

Impact of Reading Habits of Students on the Self-regulated Learning at University Level



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Abstract: *The ability to read is the key to gaining knowledge. Reading in today's world is dependent on a person's ability to properly and effectively perceive an electronic or printed material. The constructive features and self-motivating talents of self-regulated pupils help to set them apart from other peers. The aim of the study was to explore the impact of reading habits of students on the self-regulated learning at university level. All the public sector higher educational institutions were the population of the study. The data were collected using a random sampling technique from three hundred and fifty students from the University of Lahore, Sargodha Campus. The self-developed questionnaire, "Reading Habits and Self-regulated Learning Survey," was used. The data were analyzed using Pearson r analysis. The findings revealed a strong positive correlation between self-regulated learning and students' study habits. The findings examined that self-regulated learning strategies promote reading skills among students. The researchers recommended that self-regulated learning may be promoted among students for better reading comprehension. There were mixed results of the relationship of different indicators of students' reading habits with self-regulated learning.*

Key Words: Self-regulated Learning, Reading Habits, Students' Achievement

Introduction

Self-regulated learning is a technique for children to better manage their thoughts, behaviors, and emotions so that they can excel in school. This process happens when a pupil's deliberate behaviors and activities are aimed toward the acquisition of information or skills. SRL models are broken into parts in general. Students examine the learning assignment and create precise goals for completing it during the thinking and planning phase. In situations like this, teachers and/or more experienced peers can often coach pupils in useful ways.

Unfortunately, while learning new tactics, students frequently resort to more familiar—and possibly ineffective—options. Students may, for example, revert to utilizing the old, ineffective method of flashcards to study new vocabulary terms since it appears to be easier than the new, effective strategy taught by the teacher. While spending the effort to practice and acquire the new strategy may result in meaningful learning, using the fallback

strategy will almost always leave pupils with a significantly less effective method of learning. Close teacher supervision and detailed feedback can assist students in learning to apply new tactics fluently, especially if they are frustrated. Students evaluate their success on the learning task in terms of the effectiveness of the techniques they choose the appropriate performance phase. Students must also regulate their emotions about the learning experience's outcomes at this stage. This self-reflection then has an impact on student's future plans and ambitions, resuming the cycle.

The proactive features and self-motivating talents of self-regulated learners help to set them apart from their peers. Self-regulatory pupils are more engaged in their studies, according to research. These students frequently sit near the front of the classroom (Labuhn et al., 2010), willingly contribute responses to questions (Elstad & Turmo, 2010; Clarebout et al., 2010).

Motivation and Self-Regulated Learning

Motivation is a prime factor in the sustainable development of self-regulated learning ([Bandura, 1993](#); [Zimmerman, 2008](#)), and it is controlled by an interconnected framework of factors that determine its development and sustainability ([Boekaerts, 1999](#); [Zimmerman, 2008](#)). When students use different activities during the conceptualization and planning phase, their interests and values are considered (Simons et al., 2000; Wolters et al., 1996). Students are less likely to spend time defining objectives and planning strategies to complete learning tasks if they do not see the value in them. Students' efficacy beliefs—their belief in their capacity to do tasks successfully—also play a role, particularly during the thinking, planning, and performance monitoring phases (Zimmerman, 2000). Higher self-efficacy beliefs lead to more self-regulation tactics being used ([Pajares, 2008](#)), and strategies of self-regulation may lead to higher academic accomplishment and self-efficacy beliefs ([Bouffard-Bouchard et al., 1991](#); [Zimmerman & Martinez-Pons, 1990](#)).

Self-Regulated Learning

Self-regulated learning is person's ability to control and understand his/her learning environment using. Self-regulation skills include self-monitoring, goal setting, self-reinforcement, and self-instruction ([Harris & Graham, 1999](#); [Schraw et al., 2006](#); [Shunk, 1996](#)). Self-regulated learning (SRL) is defined by [Zimmerman and Schunk \(2008\)](#) as feelings, activities, and self-generated thoughts that are oriented towards the fulfillment of students' needs on a regular basis ([Zimmerman & Schunk, 2008](#)). According to [Zimmerman \(1989\)](#), Self-regulated learning refers to learning that occurs when individuals are meta-intellectually, motivationally, and behaviorally engaged participants in their own learning process ([Zimmerman, 1989](#)). According to [Boekaerts \(1999\)](#), Self-regulated learning is a powerful construct in that it permits us to define numerous components that are part of successful learning (Pintrich, 2002; [Soureshjani, 2011](#)).

