THE INFLUENCE OF STUDENT SELF-REGULATORY LEARNING STRATEGIES ON ACADEMIC ACHIEVEMENT IN OPEN AND DISTANCE LEARNING ENVIRONMENTS: A STUDY IN TANZANIA

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ABSTRACT

In the realm of education, particularly within the context of open and distance learning environments, the quest for effective learning strategies that enhance academic achievement remains paramount. This paper investigates the influence of student self-regulatory learning strategies on academic achievement in open and distance learning environments in Tanzania. The study participants included lecturers, heads of departments, and students. Data were collected through focus group discussions and interviews. The results show that when students employ self-regulatory learning strategies in open and distance learning, they achieve academically. These self-regulatory learning strategies include; goal-setting, time management, self-monitoring, adaptability, self-reflection, motivation and persistence, and resource utilization. Therefore, this study recommends that collaborative efforts between the institution's management, lecturers and counsellors are needed to ensure that students in open and distance learning use self-regulatory learning strategies for academic achievement.

Keywords: Academic achievement, self-regulatory learning, open and distance learning, impact, Tanzania.