

Original Paper

The Status and Determining Factors to Develop Students Self-Regulated Behavior in Learning among Fourth Generation Universities in Ethiopia

Abate A. Nigusse^{1*}, Moy T. Murale² & Eyasu K. Bukate²

¹Department of Psychology, Jinka University, Jinka, Ethiopia

²Department of Psychology, Jinka University, Jinka, Ethiopia

*Abate A. Nigusse, Department of Psychology, Jinka University, Jinka, Ethiopia

Received: August 22, 2023 Accepted: October 21, 2023 Online Published: November 08, 2023

doi:10.22158/wjer.v10n6p59

URL: <http://dx.doi.org/10.22158/wjer.v10n6p59>

Abstract

The main objective of the present study was to assess the status and determining factors to develop student self-regulated behavior in learning among fourth generation universities in Ethiopia. To achieve this objective, both quantitative and qualitative data were collected from primary and secondary source of data. The study employed random and purposive sampling techniques to select 270 instructors, 4 department heads and 6 well-experienced teachers. Data from the quantitative survey were analyzed using mean, standard deviation, t-test, analysis of variance and multiple regressions. Qualitative data was analyzed through thematic narration. The study found that the mean score of teacher's practice of self-regulated behavior in learning was 2.72 and standard deviation 4.379. The independent samples t-test and One-way ANOVA indicated that, there was statistically significant mean difference in gender and educational statuses of teachers' in practice of self-regulated strategies. Women and teachers who had higher educational status performed better than other instructors. Multiple regression analysis indicated teachers' negative attitude toward their profession and lack of commitment was significant factor for low development of self-regulated behavior in learning in fourth generation Universities in Ethiopia. However, pedagogical knowledge, teaching experience, age and educational was non-significant at $P < 0.05$ level of significance.

Keywords

Status, Determining Factors and Self-regulate behavior

1. Introduction

Self-regulating behavior in learning is a fundamental skill in modern teaching-learning process. It is now considered to be a pillar of education. Educators, psychologists and researchers are now applying self-regulatory principles to academic study and other forms of learning, such as social and motor skills (Asmamaw, 2018). According to Gregory, Douglas, and Stephen (2019) self-regulated learning is an interesting concept recently development in cognitive psychology, with its roots dating back to the social-cognitive learning theory of Albert Bandura. Bandura explained that learning is the interaction of three elements; which suggests that learning is the result of personal, environmental, and behavioral factors. Personal factors include a learner's beliefs, interest, confidence, motivation and attitudes that affect learning and behavior. Environmental factors include things such as the quality of instruction, teacher feedback, and access to information, and help from peers and parents. Behavioral factors include the effects of prior performance (Bandura, 2001).

Since the 1980s, academics have applied Bandura's social-cognitive theory to many settings, including school learning. These attempts led to the development of self-regulated learning theory, which states that learning is governed by a variety of interacting cognitive, meta-cognitive, and motivational components (Duartepe & Oylum, 2004; Zimmerman, 2000).

Empirical studies (Dunn, Osborne, & Link, 2012; Kistner, Rakoczy, & Otto, 2010; Meece, Schunk, & Zimmerman, 1994; Zohar, 2004) have shown a significant relationship between academic success, use of self-regulation skills, and understanding ways of practicing self-regulation. Dunn, Osborne and Link (2012) studied pathophysiology students and found that, despite the difficulty of the course, the use of self-regulated learning strategies had positive results for both students and instructors. Zohar (2004) explained the implementation of self-regulated learning has great value on student's personal, behavioral, motivational, cognitive development and to achieve valuable academic goals.

Teaching staff support to develop students self-regulated learning behavior may include practices such as direct instruction and modeling, guided and independent practice, social support and feedback, reflective practice, etc. and other instructional techniques, such instructional practices enable students in acquiring the domain and strategy knowledge required in making appropriate choices, expand their abilities by attempting challenging tasks and regulate their learning independently (Kistner, Rakoczy, & Otto, 2010). The research result of Liew (2008) also indicated that the teachers support will foster academic competence as well as school-related confidence of the students.

To develop educational quality, one of the most important innovations Ethiopia adopted since the last two decades includes the shift from traditional instruction to constructivist learning approach in the classroom. To implement the innovation changes in teacher attitude, pedagogical knowledge, text books preparation, school based professional development activities etc. have been introduced. However, the degrees to which these methods are practiced and students benefited are very far from known (Teshome, 2017). His study showed that teachers' behaviors within classroom environments consisted of traditional, old practice and teacher control models.

Molla (2015) investigated the practice of learner-centered methodology in secondary schools of Ethiopia and revealed that teachers try to employ learners centered methodology in classroom even though it is not adequate. Taye (2008) and Bethel (2011) conducted their research on practices and perceptions of school communities in implementing self-regulated learning and the result of the study revealed that school communities' perceptions and practices in the implementations of self-regulated learning still require further sensitization. In their further finding they disclosed that teachers' have low theoretical and practical understandings about self-regulated behavior in learning.