Students use SRL as an active process to improve and gain academic abilities setting goals, select and display techniques, and self-controlling effectiveness. Although SRL was primarily valued in self-directed learning, such as asking for aid from peers, parents, and teachers, it was also valued in group learning. Learners' proactive characteristics are derived from

motivated feelings and attitudes, as well as metacognitive methods ([Zimmerman, 2008](#)). Self-regulated learning is an essential aspect of study in recent years, and a great number of studies have been conducted on the subject. In her descriptive study, [Aksan \(2008\)](#) looked at epistemological views and self-regulated learning.

Learning that is Self-Contained

Independent reading, according to [Baker \(2002\)](#), is insufficient. Students, she claims, require metacognitive techniques, particularly in terms of knowing how to govern their cognition. [Brown \(2002\)](#) holds a similar viewpoint, advocating for the teaching of self-regulation to increase reading comprehension because weak readers are unable to apply various methods and must be taught how to do so efficiently. This entails a three-way interaction between the individual, the environment, and their behavior ([Winne & Stockley, 1998](#)).

The self-regulated learning process is divided into three phases: forethought, mean setting goals; "performance," concentration on learning strategies; and "self-reflection," mean react according to the situation (Zimmerman, 2000). According to Schunk and Zimmerman (1994), self-regulated learning has been found to play a crucial part in the academic success of successful students. These kids set precise learning goals, use techniques, and regularly reflect and monitor their progress ([Zimmerman et al., 2003](#)). The characteristics "aptitude" and "event" are used to measure self-regulated learning processes ([Winne & Stockley, 1998](#)). The cognition phase of learning activities, or what pupils actually do while they learn, are described as events ([Winne & Perry, 2000](#)).

Self-Controlling Learning Techniques

Self-regulating learning strategies are a set of metacognitive and behavioral techniques that students can employ to take control of their own learning ([Zimmerman & Martines-Pons, 1986](#); [Zimmerman, 1990](#)). Self-regulating learners, according to [Zimmerman \(1990\)](#), are aware of the information and skills they require in a given circumstance and take the measures necessary to obtain those skills and information. Self-regulating learning strategies, according to [Pintrich and De Groot \(1990\)](#), include students' metacognitive tactics and self-management. Cognitive learning methods, metacognitive strategies,

and resource management strategies are all part of the self-regulating learning model.

Students use cognitive strategies to complete a task or achieve a goal during their learning. Cognitive strategies are techniques related to cognitive processes and behaviours that students use during their learning to complete a task or achieve a goal (Eker, 2012). According to Weinstein and Mayer (1986), the most essential cognitive strategies associated with academic performance in the classroom are repetition, detailed, and organizing techniques. Repeating, emphasizing, and summarizing information are examples of repetition tactics (Schunk, 2009). Detailing techniques help students store material in long-term memory rather than copying it verbatim, reorganize concepts in notes, and ask and answer questions (Kayran, 2014). The use of different approaches for extracting significant concepts from a text, summarizing what has been learnt, selecting crucial ideas, and organizing (Pintrich, 1999; Hoffer et al., 1998; Aydn & Atalay, 2015) are examples of organizing tactics.

