

## عنوان مقاله:

(Development and Validation of Academic Self-regulated Learning Questionnaire (ASLQ

## محل انتشار:

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## خلاصه مقاله:

Introduction: Academic self-directed learning is a proactive process where students monitor, regulate and control their thoughts, behavior and motivation to accelerate the process of effective learning. The present study aimed to build a reliable and valid tool that measures academic self-regulated learning in young adults in India. Method: The study used a cross-sectional design. Content validity index, inter-item correlation, interclass correlation coefficient, cronbach's alpha and person's correlation were the statistical tools used for establishing various measures of validity and reliability. Manipal Learning Strategy Inventory and Academic Self-Regulated Learning Scale (ASLS) were used to establish concurrent validity. Academic Self-Regulated Learning Questionnaire (ASLQ) was standardized on a sample of ۱۰۳۲ college students aged between ۱۷ and ۲۵ years (Mean ۱۹.۸۶ and SD  $\pm$  ۱.۷۳) and consisted of ۳۶ items. Results: The developed scale has excellent internal consistency with a content validity index of ۰.۸۸, Cronbach's Alpha ۰.۹۰ and test-retest reliability of ۰.۹۶. The internal consistency across domains was: forethought (۰.۷۰), performance control (۰.۸۲) and self-reflection (۰.۷۵). Conclusion: The findings of the present study show that the .ASLQ is a proper instrument for the estimation of self-regulated learning abilities of undergrads

## کلمات کلیدی:

academic self-regulation, Learning, Validity, Reliability, Psychometric properties, college students

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