Asmamaw (2018) conducted research on factors and influences of self-regulation learning among undergraduate sport science students in two Ethiopian Universities. The research result specified that assigning and placing undergraduate students to different colleges and departments without students' interest, lack of appropriate study environment, misuse and inappropriate application of continuous assessment were major factors that hindered the use of self-regulation learning.

Rationale to conduct this study is ensuring quality and relevant education in Ethiopia higher education institutions is one of the challenges that remained to be solved. Furthermore, teachers' poor practice of students self-regulated behavior in learning, most of the local studies are on secondary schools and very few credible studies exist about how much self-regulatory learning is implemented in Ethiopia higher educational institutions. Some studies try to address the problem using too limited sample size and discipline areas (Asmamaw, 2018). Therefore, to fill the indicated gaps of the existing literatures, this study was carried out in order to generate further information and contribute to knowledge on the status and determining factors of teachers practice to develop student self-regulated behavior in learning in fourth Generation Universities in Ethiopia.

2. Methods and Materials

2.1 Research Design

This study was conducted to assess the status and determining factors of teachers' practice to develop students' self-regulated behavior in learning. In order to address the stated objective the study used descriptive research design by incorporating qualitative and quantitative research method. Thus, both quantitative and qualitative methods were implemented in sequential way. However, the two strands have been conducted separately during data collection and analysis period; and then mixed during overall interpretation of the study. The researcher triangulated the results from the two strands in order to draw a corroborated conclusion about the research problem.

2.2 Target Population

The target population of the present study was instructors that found in fourth generation Universities in Ethiopia. There are eleven fourth generation universities in Ethiopia. To make the research more manageable and conducive the researchers randomly selected two universities teacher as a sample of the total population. Thus, Jinka and Bonga Universities teachers were selected arbitrary, and their data base office document indicated 414 and 407 total teachers were recorded in the 2021/22 academic year

respectively. Among these 289 instructors were in different higher institution for educational promotion. The available instructors were 532; among these 8 were PHD holders, 4 were assistance professor, 10 were doctor of veterinary medicine, 286 are MA/MSc, and the rest 224 instructors were first degree graduates.

2.3 Samples and Sample Size Determination

To carry out the study, the researchers employed Yamane (1967) calculating formula to identify sample size from the total population. Based up on the formula 270 sample instructors were proportionally selected from two universities. Stratified sampling and simple random sampling techniques were used to consider the sample from the population. In this regard the whole population first stratified by their college, and department level then a sample has been taken from the strata randomly. The teachers were given structured questionnaire. To supplement the teachers' quantitative data 4 department heads and 6 well experienced teachers were purposively selected.

2.4 Data Collection Instruments

Questionnaire was used as the main instrument to collect the data for this study. The most striking advantage of using questionnaire is easy to use with large samples and less time consuming (Porter, 2002). Thus, the 5 point likert scale technique was used to measure the response to the questions in the survey. A review of the relevant self-regulated learning literature was developed that led to the identification and categorization of the existing measures that are suitable for this research. The questionnaire for the attitude of teachers towards profession was constructed and developed by Ahmad (2013) to assess the effects of teachers attitude towards profession on their practice in government secondary schools and it will be adapted to the present study, the questionnaire for pedagogical knowledge and teachers' practices were adopted from Dingath and Buttner (2013) and modified by the researcher for this study based on different literatures according to the context of the study site and research questions of the study. Actually Dingath, and Buttner (2013) developed the questionnaire to assess factors determine whether teachers enhance students self-regulated behavior in learning.

In order to support the quantitative findings and to answer research question number one the researchers were prepared checklist and employed classroom observation and semi-structured interview.

2.5 Data Analysis

The researchers used the SPSS to run Pearson product moment correlation to analyze the relationship between teachers' pedagogical knowledge and the practice to develop students' self-regulated behavior in learning. ANOVA was used to distinguish the educational level (Bachelors, master and doctorate degree) of teachers in practicing active teaching-learning strategies in classroom. This is done at a significance level of $p < .05$. Independent sample t-test will be employed to distinguish the academic results between male and female teachers in practicing active learning strategies. Finally, multiple-regressions were analyzed to identify most contributing factors for low implementation of self-regulate practice in the study area.

3. Results

Here under data collected through questionnaire, classroom observation and key informant interview is presented and discussed.

The questionnaire were collected from 270 Jinka and Bonga university teachers, and the data was entered in to SPSS version 20 software for the statistical output and then the responses were analyzed with the descriptive and inferential methods of data analysis such as tables, charts, frequency distributions, percentages, mean, correlation, multiple regression and t-test were used. Whereas, the interview made with the key informants from department heads, teachers, and classroom observations were recorded and analyzed through qualitative methods of data analysis.

Table 1. Demographic Characteristics of Respondents

	Age					Total %
	21-25	26-30	31-35	36-40	41-45 > 45	
Male	28	126	52	11	21	220 83.3
Female	11	30	7	2	0	0 50 16.7
Total	39	156	59	13	21	270 100%

Source: Researcher survey data, 2023.

