikan dengan pencapaian akademik. Secara keseluruhannya, analisis regresi pula menunjukkan bahawa pembolehubah PAK menyumbang 33.40% kepada varians bagi Purata Mata Gred Terhimpun dan dua peramal utama adalah Efikasi Kendiri Internet dan Ulangan. Dapatan turut menunjukkan bahawa umur merupakan moderator yang signifikan dalam korelasi Motivasi Nilai dan pencapaian akademik. Walau bagaimanapun, jantina tidak mempunyai kesan moderator terhadap hubungan tersebut. Temubual dengan pelajar (n=8), pasangan mereka (n=7) dan pensyarah (n=6) menunjukkan bahawa pelajar menghadapi halangan pembelajaran berbentuk situasi, institusi dan peribadi. Mengikut perspektif semua responden, pelbagai strategi digunakan dalam menangani halangan dalam pembelajaran dan dapat dikategorikan dalam empat tema utama. Kesimpulannya, kajian ini dapat menyumbang maklumat yang berguna kepada pihak penggubal dasar pendidikan di negara ini mengenai kepentingan PAK dalam mengimbangi kepelbagaian peranan seorang pelajar dewasa. Ini membawa implikasi bahawa lebih perhatian harus diberikan kepada PAK dan yang lebih penting lagi agar hasil dapatan kajian ini memberi kesedaran tentang perlunya mengajar pelajar dewasa mengenai penguasaan strategi PAK.






TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	v
ABSTRAK	vi
CONTENTS	vii
LIST OF TABLES	xiv
LIST OF FIGURES	xix
LIST OF ABBREVIATIONS	xx
CHAPTER 1 INTRODUCTION	
 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	1
1.1 Introduction	
1.2 Background of the Study	5
1.3 Statement of the Problem	15
1.4 Purpose of the Study	24
1.5 Research Objectives	27
1.6 Research Questions	28
1.7 Significance of the Study	29
1.8 Limitations	33
1.9 Operational Definitions	36
1.10 Summary	37

CHAPTER 2 LITERATURE REVIEW

2.1	Introduction	39
2.2	History and Overview of SRL	40
2.3	Theoretical Perspectives Underpinning SRL	45
2.3.1	Bandura's Social Cognitive Theory	46
2.3.2	Models of Self-regulated Learning	50
2.3.2.1	Zimmerman's Cyclical Model	50
2.3.2.2	Schunk's Conceptual Model	55
2.3.2.3	Pintrich's Four Phase Model	56
2.3.2.4	Analytical Comparison of Models	60
2.4	SRL and Academic Performance	65
2.4.1	Meaning and Measurement of Academic Performance	67
2.4.2	Relationship between SRL and Academic Performance	71
2.4.3	Predictors of Academic Performance	78
2.4.3.1	Motivational Strategies Predicting Academic Performance	79
2.4.3.2	Learning Strategies Predicting Academic Performance	97
2.4.3.3	Moderator Effects of Gender and Age on the Relationship between SRL and Academic Performance	117
2.4.4	Theoretical Framework of SRL and Academic Performance	131
2.5	Measuring SRL	133

 05-4506832	 pustaka.upsi.edu.my	 Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah	 PustakaTBainun	 ptbupsi	
					2.5.1 Learning and Study Strategies Inventory (LASSI) 134
					2.5.2 Motivated Strategies for Learning Questionnaire (MSLQ) 137
					2.5.3 Internet Self-Efficacy Instrument 141
					2.5.4 Analytical Comparison of Instruments 141
					2.6 The Need to Improve Teacher Quality 143
					2.6.1 Equipping Teachers with Pedagogical Content Knowledge 144
					2.6.2 Upgrading Teacher Qualifications 146
					2.7 The Role of Distance Education in Degree Attainment 148
					2.7.1 Overview of Distance Education 149
					2.7.2 Historical Perspective of Distance Education in Malaysia: Then and Now 152
 05-4506832	 pustaka.upsi.edu.my	 Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah	 PustakaTBainun	 ptbupsi	
					2.7.3 The Primary School Graduate Program (PGSR) 154
					2.7.4 Nontraditional Learners in Distance Education 157
					2.7.5 SRL in Distance Education 161
					2.8 Types of Barriers Faced by Nontraditional Learners 163
					2.8.1 Dispositional 164
					2.8.2 Situational 167
					2.8.3 Institutional 167
					2.9 Summary 170
CHAPTER 3 METHODOLOGY					
					3.1 Introduction 172

