Development and Validation of an Academic Self-Regulation Scale for University Students

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Research on self-regulation of learning became an important topic more than two decades ago to answer the question of how students become masters of their own learning process. The primary purpose of the study was to develop and gather initial psychometric information regarding the Academic Self-Regulation Scale (ASRS), a measure of students' use of abilities and strategies of self-regulated learning. Information regarding the scale's factor structure, validity and reliability was gathered using a sample of 410 public sector university students in various master level programmes. The scale was convenient for classroom use because of its appropriate length. Principal component analysis of the ASRS, a 30-item scale yielded a five factor structure: (a) self-planning, (b) self-monitoring, (c) self-instruction, (d) self-evaluation, and (e) self-reaction. Internal consistency for the whole scale ASRS was (alpha = 0.83). The implications of the results and prospective avenues for future research are presented and discussed.

Keywords: Academic self-regulation, validity, reliability, university students