As shown in Table 1, 270 University teachers were participated in the study. Among these, 220(81.48 %) of the participants were male and the remaining 50(18.52%) were females. Regarding ages of respondents, the above Table shows that 39 (14.44%) of the respondent teachers were between 21-25 years, 156(57.77%) of teachers were between the age of 25-30, while 59(21.85%) were between the age of 30-35, 13(4.81%) were between the age of 36-40 and 3(1.1%) respondents age were greater than 40. This data indicates that most of university teachers in the study area are young and energetic to handle their respective tasks.

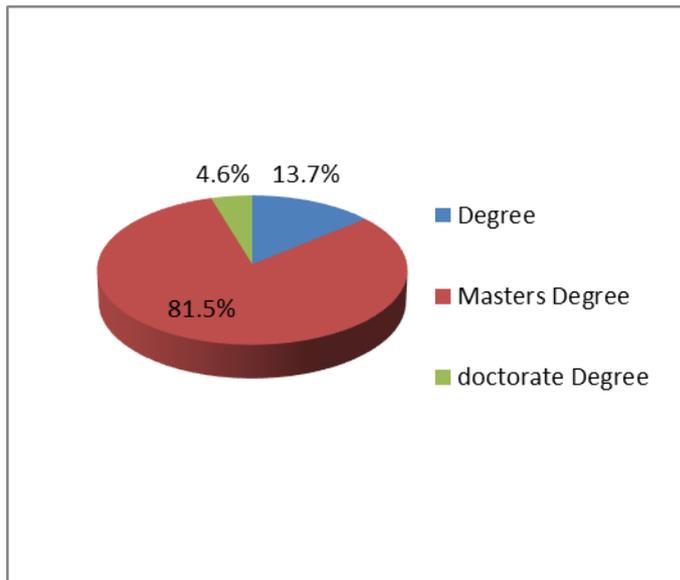
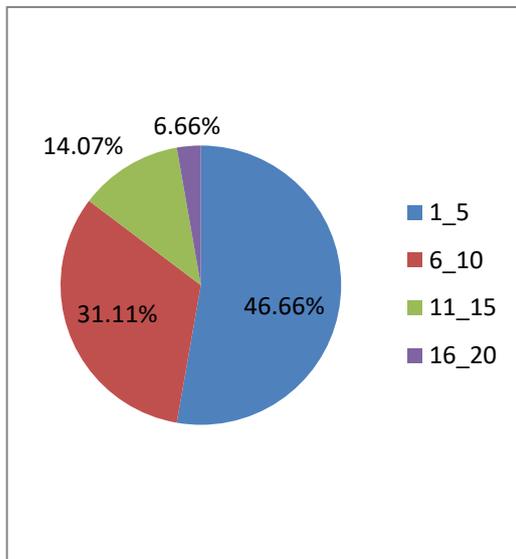


Figure 1. Teaching Experience of JKU Instructors

Figure 2. Educational status of Instructors

Figure 1 show that the teaching experience and educational background of instructors. The data uncovered that majority of teachers 126(46.66%) have only 1-5 years teaching experience, 84(31.11%) have 6-10 years' experience, 38(14.07) have 11-15 years and 18 (6.66%) teachers have more than 15 years teaching experiences. Regarding educational status of instructors, figure 2 indicates majority of respondents 206(76.3%) were Master's degree holders, while 50(18.5%) were degree teachers and 10(5.1%) were doctorate degree graduates. From the above data we can understand that majority of instructors have Masters of Science and Masters of Art graduates.

3.1 The Extent of Teachers Practice to Develop Student Self-Regulated Behavior in Learning

According to Anthony (2011) mean is the sum of values divided by the number of values. In this case the mean is generated from SPSS 20 for each variable. Besides, in this study the scale no. 1 is given to not at all and no. 5 to a very great extent whereas no. 3 is considered to be moderate extent. So that, when the mean response is below 3 it indicates that the variable is either not at all or to some extent and when it is above 3 it shows that either it is to great extent or to a very great extent.

Table 2. The Extent of Teachers' Practice of Student Self-Regulated behavior in Learning

No	Extent of teachers practices	Mean	Standard deviation
1	I mainly focus on providing students with knowledge	2.45	1.483
2	I set aside some teaching time so that students can discuss among themselves	2.38	1.467
3	I use an active method in the teaching learning process	2.19	2.128
4	I encourage students to find their own learning resources	2.30	1.923
5	I encourage students to take responsibility	2.09	4.535
6	I facilitate planning activities such as goal setting	2.34	1.417
7	I encourage students to generate their own notes	2.75	1.458
8	I facilitates students self-monitoring activities	2.87	2.030
9	I encourage students to assess their strength and weaknesses	2.72	1.443
10	I evaluate and correct students at the end of class	2.91	1.921
11	I encourage students to apply the knowledge learned	3.28	4.897
12	I encourage to express their ideas, opinions and class presentation	3.27	4.293

Scale of Interpretation <1.49- Not at all, 1.5-2.49- Some extent, 2.5-3.49- Moderate extent, 3.5-4.49- Great extent, >4.5- Very great extent.