 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	<p>3.2 Research Design 173</p> <p>3.3 Sampling Method 178</p> <p>3.4 The Self-Regulated Learning Questionnaire (Sf-ReLQ) 183</p> <p>3.5 Pilot Study 199</p> <p>3.6 Establishing Reliability and Validity 201</p> <p> 3.6.1 Exploratory Factor Analysis (EFA) 203</p> <p> 3.6.1.1 Determining the Suitability of the Data 204</p> <p> 3.6.1.2 Factor Extraction 207</p> <p> 3.6.1.3 Deciding the Number of Factors 208</p> <p> 3.6.1.4 Criteria for Extracting Factors 208</p> <p> 3.6.1.5 Rotation Method 210</p> <p> 3.6.1.5 Interpretation 211</p> <p> 3.6.1.6 Results of the EFA 213</p> <p> 3.6.2 Reliability 231</p> <p>3.7 Main Study 236</p> <p> 3.7.1 Procedures and Data Collection 236</p> <p> 3.7.2 Statistical Analysis of Quantitative Data 238</p> <p> 3.7.2.1 Descriptive Statistics 241</p> <p> 3.7.2.2 Inferential Statistics 241</p> <p>3.8 Qualitative Data Collection Method 256</p> <p>3.9 Summary 288</p>
---	--

CHAPTER 4 FINDINGS

4.1	Introduction	290
4.2	Preliminary Data Screening Techniques and Descriptive Analyses of Data	291
4.3	Quantitative Analyses of Data	304
4.3.1	Factor Structure of the Sf-ReLQ	304
4.3.2	Reliability Analyses for Sf-ReLQ	322
4.3.3	Relationship Between SRL and Academic Performance	323
4.3.4	SRL Predictors of Academic Performance	330
4.3.5	Gender and Age as Moderating Variables in the Relationship between SRL and Academic Performance	341
4.4	Qualitative Analyses of Data	356
4.4.1	Barriers to learning	358
4.4.1.1	Situational Barriers	359
4.4.1.2	Institutional Barriers	365
4.4.1.3	Dispositional Barriers	370
4.4.2	Strategies Utilized to Resolve Barriers to Learning	376
4.4.2.1	Developing Positive Learner Characteristics	376
4.4.2.2	Striving to Balance Multiple Roles	384
4.4.2.3	Building Supportive Relationships	391
4.4.2.4	Maintaining Social Connectedness	399
4.5	Summary	405

CHAPTER 5 DISCUSSION, IMPLICATIONS AND CONCLUSION

5.1	Summary of Study	408
5.2	Discussion of Findings	411
5.2.1	Quantitative Findings	412
5.2.1.1	Construct Validity and Reliability of the Sf-ReLQ	413
5.2.1.2	The SRL-CGPA Correlation	415
5.2.1.3	Predictability of SRL Variables	429
5.2.1.4	Moderating Effects of Gender and Age	433
5.2.2	Qualitative Findings	438
5.2.2.1	Types of Barriers to Learning	439
5.2.2.2	Utilization of SRL Strategies to Resolve Barriers	445
5.3	Implications of the Study	466
5.3.1	Theoretical Implications	467
5.3.2	Methodological Implications	472
5.3.3	Practical Implications	473
5.4	Limitations of the Study	478
5.5	Recommendations for Future Research	483
5.6	Conclusion	488

REFERENCES











493

APPENDICES




A	LETTER OF CONSENT - UNIVERSITY OF MICHIGAN	520
B	REQUIREMENTS FOR SELECTION OF CANDIDATES	521
C	THE SELF-REGULATED LEARNING QUESTIONNAIRE (Sf-ReLQ)	522
D	Sf-ReLQ (<i>BAHASA MELAYU</i>)	527
E	APPROVAL LETTERS FROM EPRD, IPGM AND ITE	532
F	CONSENT FORM TO PARTICIPATE	536
G	INTERVIEW PROTOCOL	538
H	RESULTS OF NORMALITY, LINEARITY, AND HOMOSCEDASTICITY FOR MULTIPLE REGRESSION	546
I	DATA DISPLAY OF QUALITATIVE DATA	549




