

ABSTRACT

Self-Regulated Learning and Academic Achievement in Biology

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The learning research and memory literature highlights the importance of strategy use to effective information processing and subsequent efficient learning.

This study examined the relationship between self-regulated learning strategy use and academic achievement among form four Biology students in four secondary schools in Trinidad and Tobago.

The Pearson's correlation coefficient revealed low to moderate, but significant relationships between the self-regulated learning strategy variables and achievement variables. ANOVA revealed that achievement is dependent on self-regulated learning strategy use. Significant relationships were also found between motivation and strategy use. The analysis also revealed significant sex differences in academic achievement, with boys performing higher than girls.