The mean score of teachers' response is 2.55, 2.38 and standard deviation of 1.483 and 1.467 for item one and two respectively. This indicates teachers were not more focus on how to provide students with knowledge they will need how to do activities, discussion and interaction of students among themselves. In addition to this, the mean score of respondents (mean=2.19, 2.30, 2.09 and standard deviation= 2.128, 2.1923, 4. 535) for item number 3, 4 and 5 respectively. This in turn shows that teachers are mainly more focus teacher-centered or rote teaching-learning approaches and encourage students' more emphasis on the power points, handouts and short notes. The teachers also does not boost student take their responsibility over all school achievements and failure.

Regarding to encourage students' goal setting and develop note skill the means are 2.34, 2.75 and standard deviation 1.417, 1.458 accordingly. This indicates teachers are low level of inspiring students to develop their own goals and note taking skills before, during and after classroom presentation.

Furthermore, the mean score of the respondents is between 2.5-3.49 for item number 8, 9, 10, and 11. This shows teachers moderately encourage students to make their own notes, interact with one another in the classroom and give chances to monitor their own activities by themselves. However majority of respondents indicated that they never facilitate students independent learning and self-monitoring activities.

In addition to this, to supplement the quantitative data the classroom observation was held by using psychology instructors. The classroom observation ratified that majority of the instructors' teaching behaviors are in transition and the instructors spent majority of their time by implements old-style approaches such as spoon feeding, talking or explanations. This means that the instructors are using a lecture method which is a one way directional to the teaching learning processes that always flows teaching from the instructors to the students.

Table 2 Furthermore indicated that majority of teachers were not assessing each student's strength and weaknesses. This may be due to large class size and sometimes lack of teachers commitments to practice self-regulated behavior in learning. One of interview participants stated as "teachers' commitment is a significant factor in efforts to improve school outcomes, specially student academic achievement. However, teachers have no commitment to develop students' self-regulated behavior in teaching learning process due to low salary, low respect, low attitude towards teaching profession, less motivation and fewer incentives" (Participant, 3).

The other respondent also stated that "self-regulation of behavior is very important for active control, appropriate use of resources available to students such as time, study environment, effort, and peers. But there was no continuous supervision, follow up, evaluation and empowering of teachers in higher institutions in Ethiopia. Continuous supervision alert teachers for crosscheck their effectiveness through self and peer evaluation. Therefore, the administrative organ of the university should set goals and plan strategically for evaluate the instructors teaching learning academic performance" (Participant, 2).

3.2 The Relationship between Pedagogical Knowledge and Practice to Develop Student Self-Regulated Behavior in Learning

The fourth research question which guided this research is about the relationship between teachers' pedagogical knowledge and the practice to develop student self-regulated behavior in learning. The data collected using questionnaire of five point likert scale tested using Pearson product moment correlation which was intended to observe the relationship between teachers' pedagogical knowledge and employing active teaching learning process in the classroom. To achieve this objective the participants' scores were correlated and the result is presented in Table 3 as follow

Table 3. A Summary Table of Bivariate Correlation between Pedagogical Knowledge of Teachers and Practice to Develop Student Self-Regulated Behavior in Learning

Variables	Correlation	Practice of self-regulated behavior in learning
Pedagogical knowledge of teachers	Pearson Correlation Sig. (2-tailed) N	.501** .000 270

*= $P < 0.05$, $N = 270$.

Table 3 indicated that teacher's pedagogical knowledge and practicing students' self-regulated behavior in learning has statistically significant relationship. As quantified that the correlation coefficient between teachers' pedagogical knowledge and practicing self-regulated behavior in learning, the Pearson value was .501. That means the significance value of .000 which is less than 0.05(alpha) or P-value go below alpha, so it is statistically significant. The strength of this correlation is moderate level. In short, the result suggests that participants with better pedagogical knowledge tend to practice self-regulation strategies to better extent.

Table 4. Intercorrelation of Predictor Variables and Dependent Variables

Variable	Practice	Attitude	Pedagogy	Commitment
Practice	1			
Attitude	.553**	1		
Pedagogy	.501**	.702**	1	
Commitment	.531**	.543**	.530**	1

$N = 270$; ** correlation is significant at the 0.05 level (2-tailed).

As shown in Table 4 above, the result of correlation coefficient indicated that the correlation coefficient between teachers' attitude toward teaching profession and practice, Pearson value was .553. As observed, teachers' attitude and practice have statistically significant, positive correlation. That means the significance value (probability value) of .000 which is less than 0.05(alpha) or P-value go below alpha, so it is statistically significant. The strength of this correlation is moderate. In general, the result suggests that participants' attitude and practice to develop student self-regulated behavior in learning have strong positive relation.

