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# A STUDY OF THE EFFECTS OF A TEACHING METHOD ON STUDENTS' ACADEMIC ACHIEVEMENT IN MATHEMATICS AND THE USE OF SELF-REGULATED LEARNING STRATEGIES

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## Abstract.

The purpose of this study was to examine the effects of a teaching method on academic achievement in Mathematics and on students' use of self-regulated learning (SRL) strategies by Class IX students. The method of teaching was adapted from Zimmerman's cyclic model of self-regulated learning. Strategies for promoting students' self-regulated learning strategies were identified through the literature review and applied into the study group: meta-cognitive strategies such as planning, monitoring, and regulating, and resource management strategies such as time management and study environment management. Inferential statistics (One sample and paired sample t-tests) were used to analyze the effects of the teaching method on students' academic achievement in Mathematics and use of self-regulated learning strategies respectively. The results of the study and recommendations to incorporate SRL more into traditional classrooms are discussed.

**Keywords:** Academic achievement, Mathematics, Self-regulated learning strategies.

## Introduction

The achievement of educational goals, whether it be getting good test scores, academic presence or motivation for learning, is not exclusively under the control of teachers and schools. Teachers are just one factor in a learning process that involves many others. Therefore, by shifting more responsibility for their learning process back to the students, it would be empowering them to become, not only effective learners at school, but also learners for life.

Every student learns in different styles and ways that are best suited to their needs. The methods the students use for learning enables them to be successful at school. While there are some students that are very successful at school, there are a few who have never experienced success in school. It is common to see students with bad habits, such as procrastinating, skimming reading assignments, and most commonly, cramming for exams. The habits the students that develop over the years become a part of their learning process. Although some students change and become effective learners later in their educational life, there are some students who never develop the essential study skills (time management, classroom note taking, test preparation, text comprehension and summarization) to be successful (Zimmerman et al, 2002).

The student population of social welfare schools is predominantly English-as-second-language (ESL) learners. Although all the students go through the same system of studying, the rate at which the students become successful in their Mathematics classes is vastly different. While some students become successful in their mathematics class at some point in an academic year, there are some students that cannot seem to find a way to be successful at any time during the year. These differences in ability or other personal factors of the students, preventing them from being successful in their Mathematics class, has often resulted in a lower overall class average.

Researchers have compared successful and less successful students of similar intellectual ability (Dembo, 1997, and Borkowski and Thorpe, 1994). In their study, Dembo and colleagues (1997) found that when given a learning task, successful learners monitor and control their

  
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researcher can train and observe the students. In the light of this, teachers in a traditional classroom need to be able to function as models, consultants and coaches. They must be capable of demonstrating the use and effectiveness of self-regulated learning strategies.

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