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RELATIONSHIP BETWEEN INTEREST TOWARDS ONLINE LEARNING AND SELF-REGULATED LEARNING OF THE HIGHER SECONDARY STUDENTS

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Abstract

The rapid expansion of online learning during the covid-19 pandemic has transformed the teaching-learning process across school education. This transformation has shifted greater responsibility to learners, requiring them to regulate their own learning effectively. In this context, students' interest towards online learning plays a crucial motivational role in shaping self-regulated learning behaviours. The present study investigates the relationship between interest towards online learning and self-regulated learning of higher secondary students. A normative survey method was adopted, and stratified random sampling technique was used to select 914 higher secondary students studying in government, government aided and private schools in Vellore district, Tamilnadu. Interest towards online learning scale and self-regulated learning scale were used for data collection. The collected data were analysed using descriptive, differential and correlation analyses.

The findings revealed that higher secondary students exhibited an average level of interest towards online learning and self-regulated learning. Further, a positive and significant relationship was found between interest towards online learning and self-regulated learning. The study highlights the need to enhance students' interest in online learning environments to strengthen their self-regulatory capacities.

Keywords

Interest Towards Online Learning, Self-Regulated Learning, Higher Secondary Students, Online Education

Introduction

The global outbreak of covid-19 created unprecedented disruption in the education system, leading to the closure of schools and a sudden shift from face-to-face instruction to online learning. Educational institutions across the world adopted digital platforms such as zoom, google meet and Microsoft teams to ensure continuity of learning. This transition marked a paradigm shift in the delivery of education, especially at the school level, where students were required to adapt quickly to technology-mediated learning environments.

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Online learning offers flexibility, accessibility and continuity; however, it also demands a higher degree of learner autonomy. Unlike traditional classrooms, online learning places greater responsibility on students to manage their learning independently. In such environments, psychological variables such as interest and self-regulated learning assume greater importance. Interest towards online learning acts as a motivational force that sustains learners' engagement, while self-regulated learning enables learners to plan, monitor and evaluate their learning activities effectively.

Interest refers to a learner's inclination, enthusiasm and willingness to engage in a learning task. Students with higher interest are more attentive, persistent and motivated to overcome challenges. Self-regulated learning, on the other hand, involves goal setting, time management, self-monitoring and self-evaluation. The interdependence between interest and self-regulated learning becomes particularly significant in online learning environments, where external supervision is limited.

The present study is conceptually grounded in social cognitive theory, particularly Zimmerman's model of self-regulated learning, which emphasises the role of motivational factors such as interest in influencing learners' self-regulatory processes. According to this model, learners who exhibit higher interest are more likely to engage in planning, monitoring and self-reflection, thereby enhancing their learning outcomes. Hence, examining the relationship between interest towards online learning and self-regulated learning among higher secondary students is both timely and essential.

Need and significance of the study

The sudden transition to online learning posed several challenges for higher secondary students, including lack of direct teacher supervision, distractions at home, technological barriers and reduced peer interaction. While some students adapted effectively, others struggled to remain motivated and regulate their learning. Interest towards online learning emerges as a key factor that can determine students' willingness to engage with digital learning platforms.

Higher secondary education is a crucial stage that prepares students for higher education and lifelong learning. Developing self-regulated learning skills at this stage is essential for academic success. Understanding how interest towards online learning influences self-regulated learning can help educators design instructional strategies that foster motivation, autonomy and responsibility among learners. Therefore, the present study holds practical and pedagogical significance for teachers, curriculum designers and policymakers.

Objectives of the study

1. To find out the level of interest towards online learning of higher secondary students.

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2. To find out the level of self-regulated learning of higher secondary students.
3. To find out whether there is a significant difference in interest towards online learning of higher secondary students with respect to selected demographic variables.
4. To find out whether there is a significant relationship between interest towards online learning and self-regulated learning of higher secondary students.

Hypotheses of the study

1. The level of interest towards online learning of higher secondary students is high.
2. The level of self-regulated learning of higher secondary students is high.
3. There is no significant difference in interest towards online learning of higher secondary students with respect to selected demographic variables.
4. There is no significant difference in self-regulated learning of higher secondary students with respect to selected demographic variables.
5. There is no significant relationship between interest towards online learning and self-regulated learning of higher secondary students.

Method of the study

The present study adopted the normative survey method to investigate the relationship between interest towards online learning and self-regulated learning of higher secondary students.

Population and sample

All higher secondary students studying in Vellore district, Tamilnadu constituted the population of the study. A sample of 914 higher secondary students studying in government, government aided and private schools was selected using stratified random sampling technique, ensuring representation of gender, locality and educational stream.