The above Table also showed the relationship between teachers' commitment and practicing self-regulated behavior in learning. As quantified that the correlation coefficient between teachers' pedagogical knowledge and practicing self-regulated behavior in learning was .531. That means the significance value of .000 which is less than 0.05(alpha) or P-value go below alpha, so it is statistically

significant. The strength of this correlation is moderate level. In short, the result suggests that participants with high commitment tend to practice self-regulation strategies to better extent.

Therefore, there is statistically significant relationship between predictor variable and dependent variable. Which means there is a strong correlation coefficient of attitude of teachers, commitment, pedagogical knowledge and practicing self-regulated behavior in learning ($r = .553$; $r = .531$ and $r = .501$; $p < 0.05$) respectively.

3.3 The Effect of Gender on practicing Self-Regulated Behavior in Learning

An independence sample t-test was conducted to see whether there exists a significance difference in teachers on employing self-regulated behavior in learning across gender.

Table 5. Summary of Independent Samples t-Test That Compares Teachers' Practice of Self-Regulated Behavior in Learning along the Dimensions of Gender

Domain	Sex	Mean(M)	Standard deviation (SD)	t-value	Df	Sig (2-tailed)
	Male	2.6130	.87099			
				-4.166	268	.001
SRBL	Female	3.3243	1.168			

*= $P < 0.05$, $df = 268$; Note: sex code: male=1, female=2.

SRBL refers to the status of teachers' practice of self-regulated behavior in learning

The independent sample t-test result with respect to practice self-regulated behavior in learning revealed that male teachers had mean value of 2.6130 with standard deviation of 0.87099 while females had mean value of 3.3243 with standard deviation of 1.168. The obtained $t(268) = -4.166$, $p = .001$, 2 tailed which is significant at $p < .05$ level of significance. This implies $.001 < .05$, therefore, this means that there were statistically significant mean differences in practicing self-regulated behavior between male and female teachers. Thus, the finding uncovered that female instructors perform active teaching learning process slightly better than that of male teachers'.

3.4 The Effect of Educational Status on Practicing Self-Regulated Behavior in Learning

The fourth objective sought the effects of educational status on practicing self-regulated behavior in learning. To achieve this objective the researchers considered the instructors into three categories. This includes: bachelor degrees, masters degrees and doctorate of philosophies.

Table 6. Summary of Analysis of Variance (ANOVA) that Compares Teachers' Practice of Self-Regulated Behavior in Learning across the Dimension of Educational Status

Source of variance	SS	Df	S ²	F
Between Groups	3270.777	2	1635.389	4.593
Within Groups	75840.316	267	356.058	
Total	79111.093	269		
$\alpha = 0.05$	F crit = 3.04			

Table 5 shows that educational status has statistically significant difference in implementing self-regulated behavior in learning. The obtained F(267) values =4,593, and The researchers find that the critical value of F with alpha of .05 and 2 degrees of freedom in the numerator and 267 degrees of freedom in the denominator is 3.04. Since the F statistic is greater than the critical value of F from the table (4.593 > 3.04), we reject the null hypothesis. This refers to At least one of the educational status is more effective than the others in implementing self-regulated behavior in learning. Therefore, at least one of the population means differs from at least one of the other population means. The post hoc tests also uncovered that; the mean difference is significant at the 0.05 level. The instructors who had doctorate and master's degree holders better implemented self-regulated behavior in learning teaching process.

3.5 predictive Factors to Develop Self-Regulated Behavior in Learning

The last specific objective sought to figure out the most the most determine factors to develop students' self-regulated behavior in learning. Hence, Data were collected by pretested self-administered questionnaire and examined using multiple regressions with 95% confidence intervals. Variables with *p* value of less than 0.05 were considered as statistically significant.

Table 7. Multiple Regression Analysis of Joint Effects of the Predictor Variable on Practicing Self-Regulated Practice Behavior in Learning

Variable	Std. Error	Beta	t	Sig.
Teachers attitude toward their profession	.110	.283	3.55	.000
Pedagogical knowledge of teachers	.131	.134	1.72	.087
Commitment	.119	.303	4.56	.000
Teaching experience	1.469	.059	.968	.334
Age	1.442	-.040	-.636	.526
Educational status	2.688	.048	.813	.417

$R = 0.62$; R square = 0.395; adjR square=0.378; $p < 0.05$.

As shown in Table 7, the predictor variables contributed for on practicing self-regulated practice

behavior in learning by 39.5%. It implies that 39.5% proportion of social interaction is accounted for by the independent variables of teachers' attitude toward their profession and their commitment. The adjusted R-square, which represent unbiased estimate of R-square is 0.395, which indicated there was significant relationship between the predictor and the criterion variables. The result also revealed that there was significant relation between teachers' attitude toward their profession and commitment of teacher. However, pedagogical knowledge, teaching experience, age and educational was non-significant at $P < 0.05$ level of significance.

Table 8. Summary of ANOVA for Regression Analysis of Predictor Variable and Dependent Variable

source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	31239.146	6	5206.524	22.731	.000 ^b
Residual	47871.947	209	229.052		
Total	79111.093	215			

a. *Dependent Variable: practice.*

b. *Predictors: (Constant), educational status, commitment, teaching experience, age, pedagogy, attitude.*

From table 8, it has been seen statistical significant relationship between the predictor variable and practicing self-regulated behavior in learning ($F(6,215)=22.731$; $P < 0.05$). This value revealed that predicting variables jointly have significant contribution for the implementation of self-regulated teaching and learning process in the university.