Students employ meta-cognitive self-regulation skills to prepare, observe, and react. They control their mental tactics (Boakearts, 1999). According to metacognition, "an individual's awareness of cognitive operations and consequences, or anything linked to these," According to Schraw and Moshman (1995), meta-cognition consists of two components: cognition information and cognition management. Self-regulation of cognition entails students' observation, control, and regulation of self-cognitive processes and behaviors, whereas information on cognition entails students' information on individual, task, and strategy variables. Planning, observing, and regulatory tactics are all part of cognition regulation. Setting study goals, evaluating a text before reading, raising questions, and issue task analysis are examples of planning tactics (Kayran, 2014). Self-judgment skills are among the observation tactics used to govern learning (Schraw et al., 2006). Academic success depends on a person's ability to observe the self-learning process. During the meta-cognition observation process, it comprises assessing if progress has been accomplished in accordance with defined goals utilising criteria identified, and whether there are any issues in the learning process (Harvey & Goudvis, 2007; Thiede, Griffin, Wiley, & Redford, 2009; Zwiers, 2010). Students' evaluation of the learning process by evaluating its compatibility with cognitive tasks as well

as the results are examples of regulation strategies.

Resource management strategies are concerned with making the most of available possibilities in order to achieve objectives (Eker, 2012). Students' management and control of their professors and peers through efforts, study conditions, and ways of requesting help are among these strategies (Zimmerman & Martinez-Pons, 1986). These tactics assist students in adapting and changing their circumstances to meet their objectives and needs (Kayran, 2014). Certain self-regulation mechanisms employed by students during the learning process were found by Zimmerman and Martinez-Pons (1986):

Self-Evaluation: An assessment of a student's learning process and quality.

1. Planning and organisation: creating learning materials and plans for organisation.

The kids' learning process.

2. Goal-setting and planning: Students' involvement in defining and developing goals

Plans to attain these objectives.

3. Information seeking: Students' interest in learning from a variety of sources

They will need a variety of supplies to perform their tasks.

4. Note-taking and observation: Students' involvement in documenting and witnessing situations

Outcomes.

5. Organizing the environment: Students organise the learning environment.
6. Internal outcomes: Identifying awards and penalties, as well as making provisions for

Students' good and negative outcomes

7. Memorization and repetition: remembering or repeating something, either publicly or privately, in order to remember it.

Keep in mind what you've learned.

8. Seeking social assistance: getting help from friends, instructors, and adults
9. Reviewing Notes: Students go over their notes, tests, and textbooks.

When looking at the methods that students employ, it is clear that they employ cognitive, meta-cognitive, and effective strategies.

Objectives of the Study

Following questions were posed for the research study:

1. Identify the reading habits of university students.
2. Investigate the self-regulated learning strategies among university students.
3. Explore the relationship of students' reading habits on self-regulated learning at university level.

Research Questions

The following were the research questions of the study:

- Research Question 1:** What are different types of reading habits of university students?
- Research Question 2:** What are the self-regulated learning strategies among university students?
- Research Question 3:** What is the relationship of different indicators of students' study habits with self-regulated learning?

Research Design

It was a descriptive study and survey method was applied for the collection of data from the respondents. For data collection purpose, questionnaire was developed and survey was made.

Population and Sample

All the public sector higher educational institutions were the population of the study. The data were collected using random sampling technique from three hundred and fifty students from the University of Lahore, Sargodha Campus. The students were

studying in the second, fourth, sixth, and eighth semesters.

Instrumentation

The self-developed questionnaire, "Reading Habits and Self-regulated Learning Survey [RHSLs]" was used. The instrument was pilot tested using validity and reliability analysis on a small population. The data were analyzed using Pearson r analysis. The indicators of the perceptions were regularity, time management, avoiding procrastination, deep learning, skimming the main ideas, repetition of ideas, sharing of ideas, and note taking the ideas. These indicators have 36 items. The reliability analysis revealed the Alpha value 0.821. It was excellent for research study. The indicators related to self-regulated learning were goal setting, self-instruction, self-monitoring, and self-reinforcement with five items each ([Harris & Graham, 1999](#); [Schraw, et al., 2006](#); [Shunk, 1996](#)).

Research Procedure

As this study was conducted during COVID-19. Many institutions were closed. So, the researchers conducted an online survey. The survey items were taken from earlier studies made by many researchers ([Bibi, Naseer, & Habib, 2020](#); [Crede & Kuncel, 2008](#); [Harris & Graham, 1999](#); [Schraw, et al., 2006](#); [Shunk, 1996](#)). The survey was made in an online assessment of students during COVID-19. The online assessment survey was conducted using WhatsApp and google classroom.

