# Self-regulation among Senior Secondary School Students with Respect to Gender and Area

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**ABSTRACT:** *The purpose of this study was to study the self-regulation of senior secondary school students of district Baramulla of Kashmir division of Jammu and Kashmir. For the study a total sample of 300 individual subjects divided into two divisions of 150 males comprising of 75 rural & 75 urban and 150 females comprising of 75 rural & 75 urban. The tool used for data collection of Self-regulation wasa five point Likert type scale developed by the investigator himself. For this study the statistical tools used were Mean, Standard Deviation and t- test. The findings of the study reveals that there is a significant difference in the self-regulation between male and female students while as insignificant difference between rural and urban students was being found.*
*Keywords: Self- regulation, Senior secondary school Students, Male & female students, Rural & urban students.*

**INTRODUCTION:** Self-regulation is an active way of managing behavior to accomplish a goal. Self-regulation is essential for an individual to have self-discipline and capability to restrain actions. In other terms, self-regulation is an individual's self-control of emotions, behavior and thoughts. Various scholars describe self-regulation as a logical process of human feelings that involves personal goals, setting and steering oneself towards the accomplishment of these goals. It is an innermost characteristic of societal cognition and essential in work motivation and goal setting, learning and education. According to Zimmerman, self-regulation is the process whereby persons or students are active and maintain behaviors, cognitions and affects that are analytically oriented towards the achievement of goal [6].

Most educational psychologists agree that successful learning needed students to self-regulate their motivation, behavior and cognition. Although the significance of all these three aspects of self-regulation, a number of researches into it has paying attention on the function and nature of cognitive and mete-cognitive strategies, self-regulated students or learners use to integrate, acquire and retrieve information suggests that one of these issues concerns the suitable dimension of motivational regulation strategies, the association of these strategies to academic achievement. Self-regulation is a cyclical process of cognitive engagement in which purposive behavior is planned, adapted and evaluated[6]. According to pintrich (2000) self-regulation is an active and constructive process whereby students set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behavior, guided and constrained by their goals and contextual features of their environment [3]. Kauffman (2004) defined self-regulation as "learner's effort to control and manage complicated learning activities" [5]. According to Bandura, who pioneered the social cognitive theory, self-regulation focuses on individuals thinking on their abilities and capacity regarding the behaviors that they will exhibit [4].

Self-regulation is recognized as an essential situation for well-organized learning, which means students organizing the learning process as they wish, has become the primary subject of the latest studies conducted on academic success.One of the study conducted by Alci and Altun determined that there were significant difference between student's self-regulation and meta-cognition skills in terms of their gender and high school class level whereas there was no difference among these skills in terms of fields [8]. So far as the state of Jammu and Kashmir is concerned especially in the district of Baramulla no research has been conducted so far in order to find the impact of self-regulation among the senior secondary students. Thus this research paper aims at determining and studying the impact of self-regulation on the senior secondary school students with regard to gender and area of living.

## LITERATURE REVIEW

1. **Olatye & Ademola (2014)** conducted a study on self-regulation and peer influence as determinants of senior secondary school students and reveled positive relationship but not significant between science achievement and self-regulation, no significant difference was found among male and female teachers in self self-regulation, peer influence and achievement motivation.

2. **Zimmerman and Kitantas (2014)** revealed that self-regulation was more predictive of student's grade point average and performance on an achievement test. Further it was showed that, self-regulation and self-discipline latent factors were significantly and other results indicated that the self-regulation latent factor predicted student's achievement significantly, but the self-discipline factor did not predict achievement significantly and significant difference of gender was not found with student's self-regulation, self-discipline and achievement**.**

3. **Ahmadi (2014)** found positive and significant relationship between academic performance with academic self-efficacy and significant positive relationship was found between self-regulation and academic performance. Further is was found self-regulation was found as a good predictor of academic performance.

4. **Al-kreimeen (2014)** examined the relationship between individual creativity and self-regulation from grade ninth students and found significant positive relationship between creativity and self-regulation for grade ninth students. Further the study also showed that there is no statistically significant difference among means of students for both creativity and self-regulation on the basis of gender of the students.