The interview result indicates self-regulated promoting practices foster students' development of metacognition, intrinsic motivation and strategic action. *Majority of the respondents replied that students self-regulated behavior in learning competencies improve students' academic, social, emotional and career outcomes.*

4. Discussion

The first research question of this study sought to find out the extent of teachers practice of self-regulated learning strategies to develop students' self-regulated behavior in learning. The result of the present study indicates majorities of instructors are implementing rote teaching learning approach and slightly use active teaching learning process. The teachers spent his/her time by implements old-style approaches such as spoon feeding, talking or explanations. This means that the instructors are using a lecture method which is a one way directional to the teaching learning processes that always flows teaching from the instructors to the students. The teachers were not encourages students to find their own learning resources, discussions and interaction of students among themselves. This in turn shows that teachers are mainly more focus teacher-centered approaches and encourage students' more

emphasis on the power points, handouts and short notes.

Consistently to this finding a study by Teshome (2008) reported it is obvious that teachers' behaviors are in transition, he stated that the teachers were not fully implement the new methods of teaching learning process and trying to departures from the traditional old practices such as lectures or explanations. But it is inconsistent to the study by Molla (2015) the dominant classroom teaching in most schools of Ethiopia is still teacher- dominated where students are not encouraged to develop their own strategies but instead to follow teacher's words. Most classes are characterized by a situation where students are made to listen to their teachers and copy notes from the blackboard. Learning by doing, problem solving, cooperative learning and group approaches are limited.

The possible reason for the inconsistency of finding by Molla (2015) and the current study is may be due to difference in knowledge among teachers. Teachers' professional knowledge and actual practices may differ not only among countries but also among teachers within a country. Instructional practices depend on what teachers bring to the classroom, Professional competence and professional background factors, such as type of training, certification, professional development, employment status are believed to be a crucial factor in classroom and school practices (Singer, 1996). Thus the difference in pedagogical knowledge among teachers might be responsible for the inconsistency of the finding by the previous and the current study. Therefore the researcher of this study suggest that even though there is improvement in the practice of teachers unlike the finding of Molla (2015) it is not enough, thus teacher should improve their practice of using SRL strategies to develop student self-regulated behavior in learning by creating supportive and challenging contexts and providing more group works instead of teacher dominated practice since small group collaboration and social constructivist learning environment enhance student self-regulated behavior in learning.

The teacher's pedagogical knowledge and practicing students' self-regulated behavior in learning has statistically significant positive relationship. The result suggests that participants with better pedagogical knowledge tend to practice self- regulation strategies to better extent. This is similar with the study Singer (1996) who stated that teachers' professional knowledge and actual practices of active teaching learning was statistical relationship. He further stated self-regulated practices depend on what teachers bring to the classroom, Professional competence and professional background factors, such as type of training, certification, professional development, and employment status are believed to be a crucial factor in classroom and school practices. Often insufficient training or information about learning strategies aspects deters teachers providing instruction in this area (wolley, 2011). Teachers who have never received formal instruction on active learning strategy use may feel uncertain about their ability to teach these skills.

Teaching demands the ability to adapt boldly, invent, and create procedures and to meet the ever changing demands of learning situation. Teachers must know much more subject matter, method of teaching the learner and his growth, the settings for and environment of learning, about the interaction between learner and environment. Therefore, the modern professional teacher must possess` a system

of principles and habits of thinking which guide the operational process.

The study also in line with the finding of Zohar (2004) explained that academic and professional training of teachers has direct and positive bearing on the quality of their performance and consequently on the achievement of students. Effective teaching is determined by the individual teacher knowledge of the subject matter and mastery of pedagogical skill. The training outlined by Corno (2008) focused on a number of aspects that contribute to the development of SRL skills. However, Lacey, Saleh, and Gorman (1998) made explicit the need for teacher training in self-regulated learning skills, arguing that “the ability to self-regulate one’s learning is essential for academic success. Therefore, educators need a detailed understanding of effective SRL so they can teach it to those who lack such skills”. In order for educators to be active promoters of SRBL skills, they need to understand not only the skills, but how to foster and develop these in students.

One of the objectives of the present study was to investigate the effects of educational status on practicing self-regulated behavior in learning. Thus, to achieve this specific objective the researchers considered the instructors into three categories and implemented analysis of variance (ANOVA) to compares teachers’ practice of self- regulated behavior in learning across the dimension of educational status.