Tools used for the study

The following tools were used in the present investigation:

1. Interest Towards Online Learning Scale (ITOLS – 2021) constructed and validated by the investigator and research supervisor. The items were framed pertaining to the Dimensions of enthusiasm, self-motivation, teacher's and parental support, online environment, perceived satisfaction
2. Self-Regulated Learning Scale (SRLS – 2017) constructed and validated by Nicholas Jegan and Antony Raj from standard self-regulated learning inventories, covering dimensions such as goal setting, time management, help seeking and self-evaluation.

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Statistical techniques used

Descriptive statistics (Mean and Standard Deviation), Differential Analysis ('t'-test and 'f'-test) and Pearson product moment correlation were employed to analyse the collected data.

Analysis and interpretation of data

To test the hypotheses framed for the present study, the collected data were analysed using descriptive, differential and correlation analyses. The results obtained are presented and interpreted below.

Hypothesis – 1

The level of interest towards online learning of higher secondary students is high.

Table 1: Mean and standard deviation scores of interests towards online learning of higher secondary students.

Variable	N	Mean	Sd
Interest towards online learning	914	159.79	10.04

The mean score of interest towards online learning is found to be 159.79 with a standard deviation of 10.04. The obtained mean score lies between the range of 154 and 169, indicating an average level. Hence, the hypothesis is rejected and it is concluded that the level of interest towards online learning of higher secondary students is average.



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Figure 1: Mean and standard deviation scores of interests towards online learning of higher secondary students.

Hypothesis – 2

The level of self-regulated learning of higher secondary students is high.

Table 2: Mean and standard deviation scores of self-regulated learning of higher secondary students.

Variable	N	Mean	Sd
Self-regulated learning	914	14.02	2.76

The mean score of self-regulated learning is found to be 14.02 with a standard deviation of 2.76, indicating an average level. Hence, the hypothesis is rejected and it is concluded that the level of self-regulated learning of higher secondary students is average.

Hypothesis – 3

There is no significant difference in interest towards online learning of higher secondary students with respect to selected demographic variables.

Table 3.1: Mean difference in interest towards online learning with regard to gender and locality of the school

Variable	Sub-Samples	N	Mean	Sd	Cr Value	Level of Significance
Interest Towards Online Learning	Male	385	156.48	11.09	6.789	Significant
	Female	529	160.01	8.93		
	Rural	341	157.54	7.84	5.584	Significant
	urban	573	159.04	10.17		

The calculated critical ratio values with respect to gender and locality of the school are found to be significant at 0.05 level. Hence, the hypothesis is rejected for these variables. Female

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students and urban school students exhibit higher interest towards online learning. However, the obtained f value with respect to devices used for online classes is not significant at 0.05 level. Therefore, the hypothesis is accepted for devices used for online classes.

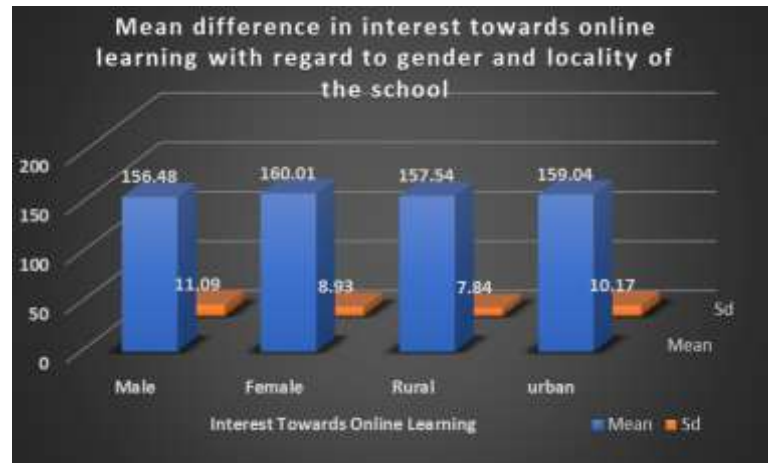


Figure 2: Mean difference in interest towards online learning with regard to gender and locality of the school

Table 3.2: ANOVA results for interest towards online learning with regard to devices used for online classes

Source of Variation	Sum of Squares	Df	Mean Square	F Value	Significance
Between Groups	23.623	2	11.812	0.117	Not Significant
Within Groups	92019	911	101.01		
Total	92042	913			

The obtained F value is not significant at 0.05 level. Hence, there is no significant difference in interest towards online learning with respect to devices used for online classes.

Hypothesis – 4

There is no significant difference in self-regulated learning of higher secondary students with respect to selected demographic variables.

