

## Self-regulation strategies as a learning assessment in students

**Albana Sadiku**

*University of Mitrovica "Isa Boletini" – Republic of Kosovo*

### Abstract

The research examines the strategies of self-regulation, which are applied by students during the learning process. As an instrument in order to collect the information for this paper, is used the so-called questionnaire "Strategies and self-regulation questionnaire", which was developed by psychologists, Printman, Smith, Garcia and McKeachie (1991), who worked at the University of Michigan. The purpose of this study is to measure the strategies of self-assessment, self-esteem and self-discovery that students show during the learning process, to understand if the students try to find different alternatives suitable for them, in order to allow them to learn more easily. This research is a type of descriptive, and the questionnaire is applied for collecting the required data. In order to accomplish an agreeable result/estimation, the research was conducted in three parallels of seventh grade of the primary school "Migeni", Mitrovica, Kosovo. The obtained results were analyzed by hi-square,  $\chi^2$ , coefficient variation, and standard deviation.

The hypotheses of this research are: "Difficult teaching lessons make students/pupils to collaborate with their classmates or with the teachers"; "The students are capable of self-judging while gaining knowledge, remembering and reproduction of them"; "The act of learning and doing homework in a specific place, without changing, impacts in higher and easier concentration.

Taken in consideration the obtained results, the first and second hypotheses are verified as accurate. The hi-square of the first hypotheses is 3.13, hi-square of the second hypotheses is 4, and hi-square of the third hypotheses is 152.788.

**Keywords:** *students, self-regulation strategies, learning.*

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