The result indicates that educational status has statistically significant difference in implementing self-regulated behavior in learning. The post hoc tests uncovered that; the instructors who had doctorate and master’s degree holders better implemented self-regulated behavior in learning teaching process. It becomes clear that the academic success of students, use of self-regulation skills, and understanding ways of practicing self-regulation was independently affected by the instructor’s educational status. Thus, educational status is highly predictive of low implementation of self-regulated behavior in learning. This result was consistent with a study Hadwin and Oshige (2011) who argue that schools and universities without trained teachers cannot do their job effectively. This is because teachers play a pivotal role in educational provision and thus significantly affect education quality and implementation of active teaching learning process. The educational training, knowledge and the personal characteristics of teachers are considered as markers of quality. The personal characteristics include academic qualifications, ability, teachers’ perception of their profession and teaching experience. Corno (2008) also justified many challenges for teachers to promote the use of self-regulated behavior in learning and student-centered pedagogies. These include the quality of pre-service preparation and the effectiveness of in-service professional development that teachers receive to implement Self-regulated learning strategies.

The other objective of the present study was to distinguish the extent of practicing self-regulated behavior in learning between male and female teachers in fourth generation universities in Ethiopia. Thus, in order to distinguish the extent of practicing self-regulated behavior in learning between male and female independent t-test was computed. The result indicated that there was statistically significant mean difference in practicing self-regulated behavior between male and female teachers. This study is

some extent similar with the study conducted by Lacey, Saleh, and Gorman (1998). They found that the styles of male and female teachers differed, especially with how much each of the genders practice self-regulated learning strategies valued. Whereas over half of the female members believed that students should be allowed to define the learning experience for themselves and discern their own style, male teachers believed they are the holder of the information and know what it is best for students.

This study also in line with Singer (1996) investigated the teaching paradigms of teachers through the use of a survey instrument that asked teachers to assess their own attitudes and behaviors. Factor analysis was used to construct seven scales that represented the paradigms: behavior (student involvement, and facilitating collaborative learning). Results indicated that gender was a significant predictor of each of the paradigms. Females were more likely than males to utilize, student involvement and practicing collaborative learning process paradigms (social support and feedback practices). Moreover, they found that women were more likely than men to invest time planning their courses, designing learning activities and assessing student learning.

Finally, the results indicated that teachers' low attitude toward their profession and lack of commitment of teachers are most predictive factors for low develop self-regulated behavior in learning. Hussen, Woldetegegn and Teshome (2016) explained that teachers' commitment has great power for implementation and better academic performance for the students. However, educators have low commitment to their students learning because of low satisfaction in their profession due to low salary, low respect in the society and less incentives like housing and transportation services. Furthermore they justified that due to low motivation in their profession as a result of low salary and less incentives; teachers do not cater to encourage students to work hard in order to achieve their individual goals in the development of their physical and intellectual aspects. Yalew, Getachew, and Tadesse (2014) study also confirmed that teachers have high level of dissatisfaction on their profession because lack of professional autonomy, low salary, low participation and influence on school policy, scarce resources, overcrowded classroom, students' unwanted behavior, and struggling on routine duties.

5. Conclusion

Based on the findings of the study, the following conclusions are drawn:

- Majority of the fourth generation University teachers were not practice of students' self-regulated behavior in their teaching learning process. They spent their time by implements one way directional to the teaching learning processes that always flows teaching from the instructors to the students. Old-style approaches such as spoon feeding, talking or explanations are still now dominant.
- There is a positive correlation of attitude of teachers, commitment, pedagogical knowledge and practicing self-regulated behavior in learning ($r = .553$; $r = .531$ and $r = .501$; $p < 0.05$) respectively.
- Multiple regression analysis indicated that there was significant relation between teachers' attitude toward their profession and commitment of teacher. However, pedagogical knowledge, teaching experience, age and educational was non- significant at $P < 0.05$ level of significance. This

means that teachers' negative attitude toward their profession and lack of commitment to practice self-regulated behavior were the most determining factor teachers' low practice of self-regulated behavior in learning. Teachers' commitment is a significant factor in efforts to improve university outcomes, especially student academic achievement. However, teachers have no commitment to develop students' self-regulated behavior in teaching learning process due to low salary, low respect, low attitude towards teaching profession, less motivation and fewer incentives.

- There was statistically significant mean difference in gender and educational statuses of teachers' in practice of self-regulation strategies. Female instructors and teachers who had higher educational status perform better than other lecturers. This is because of women and more educated professionals were more likely dedicated than other men to invest time in planning their courses, designing learning activities and assessing student learning.
- Teachers' inadequacy of planning to their academic tasks, inadequacy of assistive technological materials, high turnover of qualified instructors, absence of supervision of concerned bodies, lack of commitment and motivation of instructors are also determining factors to practice self-regulated behavior in learning.
- Finally, these finding indicated that gender, educational status, commitment, pedagogical knowledge and teachers' attitude could be important underlying factors that impact teachers practice, and the results suggest that further studies should investigate the extent and major determining factors of teachers practice to develop students' self-regulated behavior in learning to replicate and further evaluate how these findings can be used in the education system to improve teachers' practice

-

Acknowledgements

First and for most, we thank God for the gift of life and favor that enabled us to complete this work. Secondly, we wish to tender our acknowledgments to the following people. First, we would like to eloquently express our deepest gratitude to Mrs. Yemisrach Bezabih and Mr Fikadu kebede for their professional suggestions and guidance to the paper that without their assistance, the accomplishment of this paper would have been dubious. Besides, our special approval and thanks goes to Mr. Tamiru Burayna (MA) for his valuable assistance, inspirations and significant suggestions and above all for his friendly prop up during the research process.