LIST OF TABLES

Table Number		Page
2.1	Schunk's Conceptual Framework for Studying Self-Regulation	55
2.2	Pintrich's General Framework of SRL	58
2.3	Comparison of Zimmerman's (2000) and Pintrich's (2004) SRL Models	62
2.4	Grading Scheme Based on Marks, Grade and Grade Point Average for the PGSR Program	69
2.5	Academic Awards and Qualifications for the PGSR Program	70
2.6	Summary of Some Non-Experimental, Correlational Studies of SRL and Academic Performance	77
2.7	LASSI : Strategic Learning Components, Subscales and Description	136
2.8	Barriers to Learning	169
3.1	Demographic Profile of Sample	182
3.2	Scales, Subscales and Item Numbers Comprising the Sf-ReLQ	195
3.3	Summary of Data Analyses Methods for Pilot Study	201
3.4	Kaiser-Meyer-Olkin and Bartlett's Test	214
3.5	Factor Loadings based on a Maximum Likelihood Analysis with Promax Rotation for Nine Subscales of the Motivation Strategies of the Sf-ReLQ	216
3.6	Factor Loadings based on a Maximum Likelihood Analysis with Promax Rotation for Six Subscales of the Motivation Strategies of the Sf-ReLQ	219
3.7	Structure for the Motivation Strategies Construct	221

 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	<p>3.8 Factor Loadings based on a Maximum Likelihood analysis with Promax Rotation for Seven Subscales of the Learning Strategies of the Sf-ReLQ 223</p> <p>3.9 Factor Loadings based on a Maximum Likelihood Analysis with Promax Rotation for Six Subscales of the Learning Strategies of the Sf-ReLQ 226</p> <p>3.10 Structure for the Learning Strategies Construct 229</p> <p>3.11 Items within the 6 Sf-ReLQ Dimensions and the Subscales' Corresponding Item Numbers 230</p> <p>3.12 Cronbach's Alpha for Motivation and Learning Strategies 234</p> <p>3.13 Description of Study Variables 240</p> <p>3.14 Summary of Data Analyses Methods for Main Study 242</p> <p>3.15 Interpretation of Strength of Correlation 243</p> <p>3.16 Profile of Each Respondent 272</p>
 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	<p>4.1 Missing Values 295</p> <p>4.2 Descriptive Statistics for Independent and Dependent Variables 299</p> <p>4.3 Mean and Standard Deviation of Cumulative Grade Point Average by Gender and Age Group 300</p> <p>4.4 Mean Scores and Standard Deviations for Sf-ReLQ 301</p> <p>4.5 Results of KMO, BTS and Communalities 306</p> <p>4.6 Factor Loadings based on a Principal Axis Factoring Analysis with Promax Rotation for Six Subscales of the Motivation Strategies of the Sf-ReLQ 308</p> <p>4.7 Structure for the Motivation Strategies Construct 311</p> <p>4.8 Factor Loadings based on the first PAF Analysis with Promax Rotation for Six Subscales of the Learning Strategies of the Sf-ReLQ 314</p>

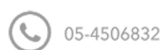
4.9	Factor Loadings based on the second PAF Analysis with Promax Rotation for Five Subscales of the Learning Strategies of the Sf-ReLQ	316
4.10	Structure for the Learning Strategies Construct	318
4.11	Items within the Sf-ReLQ Scales and the Subscales' Corresponding Item Coding	321
4.12	Cronbach's Alpha for Motivation and Learning Strategies	323
4.13	Pearson's Product Moment Correlations for Sf-ReLQ Scales and Cumulative Grade Point Average	325
4.14	Pearson's Product Moment Correlations between Sf-ReLQ Subscales and Cumulative Grade Point Average	327
4.15	Mean, Standard Deviation and Normality Tests for the Sf-ReLQ Scales and Academic Performance	331
4.16	Collinearity Statistics for the Sf-ReLQ	334
4.17	Multiple Regression Model Summary for Sf-ReLQ	336
4.18	Summary of ANOVA for Sf-ReLQ Subscales Predicting Academic Performance	336
4.19	Summary of Coefficients for Motivation and Learning Strategies Predicting Academic Performance	337
4.20	Multiple Regression Model Summary for Final Model	339
4.21	Summary of ANOVA for Final Model	339
4.22	Summary of Coefficients Final Model	340
4.23	Moderated Multiple Regression Model Summary for Sf-ReLQ	344
4.24	Summary of Coefficients for Motivation and Learning Strategies Predicting Academic Performance Moderated by Gender	345
4.25	Moderated Multiple Regression Model Summary for Value Motivation	346

