

**EFFECT OF OVERT SOCIAL MODELLING THERAPY (OSMT) ON SELF-
REGULATED LEARNING AMONG SECONDARY SCHOOL STUDENTS IN IFE
CENTRAL LOCAL GOVERNMENT AREA OF OSUN STATE**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN EDUCATION
(GUIDANCE AND COUNSELLING)**

BY

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DEDICATION

This project is dedicated to my lovely mother, Mrs. S. O Akinbode. I thank her for what she has done in my life.

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TABLE OF CONTENTS

Title	Page
Title page	i
Authorization to Copy	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Table of Contents	vii
List of Tables	ix
Abstract	xi
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	3
Objectives of the Study	4
Research Question	5



Research Hypotheses	5
Significance of the Study	5
Limitation of the Study	6
Operational Definition of Terms	6
CHAPTER TWO: REVIEW OF LITERATURE	
The Concept of Self-Regulation	7
Origin of Self-regulating Learning and its Relevance to the Present Study	12
Theoretical Framework on Self-Regulated Learning	17
Empirical Review of Self-regulated Learning	18
Therapies for Modifying Self-Regulated Learning	25
Theoretical Framework on Overt Social Modelling Therapy	27
Summary	34
CHAPTER THREE: METHODOLOGY	
Research Design	37
Population and Sample	38
Research Instrument	39
Data Collection	40

Data Analyses	41
CHAPTER FOUR: RESULTS AND DISCUSSION	
Research Question One	42
Hypothesis One	43
Hypothesis Two	44
Hypothesis Three	45
Discussion	47
CHAPTER FIVE: SUMMARY AND CONCLUSION	
Summary of the Study	52
Conclusion	53
Implication of the study	54
Recommendations	54
Suggestions for Further Studies	55
Contribution to Knowledge	55
REFERENCES	57
APPENDICES	65

LIST OF TABLES

Table	Title	Page
1.	Different Behavioural Modification Theories	25
2.	The Research Design	37
3.	Sample Distribution Participants for the Study	38
4.	Sample distribution of Participants for the study on academic ability	39
5.	Level of Self-Regulated Learning of Secondary School Students in Ife Central	42
6.	Comparison of the Experimental and Control Group for the Effectiveness of Overt Social Modelling Therapy on Students' Self-Regulated learning	43
7.	Mean Scores of Pre and Post Self-Regulated Learning of the Experimental and Control Groups	44
8.	Gender difference on the effectiveness of Overt Social Modelling Therapy on Self-Regulated Learning	45
9.	Mean Score in the Academic Ability of Experimental Group	46
10.	Level of Academic Abilities of Students in Experimental Group	

	at the Post-Test	46
11.	Academic Ability on the Effectiveness of Overt Social Modelling Therapy on Self-Regulated Learning	47

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ABSTRACT

The study examined the level of Self-Regulated Learning (SRL) of secondary school students in Ife Central Local Government of Area of Osun State. It also determined the effect of Overt Social Modelling Therapy (OSMT) on students' self-regulated learning. In addition, it investigated the influence of gender and academic ability on the effectiveness of the therapy with a view to enhancing students' ability to self-regulate their learning.

The study adopted the pre-test, post-test control group quasi experimental research design. The population for the study consisted of all secondary school students in Ife Central Local Government Area of Osun State. The initial sample of 300 students was selected using convenience sampling technique. A research instrument titled "Self-Regulated Learning Strategies Questionnaire" (SRLSQ) was administered on the sampled students to select 120 students who constituted the final sample. They were randomly assigned into one experimental and one control group. The experimental group was exposed to OSMT, while the control group was given no treatment. The OSMT consisted of six sessions during which participants were exposed to the four OSMT processes of Attention, Retention, motor reproduction, and reinforcement and motivation. In each of the sessions the technique of Self-Regulated Learning was exemplified using appropriate films. Pre-test and post-test data were analyzed using frequency counts and percentages, independent t-test and One-Way Analysis of variance (ANOVA).

The results showed that 54.0% of the students experienced low level of self-regulated learning. The results also showed that the OSMT had significant effect on self-regulated learning

of experimental group ($t = 26.4$, $p < 0.05$). The results further showed that there was no significant gender difference in the effectiveness of OSMT in improving students' self-regulated learning ($t = 1.87$, $P > 0.05$). Finally, the results showed that there was a significant difference in the effectiveness of OSMT in improving students' self-regulated learning based on learners' academic abilities ($F = 68.99$, $P < 0.05$).

The study concluded that the use of OSMT was an effective intervention for improving self-regulated learning of secondary school students.

