

A Study of Student Teachers' Self-Regulated Learning in Education Degree Colleges in Yangon

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Abstract

The study of this research concerned the student teachers' self-regulated learning in Education Degree Colleges in Yangon. The purpose of this study was to study the level of student teachers' self-regulated learning in Education Degree Colleges in Yangon. The specific objectives were to study the significant differences between student teachers' self-regulated learning in term of their personal factors and to study the significant differences between student teachers' self-regulated learning grouped by colleges. Both quantitative and qualitative studied were used in this study. Both quantitative and qualitative research were used in this study. The participants were 302 student teachers from Education Degree College by using simple random sampling for this study. The internal consistency of questionnaire was 0.898. In this study, Descriptive Statistics, Independent Sample *t*-Test and One-way ANOVA, Post Hoc Multiple Comparison were used to analyze the data. According to the quantitative data, the student teachers' level of self-regulated learning was high. There were significant differences student teachers' level of self-regulated learning in terms of personal factors. Student teachers' self-regulated learning statistically differences grouped by colleges.

Key words: self-regulated learning

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