 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	<p>4.26 Summary of Coefficients for Value Motivation Predicting Academic Performance Moderated by Gender 348</p> <p>4.27 Moderated Multiple Regression Model Summary for Sf-ReLQ 349</p> <p>4.28 Summary of Coefficients for Motivation and Learning Strategies Predicting Academic Performance Moderated by Age 350</p> <p>4.29 Moderated Multiple Regression Model Summary for Value Motivation 352</p> <p>4.30 Summary of Coefficients for Value Motivation Predicting Academic Performance Moderated by Age 352</p> <p>4.31 Theme/Subthemes from Learners' Perspectives: Situational Barriers 360</p> <p>4.32 Theme/Subthemes from Spouses' Perspectives: Situational Barriers 361</p>
 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	<p>4.33 Theme/Subthemes from Lecturers' Perspectives: Situational Barriers 362</p> <p>4.34 Theme/Subthemes from Learners' Perspectives: Institutional Barriers 365</p> <p>4.35 Theme/Subthemes from Spouses' Perspectives: Institutional Barriers 367</p> <p>4.36 Theme/Subthemes from Lecturers' Perspectives: Institutional Barriers 368</p> <p>4.37 Theme/Subthemes from Learners' Perspectives: Dispositional Barriers 372</p> <p>4.38 Theme/Subthemes from Spouses' Perspectives: Dispositional Barriers 374</p> <p>4.39 Theme/Subthemes from Lecturers' Perspectives: Dispositional Barriers 375</p> <p>4.40 Theme/Subthemes from Learners' Perspectives: Developing Positive Learner Characteristics/Dispositions 377</p>

	 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	
4.41	Theme/Subthemes from Spouses' Perspectives: Developing Positive Learner Characteristics/Dispositions	380
4.42	Theme/Subthemes from Lecturers' Perspectives: Developing Positive Learner Characteristics/Dispositions	382
4.43	Theme/Subthemes from Learners' Perspectives: Striving to Balance Multiple Roles	385
4.44	Theme/Subthemes from Spouses' Perspectives: Striving to Balance Multiple Roles	388
4.45	Theme/Subthemes from Lecturers' Perspectives: Striving to Balance Multiple Roles	389
4.46	Theme/Subthemes from Learners' Perspectives: Building Supportive Relationships	392
4.47	Theme/Subthemes from Spouses' Perspectives: Building Supportive Relationships	395
4.48	Theme/Subthemes from Lecturers' Perspectives: Building Supportive Relationships	397
	 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	
4.49	Theme/Subthemes from Learners' Perspectives: Maintaining Social Connectedness	400
4.50	Theme/Subthemes from Spouses' Perspectives: Maintaining Social Connectedness	401
4.51	Theme/Subthemes from Lecturers' Perspectives: Maintaining Social Connectedness	402
5.1	Comparison of Cronbach's Alpha for Motivation and Learning Strategies	414
5.2	Pearson's Correlation Coefficient of SRL and Academic Performance	417
5.3	CGPA by Value Motivation Moderated by Age	437
5.4	Framework of SRL Strategies to Resolve Barriers to Learning	471

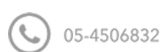
LIST OF FIGURES






Figure Number		Page
2.1	Triadic reciprocity model of causalty	48
2.2	Phases and sub-processes of self-regulation	51
2.3	Relationship between VAL, EXP, AFF and academic performance	80
2.4	Relationship between COG, MES, RMS and academic performance	98
2.5	Moderator model	122
2.6	Theoretical framework of the relationship between SRL, academic performance	132
3.1	Sample size based on stratified random sampling procedure.	180
3.2	Scree plot of motivation strategies	217
3.3	Scree plot of learning strategies	224
4.1	Scree plot of motivation strategies in first principal axis factoring	310
4.2	Scree plot of learning strategies in first principal axis factoring	315
4.3	Scree plot of learning strategies in second principal axis factoring	317
4.4	Moderation of the VAL on academic performance by age	354
5.1	Barriers to learning and strategies to resolve them	441
5.2	Relationship between SRL and academic performance moderated by age	468