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CHAPTER ONE

INTRODUCTION

Background to the Study

In today's learning environment, learners must actively get involved in reorganizing and reconstructing their existing knowledge with new knowledge as they cannot be mere passive recipients of information. That is, learning by rote and following prescribed answers and set formulae as the case is in many schools in Nigeria. Instead, the students must be curious and able to form their own opinions and direct their own learning. In short, students must become active and self-regulated learners. Consequently, self-regulated learning is a necessary prerequisite for lifelong learning. Thus, understanding the concept of self-regulation in learning is important in the development of academic achievement capabilities for students.

Self-regulated learning has been identified as a key enabler of students' academic and social-learning-emotional competence (Wirth and Leutner, 2008). According to Pintrich (2000), self-regulated learning is a self-initiated action which involves goal setting and regulating one's efforts toward a goal, self-monitoring, time management, and physical and social environment regulation. Thus, students who self-regulate their learning actively and constructively engage in a process of generating meaning and adapt their thoughts, feelings, and actions as needed to affect their learning and motivation. There are many factors that affect academic performance. One of them is cognitive matters. Cognitive matters have a significant effect on human behaviour, especially on learning. Increasingly, the idea has been reinforced by psychologists that learning is not a constant matter and however, the innate talent and intelligence as

determinants of quality and quantity of human learning, there are other factors that along with these innate and non-acquirable prerequisites are effective and important in learning. One of the effective factors in learning according to Jain and Dowson (2009) is the self-regulated learning strategies.

Furthermore, understanding students' capacity to direct their own learning in school and beyond has been a central topic of discussion among practising educators, policy-makers, and educational researchers alike. Researchers such as Zimmerman (2002); Dembo and Seli (2008); Montalvo and Torres (2004); Boekaerts and Corno (2005); Blair and Razza (2007); Ebulue (2006); and Omoteso (2011) argued that the capacity to self-regulate is central to assumptions about learning, decision making, problem solving and resource management in education. Other researchers like Corno (2001); Anderson and Blair (2002); Zimmerman (2000); Zimmerman, Bandura and Martinez-Pons (2002) and Adepoju (1985) conceptualise self-regulation as the general disposition that students bring into the classroom, whereas others conceive of self-regulation as a property of the person-in-situation and attend to domain-specific self-regulatory skills that develop through experience within and across situations. The two perspectives are not compatible. A basic research problem is what is implied by the capability to self-regulate.

Since it has been established that learners should be able to self-regulate their learning activities if they are to maximize learning opportunities, it now behoves the psychologists /counsellors to device an appropriate therapy/intervention programme capable of teaching learners to acquire self-regulating skills. Several studies (Bronson, 2000; Perry, Phillips, and Dowler 2004) had been carried out on the effectiveness of promoting self-regulated learning which had led to the introduction of several intervention programmes or measures through which they could moderate the students and inculcate the habit of self-regulated learning in them. In

Nigeria, for instance, several studies (Olayinka, 1976; Adepoju, 1985; Ebulue, 2006; Omoteso, 2011) have looked into self-regulated learning of Nigerian students from the perspective of its importance to various strategies employed in the process of self-regulation of learning. However, extant literature has been silent on the activities of Nigerian researchers on how to inculcate or teach these skills to learners.

Hattie, Biggs and Purdie (2006) opined that modelling has been one of the newly discovered measures that can facilitate self-regulated learning habits in recent times. Furthermore, it has also been the central focus among other behavioural modification methods in various literatures. It is the opinion of this researcher that perhaps the application of overt social modelling therapy has the therapeutic efficacy to instil the required skills capable of helping learners to self-regulate their learning activities. Overt social modelling therapy is based on social learning theory and it emphasizes the importance of learning from observation and imitation (acting as a role model), and learning about the rewards and punishments that follow behaviour. The technique can be used to eliminate or reduce unwanted behaviours, facilitate learning of social behaviours or it may be used either to strengthen or to weaken previously learned behaviours. Social modelling therapeutic approach is a relatively short-term approach to behavioural change, although some therapeutic techniques take longer period than others. While the effectiveness of this technique has been tested and proved in the advanced countries, there is a dearth of literature on the application of this therapy in developing countries such as Nigeria.

Statement of the Problem

Self-regulated learning is the ability to proactively monitor and evaluate one's performance. It is associated with the motivation by an individual to meet self-set academic

goals. Many students are unable to regulate their learning and thus find it difficult to study effectively. Educators as well as professionally trained counsellors have adopted different strategies with little or no success.

Concomitant with this assertion is the belief that students who are generally expected to engage in more independent study time are usually assigned more homework,

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