Results

The data were tabulated and analysed using SPSS software. Mean and sd were used for descriptive data analysis. Pearson r was used for evaluating the effect of study habits on self-regulated learning.

- Research Question 1:** What are different types of reading habits of university students?

Table 1. Indicators of Study Habits of Students

S. No	Indicators	Mean	sd
1	Regularity	4.50	1.627
2	Time management	4.51	.368
3	Avoid procrastination	3.58	1.438
4	Skimming the main ideas	3.43	2.378
5	Repetition of main ideas	3.50	1.371

S. No	Indicators	Mean	sd
6	Note-taking the ideas	3.72	1.276
7	Sharing the ideas	4.21	1.342

Table 1 revealed the seven factors about the reading habits of university students. The indicator of regularity had a mean of 4.50 and sd value of 1.627. The indicator of time management had 4.51 mean values and .368 sd values. The indicator of avoid procrastination had 3.58 mean values and a 1.438 sd value. The indicator of skimming the main ideas had 3.43 mean values and a 2.378 sd value. The indicator of

repetition of main ideas had 3.50 mean values and a 1.371 sd value. The indicator of note-taking the ideas had 3.72 mean values and a 1.276 sd value. The indicator of sharing the ideas had 4.21 mean values and a 1.342 sd value.

Research Question 2: What are the self-regulated learning strategies among university students?

Table 2. Factors about Self-regulated Learning

S. No	Indicators	Mean	sd
1	Goal setting	4.34	1.214
2	Self-monitoring	4.17	1.821
3	Self-instruction	3.58	.543
4	Self-reinforcement	3.65	.476

Table 2 revealed the four factors about the self-regulated learning of students. The indicator of Goal setting had a mean of 4.34 and sd value of 1.214. The indicator of Self-monitoring had 4.17 mean values and a 1.821 sd value. The indicator of Self-instruction had 3.58 mean values and a .543 sd value. The indicator of

Self-reinforcement had 3.65 mean values and .476 sd values.

Research Question 3: What is the relationship of different indicators of students' reading habits with self-regulated learning?

Table 3. Relationship of Different Indicators of Students' Reading Habits with Self-Regulated Learning

	1	2	3	4	1	2	3	4	5	6
SL1	-.217**	.099	1							
SL2	.113	.022	-.111	1						
SL3	.105	.116	.111	-.082	1					
SL4	.121	.202*	.026	.004	.332**	1				
SH1	.120	-.154	-.029	.047	.262**	.338**	1			
SH2	.146	.246**	.121	-.012	.488**	.302**	.473**	1		
SH3	.269**	-.090	-.013	.162*	.098	.193*	.362**	.085	1	
SH4	.357**	.272**	.288**	.181*	.400**	.380**	.263**	.391**	.307**	1
SH5	.269**	.175*	.122	.060	.663**	.700**	.658**	.693**	.477**	.698**

**significant at 0.01 and * 0.05 levels

Table 3 indicates a mixed result of the relationship of different indicators of students' reading habits with self-regulated learning.

Results and Discussion

The indicator of regularity had a mean of 4.50 and sd value of 1.627. The indicator of time management had 4.51 mean values and .368 sd values. The indicator of

avoid procrastination had 3.58 mean values and a 1.438 sd value. The indicator of skimming the main ideas had 3.43 mean values and a 2.378 sd value. The indicator of repetition of main ideas had 3.50 mean values and a 1.371 sd value. The indicator of note-taking the ideas had 3.72 mean values and a 1.276 sd value. The indicator of sharing the ideas had 4.21 mean values and a 1.342 sd value.

The indicator of Goal setting had a mean of 4.34 and sd value of 1.214. The indicator of Self-monitoring had 4.17 mean values and a 1.821 sd value. The indicator of Self-instruction had 3.58 mean values and

a .543 sd value. The indicator of Self-reinforcement had 3.65 mean values and .476 sd values. There were mixed results of relationship of different indicators of students' reading habits with self-regulated learning.

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