Table 4.1: Mean difference in self-regulated learning with regard to gender and locality of the school

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Variable	Sub-Samples	N	Mean	Sd	Cr Value	Level of Significance
Self-Regulated Learning	Male	385	11.73	1.72	4.346	Significant
	Female	529	14.85	2.19		
	Rural	341	12.02	1.12	5.874	Significant
	Urban	573	14.02	2.66		

The obtained critical ratio values for gender and locality of the school are significant at 0.05 level. Hence, the hypothesis is rejected for these variables. Female students and urban school students demonstrate higher levels of self-regulated learning. The f value obtained for devices used for online classes is not significant at 0.05 level, indicating no significant difference.

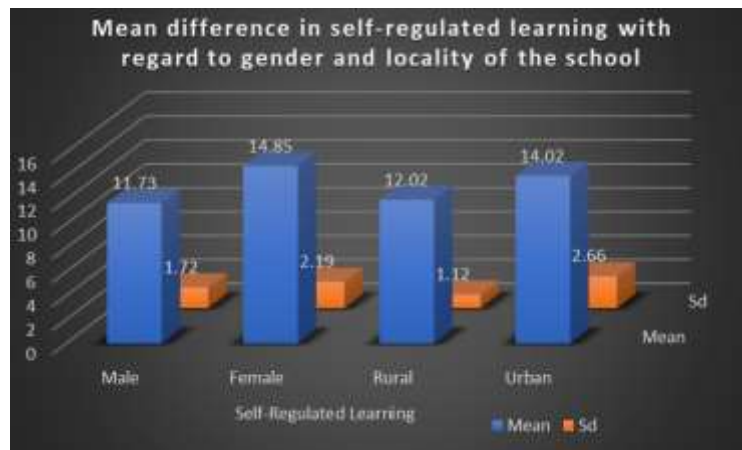


Figure 3: Mean difference in self-regulated learning with regard to gender and locality of the school

Table 4.2: ANOVA results for self-regulated learning with regard to devices used for online classes

Source of Variation	Sum of Squares	Df	Mean Square	F Value	Significance
Between Groups	13.122	2	7.074	0.941	Not Significant
Within Groups	6951.68	911	7.619		
Total	6964.90	913			

The obtained F value is not significant. Hence, there is no significant difference in self-regulated learning with respect to devices used for online classes.

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Hypothesis – 5

There is no significant relationship between interest towards online learning and self-regulated learning of higher secondary students.

Table 5: Co-efficient of correlation between interest towards online learning and self-regulated learning

Variables	N	R Value	Remark
Interest and Self-Regulated Learning	914	0.311**	Significant

The coefficient of correlation between interest towards online learning and self-regulated learning is found to be 0.275, which is significant at 0.01 level. Hence, the hypothesis is rejected and it is concluded that there exists a positive and significant relationship between interest towards online learning and self-regulated learning of higher secondary students.

Discussion of results

The findings of the present study support earlier research which suggests that motivational factors play a significant role in fostering self-regulated learning in online environments. The average levels of interest and self-regulated learning observed among higher secondary students indicate that while students have adapted to online learning, there remains considerable scope for enhancing their engagement and self-regulatory skills. The significant positive relationship between interest towards online learning and self-regulated learning reinforces the view that interest functions as a motivational precursor that facilitates planning, monitoring and self-reflection in learning. These findings are consistent with Zimmerman's social cognitive framework, which highlights the interaction between motivation and self-regulatory processes.

Findings of the study

1. The level of interest towards online learning of higher secondary students is average.
2. The level of self-regulated learning of higher secondary students is average.
3. There is a significant difference in interest towards online learning with respect to gender and locality of the school, while no significant difference is found with respect to devices used for online classes.
4. There is a significant difference in self-regulated learning with respect to gender and locality of the school, while no significant difference is found with respect to devices used for online classes.

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5. There exists a positive and significant relationship between interest towards online learning and self-regulated learning of higher secondary students.

Educational implications

The results of the study emphasize the importance of designing engaging and interactive online learning environments to enhance students' interest. The use of multimedia content, interactive discussions, quizzes, and real-life applications can help maintain learners' attention and involvement. In addition, teachers should deliberately impart self-regulated learning strategies such as goal setting, time management, and self-monitoring to promote learner independence.

Educational institutions and authorities should organise orientation programmes to familiarise students with effective online learning practices. Parental encouragement and a supportive home learning environment can further strengthen students' interest and self-regulatory skills. Moreover, the higher levels of self-regulated learning observed among female students and urban school students highlight the need for focused guidance and motivational support for male and rural students. Providing targeted training in self-regulated learning strategies and improving access to digital resources may help minimise these differences and foster independent learning skills among all students.

Conclusion

The present study concludes that interest towards online learning is significantly related to self-regulated learning among higher secondary students. As online learning continues to remain an integral part of education, enhancing students' interest is essential for promoting effective self-regulated learning. Developing motivated and self-regulated learners will contribute to improved academic outcomes and lifelong learning skills. Future studies may explore additional psychological and contextual variables influencing self-regulated learning in digital learning environments.

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