LIST OF ABBREVIATIONS

AFF	Affective motivation
ATT	Attitude
CGPA	Cumulative grade point average
COG	Cognitive strategies
DE	Distance education
EFA	Exploratory factor analyses
EGO	Extrinsic goal orientation
ELA	Elaboration
EXP	Expectancy motivation
HES	Help-seeking
IGO	Intrinsic goal orientation
ITE	Institute of Teacher Education
ISE	Internet self-efficacy
LEA	Learner anxiety
LASSI	Learning and Study Strategies Inventory
MES	Metacognitive strategies
MOE	Ministry of Education
MSLQ	Motivated Strategies for Learning Questionnaire
MSR	Metacognitive self-regulation
PGSR	<i>Pensiswazahan Guru Sekolah Rendah</i> (Primary School Graduate Teachers Program)



 05-4506832	 pustaka.upsi.edu.my	 Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah	 PustakaTBainun	 ptbupsi
PER	Peer learning			
REH	Rehearsal			
RMS	Resource and management strategies			
SCT	Social cognitive theory			
Sf-ReLQ	Self-regulated Learning Questionnaire			
SLP	Self-efficacy for learning and performance			
SPSS	Statistical Package for the Social Sciences (now known as Statistical Product and Service Solutions)			
SRL	Self-regulated learning			
TSM	Time and study management			
VAL	Value motivation			



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

CHAPTER 1

INTRODUCTION



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

1.1 Introduction

Education in Malaysia is changing very rapidly, responding to the emerging focus on lifelong learning which has become a necessity in order to remain competitive in today's global knowledge economy. This is reflected in the active promotion and provision of lifelong learning through the implementation of government policies and strategies undertaken towards providing infrastructural and financial support to open up more opportunities for nontraditional learning. Whilst efforts to introduce new programs for non graduate teachers to attain degrees through distance education are being intensified, our understanding of the unique factors that predict their success have not increased. Needless to say, the educational journey for nontraditional learners had the potential to be drastically different from traditional learners which



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah








PustakaTBainun



ptbupsi

requires them to take more responsibility for their learning as compared to fulltime on-campus traditional learners. Undoubtedly the academic and non-academic roles of nontraditional learners had a strong influence on how these learners integrated in the academic setting, managed their time, maintained employment, utilized resources and social support, and built relationships with other learners. Ultimately, nontraditional learners were subject to the effects of these variables, which shaped their academic performance. Bowl (2001) pointed out that entering into higher education, for nontraditional learners can result in a feeling of powerlessness, as well as a struggle for personal, academic, financial and emotional survival. Additionally, one might reasonably expect that the nontraditional learners would be, at a minimum, inconvenienced, and, at times, disadvantaged relative to their traditional counterparts (Newbold, Mehta & Forbus, 2010). This would result in various stress coping

 05-4506832
  pustaka.upsi.edu.my
 Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah
  PustakaTBainun
  ptbupsi

behaviors, negative attitudes about the institution and the college experience, and lower grade point averages on the part of the nontraditional learners.

Knapper and Cropley (2000) viewed adult learners as facing challenges from the cognitive (thinking, learning, memory), attitude, motive and self-image domains. For example, they must be self-starters who are capable of initiating and seeing through a learning activity without supervision and be able to work without direct feedback and without external rewards (such as an encouraging word from the teacher). Most of all, they are unable to feel the campus ambience like other on-campus students and they must be able to ignore a multitude of distractions revolving around them as they spend a great deal of their student time away from the classroom. Most nontraditional learners are typically employed full-time, have personal commitments playing the role of spouse and parent and face many barriers to

learning. The barriers to learning have been categorized in a number of ways. Perhaps the best known is that used by Cross (1981), when she summarized them as situational, dispositional and institutional. Situational barriers arise from an individual's life situation; the fact that work or home responsibilities may leave little time for study, that courses may cost too much money, that child care arrangements may not be available, or that transport may be a constraint. Dispositional barriers relate to the learner's own attitudes and self-perceptions. Institutional barriers include the rules and regulations which define the time, place and entry requirements of courses, or simply the non-availability of a course of study required by the individuals. Certainly, challenged by the myriad of barriers, nontraditional learners require a great amount of self-regulation in striking a balance between the demands of employment, studying and family, in order that the success of one or more of these

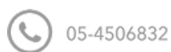
three roles are not sacrificed.

