

Abstract

The objective of the study was to investigate the effect of “self-regulation counseling course” on school performance and self-regulated learning ability of primary school students. In addition, the feasibility of implementing the course to students in “Escola Luso-Chinesa de Taipa” learning system was examined and some suggestions for counseling were given.

The subjects of the study were 60 grade-5 students of the Escola Luso-Chinesa de Taipa. A pre- and post-course experimental design with control group was adopted. There were in total six sessions in the course, in which each sessions toke 45 minutes. The experimental group would take one session each week while the control group would not be provided with the experimental course.

Students' GPA of the first and second semester in 1998-1999 school year were used as pre- and post-course school performance correspondingly. “Self-regulated learning Questionnaire” was employed before and after the experimental course, which contributed to the pre- and post- course self-regulated learning ability. In addition, a “teacher appraisal” system was utilized to evaluate students' performance in the course. Correlation between the “teacher appraisal” and the enhancement in school performance and in self-regulated learning ability would be assessed. Anova, t-test, correlation would be employed to analyze the data. Major findings were as follows: (1) the “self-regulation counseling course” were with significant effect on enhancing school performance for students in total and low GPA students; (2) the “self-regulation counseling course” were with significant effect on enhancing self-regulated learning ability for students in total and middle-grade self-regulated learning ability students.

In conclusion, the experimental course was proved to be practical and effective, i.e., the self-regulated learning ability of the students was enhanced. However, there were certain problems in the “teacher appraisal” system. Precise evaluations concerning the design of the system were given.

Finally, in accordance to the findings, some suggestion were provided:

- (1) knowledge of self-regulated learning ought to be provided for primary school students in order to enhance their school performance and self-regulated learning ability;
- (2) students with normal cognitive ability, stable emotion and low school performance should be trained individually or in small group modal, in which the technique of self-regulated learning behavior should be introduced. Through the course, the students could be trained as active learners with better school performance and positive

(2) learning attitude;

(3) For future study, an integrate modal of counseling course would be adopted, in which self-regulated technique, knowledge and experience should be used.