OBJECTIVES OF THE STUDY

1.  To explore the level of self-regulation among senior secondary school students.
2.  To find out difference among senior secondary school students in their self-regulation on the basis of gender.
3.  To find out difference among senior secondary school students in theirself-regulation on the basis of locality.

HYPOTHESIS OF THE STUDY

1.  There exists no significant difference between male and female senior secondary school students in their self-regulation.
2.  There exists no significant difference between rural and urban senior secondary school students in their self-regulation.

METHODOLOGY

Sample

The sample for study was selected from senior secondary schools of district Baramulla of Kashmir region of the state of Jammu and Kashmir by using stratified random sampling. The

study consists of 300 students with 150 rural and 150 urban students. The sample of 150 rural students were further divided into 75 males and 75 females and sample of 150 urban students were further divided into 75 males and 75 females.

VARIABLES

Independent Variables

- Gender ( Male & Female )
- Locality ( Rural & Urban )

Dependent Variable

- Self-regulation

**Tools Used**

**SELF-REGULATION SCALE**

On the best knowledge of the investigator no standardized tool was found on self-regulation for the population of senior secondary school students. The need of the present study was to measure the self-regulation among senior secondary school students for which the investigator constructed 52 statements each item having five alternatives i.e. always, frequently, sometimes, rarely and never which denoted self-regulation. A five point Likert type response format was used. For this purpose, the final draft of the scale was administered on to a sample of 100 senior secondary school students. The reliability of the scale was determined through split-half method which was found to be 0.84 and the validity of the scale which was determined by face and content validity. For that the scale was send to eleven renowned research experts to check the validity and three language experts to check the grammatical errors.

The scale can be scored accurately by hand. The responses of the subjects were assigned numerical values ranging from 1 to 5 depending upon the degree of perceived self-regulation. The scores of self-regulation were calculated and quartile deviation was applied to know different levels of self-regulation among the students. Three groups of students were formulated on the basis of quartile deviation, which were found to be as low self-regulation group, average self-regulation group and high self-regulation group.

OPERATIONAL DEFINITIONS

1. **Self-regulation**- "Self-regulation is an active and constructive process whereby students set goals for their learning and then attempt to monitor, regulate and control their

cognition, motivation and behavior. For this study the self-regulation refers to scores of senior secondary school students on self-regulation scale".

2. **Senior Secondary School Students- "**It refers to students between the age group of 17-19 years, studying in senior secondary schools which comes in-between elementary level and college level i.e. class 10+1 and 10+2.

## STATISTICAL METHODS

In order to find out the Mean, Standard Deviation and t-value of the analyzed datain this study descriptive survey method was used.

**Analysis and Interpretation of data:** By keeping in view the objectives of the study the researcher studied the level of self-regulation of senior secondary school students on the basis of gender and locality. Details pertaining to the analysis are being given separately as follows.

### *Level of self-regulationamong senior secondary school students*

In order to explore the level ofself-regulation among senior secondary school students of district Baramulla of Kashmir division of J&K state, the investigator used self-regulation scale for collecting information from subjects. The scores of the scale were calculated and divided into three groups as per norms developed by the investigator as low self-regulation (LSR) as having less than 160 scores, averageself-regulation(ASR) having in-between 160-194 scores and highself-regulation (HSR) having more than 194 scores. The results pertaining to different levels ofself-regulation of the students have been presented in the following Table.

*Table 1. Level of self-regulationamong senior secondary school students*

| Level | N(300) | Percentage |
|-------|--------|------------|
| *LSR* | 101 | 33.67% |
| *ASR* | 124 | 41.33% |
| *HSR* | 75 | 25% |

### *Level of self-regulation between male and female senior secondary school students*

Here the investigator calculated and divided the scale into three groups as per norms developed by the investigator as LSR, ASR and HSR and also separated the students into two

main divisions as male and female students. The results pertaining to different levels of self-regulation and divisions of the students have been presented in the following table

*Table 2. Level of self-regulationbetween male and female senior secondary school students*

| Level | Male Students | | Female Students | |
|---|---|---|---|---|
| | *N(150)* | *Percentage* | *N(150)* | *Percentage* |
| *LSR* | 36 | 24% | 64 | 42.67% |
| *ASR* | 56 | 37.33% | 69 | 46% |
| *HSR* | 58 | 38.67% | 17 | 11.33% |