Our very special gratitude also goes to Jinka University Vice President of Academic, Research, Technology Transfer and Community service directorate for invigorating endorsement in terms of finance and advice to get done of our sense of duty. In addition, our exceptional appreciation goes to the secretors and other staffs in the office they have been always ready to support us and pushing us to work hard.

Over and above, we profoundly indebted to Jinka and Bonga university teachers and students for the invaluable information they provided without any hesitation.

References

- Asmamaw, A. (2018). Factors and influences of self-regulation learning among sport science students in Ethiopia universities. *Journal of social science and management*, 08, 72-82.
- Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*, 52, 1-26.
- Bethel, B. (2011). *practice and perception of bulbula school community towards the implementation of Active Learning in teaching English AAU*. AAU: unpublished(MA thesis).
- Corno, L. (2008). Work habits and self-regulated learning. Helping students to find a “will” from a way In D. H. Schunk, & B. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 197-222). New York: Lawrence Erlbaum.
- Dignath-van Ewijk, C., & Büttner, G. (2013). Assessing how teachers enhance self-regulated learning - a multi-perspective approach. *Journal of Cognitive Education and Psychology, Special Issue on Self-Regulated Learning*, 21, 338-358.
- Duatepe, A., & Oylum, A. (2004). *The attitudes toward teaching professions of in-service and pre-service primary school teachers Hacettepe University* (pp. 61-65).
- Dunn, K. E., Osborne, C., & Link, H. J. (2012). Exploring the influence of students' attributions for success on their self-regulation in pathophysiology. *J Nurs Educ*, 51, 353.
- Gregory S., Douglas F., & Stephen, L. (2019). In *Self-regulated Learning* (pp. 1063-1073).
- Hadwin, A., & Oshige, M. (2011). Self-Regulation, Coregulation, and Socially Shared Regulation: Exploring Perspectives of Social in Self-Regulated Learning Theory. *Teachers College Record*, 113(2), 240-264.
- Hussen A., W., Tegegn, S., & Teshome, T. (2016). Teachers Professional Commitment towards Students Learning, their Profession and the Community in Eastern Ethiopian Secondary Schools. *Journal of Teacher Education and Educators*, 5(3), 289-314.
- Kistner, S., Rakoczy, K., & Otto, B. (2010). Promotion of self-regulated learning in classrooms: Investigating Frequency, quality, and consequences for student performance. *Metacognition and Learning*, 5(2), 157-171.
- Lacey, C. H., Saleh, A., & Gorman, R. (1998). *Teaching nine to five: A study of the teaching styles of male and female professors*. Paper presented at the Annual Women in Education Conference, Lincoln, Nebraska.
- Liew, J. (2008). Adaptive and effortful control and academic self-efficacy belief on achievement. *early childhood Research Quarterly*, 23, 515-526.
- McIntire, S. A., & Miller, L. A. (1999). Foundations of psychological testing. *Boston, MA: McGraw-Hill*, 448.
- Meece, J. L., In D. H. Schunk, & B. Zimmerman. (1994). The role of motivation in self-regulated learning. Self-regulation of learning and performance. In *Issues and educational applications* (pp. 101-124).

- Molla, H. (2015). The Effect of Self-Regulated Learning Strategies and Self-Efficacy on Academic Achievement of Primary School students. *Psychology anal behavioral science*, 107-111.
- Singer, E. (1996). Espoused teaching paradigms of college faculty. *Research in Higher education*, 659-679.
- Taye, G. (2008). *Perceptions and Practices of Active Learningin (MA Thesis)*. dilla: dilla university.
- Teshome, N. (2017). classroom participation and development of student attitudes; Astudy of active learning practices in Ethiopian primary Education. *international journal of humanities social sciences and Education(IJSSE)*, 4, 67-85.
- wolley, G. (2011). *self regulation, Metacogition and engagement, in; reading comprehension: assisting children with difficulties*, Springer Netherlands.
- Yalew, E., Getachew, K., & Tadesse, M. (2014). *The status, challenges and prospects of teacher professionalism in the Amhara Region: Implication for Quality Education, Proceedings of the International Conference on Quality Education, Addis Ababa, Ethiopia*. Apple Printing Press:
- Zimmerman, B. J. (2000). Becoming a Self-Regulated Learner: Which Are the Key subprocesses?. *Contemporary Educational Psychology*, 11(4),307-313.
- Zohar, A. (2004). "Elements of teachers pedagogical knowledge regarding instruction of higher order thinking" (2004). *journal of science Education* (pp. 293-312). *Achievement: An Overview and Analysis Self-Regulated Learning and Academic Achievement: Theoretical Perspectives* (Vol. 2, pp. 1-37).