In light of this, self-regulated learning (SRL) has been shown to play a vital role in education as a lifelong learning skill that could enhance academic performance by utilization of motivation and learning strategies. The term SRL has been well known since the 1980s because it emphasizes the emerging autonomy and responsibility of students to regulate and control their own learning strategies (Bandura, 1986). Ng (2010) described SRL behaviour as one of the most interesting and attractive areas in educational psychology and numerous researches have been conducted to study self-regulation. The concept of SRL has been explained by researchers in different ways; however, the central idea underlying it is similar, which is about motivation and learning strategies that students utilize to achieve their learning goals. Most theorists agree that SRL refers to the process where students

activate and sustain cognitions and behaviors systematically towards the attainment of academic learning goals (Zimmerman, 2001). Based on the body of literature, it can be concluded that in the process of SRL, learners need to set their learning goals, make their learning plans, choose their learning strategies, monitor their learning processes, evaluate their learning outcomes and suppress interference.

Earlier research had shown that SRL has a positive influence on academic success (Pintrich & DeGroot, 1990; Schunk, 1994). Subsequent research also reported that individuals who used SRL strategies in their learning performed better than those who did not apply self-regulation to their learning among traditional learners (Hofer & Yu, 2003; Nota, Soresi, & Zimmerman, 2004; Pintrich & De Groot, 1990; Pintrich & Zusho, 2007; Schunk & Zimmerman, 2006; Zimmerman, 2008). As

such, the present study sought to explore SRL and academic performance in the nontraditional learner's context. In addition, the study proposed to explore the effect of gender and age as the moderating variables on the relationship between SRL and academic performance. Although studies on SRL have examined individual differences such as gender and age among learners, the literature on whether gender and age are related to SRL is inconsistent and inconclusive (Pintrich & Zusho, 2007). To date, there is limited evidence of moderator or interaction effects of gender and age, and very few researchers have explicitly tested for these effects. Yet, identifying possible moderator effects on the relationship between SRL and academic performance can help us to better understand the nature of the relationship between these variables and, in turn, can suggest whether SRL interventions (if the need arises) should be tailored according to gender and age differences.



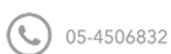
This study was about an investigation into the underlying constructs of a new instrument to measure the correlation between SRL and academic performance and determining the best SRL predictors in this relationship among nontraditional learners in a distance education primary school teachers' graduate program. In addition, the moderating effects of gender and age on the relationship between SRL and academic performance was examined, followed by an inquiry of the types of barriers faced by these nontraditional learners and how SRL was utilized to resolve these barriers. Although there are many studies about SRL done in other countries, however, there is a void in the literature on the role of SRL and academic performance especially in distance education among nontraditional learners who play multiple roles and lead complex adult lives. They also encounter challenges and barriers different from those faced by traditional learners. The study examined academic performance because



teacher academic performance during their attainment of a degree has been known to affect teacher quality and improve their students' performance in the classrooms (Wenglinsky, 2000). According to the Organization for Economic Cooperation and Development (OECD) 2007, both historically and internationally, academic performance has long been one of the most important issues in complex civilizations, ranging from its ancient role in selecting civil servants in the Middle East, India and China to its current significance as a driver of advanced economies.

1.2 Background to the Study

In response to the physical constraints of time, space and place in providing higher educational opportunities for nontraditional learners, many achievements and



innovations of new delivery systems in distance education have been made in teacher education in the country to provide a second chance for serving teachers, who had missed out on a tertiary education. Teacher quality or teacher effectiveness is viewed as one of the most important inputs in an education system. It is worth noting that in line with this, the Malaysian Education Blueprint (2013–2025) pointed out that “the quality of teachers is the most significant school-based determinant of student outcomes” (p.137). Hence, there is a broad consensus that academic performance of students can be raised if the quality of teachers improved. For example, Wenglinsky (2000) asserted that teacher effectiveness is the single biggest contributor to student success outweighing all other factors, such as class size, socioeconomic status, and gender. Wenglinsky also found that evidence suggested that student performance was higher when teachers had a university degree in the field they taught. To illustrate

further, the importance of teacher quality in affecting student's academic performance was put forward by Angel Gurría, Secretary-General of the OECD, at the presentation of the Program for International Student Assessment (PISA) 2009 results. The OECD, a Paris-based group that includes the world's major industrial powers provides the PISA covering reading, mathematics and science domains that are given to 15-year-old students. The PISA 2009 identified several top fliers such as China (Shanghai), Korea, Hong Kong, Singapore, Finland, Canada, Japan and New Zealand. One of the lessons drawn from the top performing education systems is that teachers' quality pays, strong education systems pay careful attention to the profile of their teachers and much like corporations, they make sure that their teaching force is the best (Gurría, 2010). Needless to say, these provide the justifications for efforts being made to upgrade the qualifications of teachers in this country in order to raise the standard of education in schools.