*Level of self-regulation between rural and urban senior secondary school students*

Here the investigator calculated and divided the scale into three groups as per norms developed by the investigator as LSR, ASR and HSR and also separated the students into two main divisions on the basis of locality as rural and urban students. The results pertaining to different levels of self-regulation and divisions of the students have been presented in the following table

*Table 3. Level ofself-regulation between rural and urban senior secondary school students*

| Level | Rural Students | | Urban Students | |
|---|---|---|---|---|
| | *N(150)* | *Percentage* | *N(150)* | *Percentage* |
| LSR | 50 | 33.33% | 51 | 34% |
| ASR | 49 | 32.67% | 75 | 50% |
| HSR | 51 | 34% | 24 | 16% |

*Differences in self-regulation between male and female senior secondary school students*

In order to find the differences in self-regulationbetween male and female senior secondary school students of district Baramulla of Kashmir region of Jammu And Kashmir State, the investigator used self-regulationscale for collecting information from 300 male and female students. Mean, Standard Deviation and t-test was calculated and results has been presented in the table as below.

**Table 4.** *Differences inself-regulation between male and female senior secondary school student*

| Group | N | Mean | SD | t-value | Result |
|---|---|---|---|---|---|
| *Male* | 150 | 181.77 | 35.903 | | |
| *Female* | 150 | 164.07 | 29.249 | 4.681** | Significant |

The mean of male senior secondary school students was found as 181.77 with SD 35.903 while that of females was found as 164.07 with SD 29.249 and having the t-value as 4.681. The calculated t-value 4.681 is significant at 0.01 level of significance. This means that there was significant difference between scores of self-regulation of male and female senior secondary school students. Therefore, the first hypothesis of the study which was stated that 'there exists no significant difference between male and female senior secondary school students in their self-regulation' stands rejected, because there was a significant difference. Hence this hypothesis is rejected because the male children were found to be more self-regulated, independent and having more ability to control their behavior and learning as compared to females.

### *Differences in self-regulation between rural and urban senior secondary school students*

In order to find the differences in self-regulation between rural and urban senior secondary school students of district Baramulla of Kashmir region of Jammu and Kashmir State, the investigator used self-regulation scale for collecting information from 300 male and female students. Mean, Standard Deviation and t-test was calculated and results has been presented in the table as below.

**Table 5.***Differences in self-regulation between rural and urban senior secondary school students*

| Group | N | Mean | SD | t-value | Result |
|-------|-----|--------|--------|---------|--------------|
| *Rural* | 150 | 175.40 | 37.505 | | |
| *Urban* | 150 | 170.43 | 29.718 | 1.271 | Insignificant |

The mean of rural senior secondary school students was found as 175.40 with SD 37.505 while that of urban was found as 170.43 with SD 29.718 and having the t-value as 1.271. The calculated t-value 1.271 is insignificant at 0.05 level of significance. This means that there was no significant difference between scores of self-regulation of rural and urban senior secondary school students. Therefore, the second hypothesis of the study which was stated that 'there exists no significant difference between rural and urban senior secondary school students in their self-regulation' standsaccepted, because there was no significant difference. This may be due to the fact that rural and urban students are given same opportunities, facilities, parental encouragement and school climate for developing their goals and make self-regulated in their behavior and learning.

### Conclusion

On the basis of interpretation, the following results have been drawn:

1. 33.67% senior secondary school students have lowlevel of self-regulation, 41.33% have average level of self-regulation and 25% have highlevel of self-regulation.

2. 24% male senior secondary school students have low level ofself-regulation, 37.33% have average level ofself-regulationand 38.67% have high level ofself-regulationwhile 42.67% female senior secondary school students have lowself-regulation, 46% have averageself-regulationand 11.33% have highself-regulation.

3. 33.33% rural senior secondary school students have lowself-regulation, 32.67% have average self-regulation and 34% have high self-regulation while as 34% urban senior secondary school students have lowself-regulation, 50% have averageself-regulationand 16% have highself-regulation.

4. Male senior secondary school students have highself-regulation as compared to female students.

5. Rural and urban senior secondary school students do not differ significantly so far as their self-regulation is concerned.

**Acknowledgments:**

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