

Gender Difference on Self-Regulation among Secondary School Students

Dr. Krishnamurthy.V. S.

*Assistant Professor and Head of the Department, Department of Psychology,
Government Home Science College for Women, Holenarsipura, Hassan-573211

ABSTRACT

Self-regulation is an active and constructive process whereby students set goals for their learning and then attempt to monitor, regulate, control their cognition, motivation and behavior. The aim of the present study was to measure the self-regulation among male and female secondary school students. A casual comparative research design was employed and the data was obtained from 100 secondary school students by using semi-structured structured interview schedule and self-regulation questionnaire (SRQ) standardized by Ryan and Connel (1998). The results of an independent sample t test showed that female students have a significant greater level of self-regulation compare to boys. The findings can be used to develop psycho social intervention to the students.

Keywords: Gender, Self-Control, Secondary school and Adolescents

INTRODUCTION

Self-regulated learning is a process that assists students in managing their thoughts, behaviours, and emotions in order to successfully navigate their learning experiences (Zumbrunn, Tadlock, & Roberts, 2011). According to Canadian researcher, Shanker (2015), “self-regulation refers to a child’s ability to deal with stressors effectively and efficiently and then return to a baseline of being calmly focused and alert”.

According to many researchers (for e.g., Alexander, Entwistle, & Kabbani, 2001, and O’Shaughnessy et al., 2003) self-regulation (SR) is “absolutely critical for school readiness” (Blair & Diamond, 2008) and is often linked with meta-cognition. SR and meta-cognition are related but differing constructs. Whereas metacognition has to do with knowledge and awareness of one’s cognitive strengths and weaknesses, SR is the process that creates the conditions to guide this thinking: “the ability to regulate one’s cognitive activities, underlies the executive processes and functions associated with metacognition” (Montague, 2008).

For those students entering school without strong SR skills, early intervention and instruction are essential. These students as a group are more likely to become increasingly resistant to school work, school in general and self-investment in school, resulting in a greater likelihood of dropping out (Blair & Diamond, 2008). Rimm-Kaufman, Pianta and Cox’s (2001) analysis of the National Center for Early Development and Learning’s Transition Practices Survey (1996) sampling kindergarten teachers across the United States found that 50% of their students were experiencing difficulties that limited their abilities to learn and that most difficulties

dealt with SR: “particularly problems with following directions and controlling attention” (Blair & Diamond, 2008).

Developing SR skills in students is not easy. It requires that teachers help students learn how to actively monitor their own thinking, to pause and check when needed, and to make their own decisions as they are engaged in their learning activities (Westwood, 2003). It is widely held view that many learning problems are a result of students’ lack of metacognitive skill/ability: “For self-regulated learning to develop teachers need to demonstrate convincingly how to use appropriate strategies, explain in ways that students can understand, and make frequent and consistent use of metacognition and strategy training in all parts of the school curriculum”.

How Self-Regulation Affects Learning

Creating a Nurturing Classroom Environment (Shanker, 2013) citing recent research, suggests that student academic success can be predicted based on their ability to self-regulate (Shanker, 2013 citing Blair & Diamond, 2008; Duckworth & Seligman, 2005). Many students lacking SR skills tend to have learning challenges that persist through their school years, and Bodrovan and Leong (2005) remark that children unable to self-regulate at age four will likely have difficulties following teacher directions at age six. It is a myth believed by many educators that these children are immature and will grow out of their impulsive behaviors; not only will students not learn or develop SR skills on their own but they will have more opportunities to practice dysregulating behaviors (Bodrovan & Leong, 2005, Shanker, 2013). Other myths include attributing lack of SR skills to conditions such as ADHD, and believing that dysregulating behaviors cannot be changed.

It is suggested that even when teachers are covering the curriculum at an appropriate pace, one factor that may contribute to many students not being able to process it efficiently is their inability to effectively self-regulate: they may be not paying attention, are unable to follow instructions, and may have a hard time remembering what they just heard (Bodrovan & Leong, 2005). Often these are the same children that have trouble building relationships with classmates. These difficulties result in teachers “spending more time on classroom management than teaching”.

This review explores the concept of self-regulation – which includes the ability to concentrate, become involved in group activities, restrain disruptive and impulsive behaviour, and work autonomously – and its impact on learning and attainment. It also considers the high levels of interest in self-regulation, and provides a policy and educational context. The focus is on children aged 5–16.

There is a growing level of policy interest in self-regulation and its impact on learning and attainment. From the early years, throughout the school system and in out-of school activities, those who work with children and young people are expected to help them develop self-regulation skills, with the aim of enabling them to enjoy their childhood, fulfill their potential, achieve well and become employable adults.

Current Study

Researchers have figured out that, the amount of self-regulation among students affect the level of involvement and commitment towards the learning, Hence the current study investigated the role of gender on the level of self-regulation among secondary school students.

Hypothesis

There is a significant gender difference on the level of self-regulation among secondary school students

Method

This study employed a descriptive casual comparative survey design, with Self-regulation operationalized by the participants' responses to Self-Regulation Scale.

Participants

The present study is descriptive in nature and employed casual comparative method in where, 50 female and 50 male adolescents included as participants in this study.

Inclusion Criteria:

- Both boys and girls were included
- Only secondary school students were included
- Students who are studying in state syllabus schools only included
- 8th and 9th standard students only included in the study.

Measures

Self-regulation questionnaire developed by Ryan and Connell (1998) was used to measure self-regulation of adolescents. 20 items constitute the test. Each item in the form of a statement and provides five alternative response option graded on a five-point scale. A score of 1,2,3,4,5 was given to Strongly Disagree, Disagree, Unsure,

Agree, Strongly Agree. The total score obtained by a student on scale measure his/her self-regulation.

Procedure

The data was collected randomly from participants studying in different schools in in Hassan district. At the beginning, Investigator established the rapport with the students before actual administration of the self-regulation questionnaire. Investigator explained briefly but distinctly the purpose of the study and asked students to fill up general information's given in a separate Performa. The respondents were assured that their responses would be kept confidential. Due care was taken that the respondents did not leave any item unmarked. Finally, scoring of each questionnaire was done manually.

Data analysis

The data was analyzed by using SPSS-20 Version and t-test was used to analyze the data.

Analysis of Results and Discussion

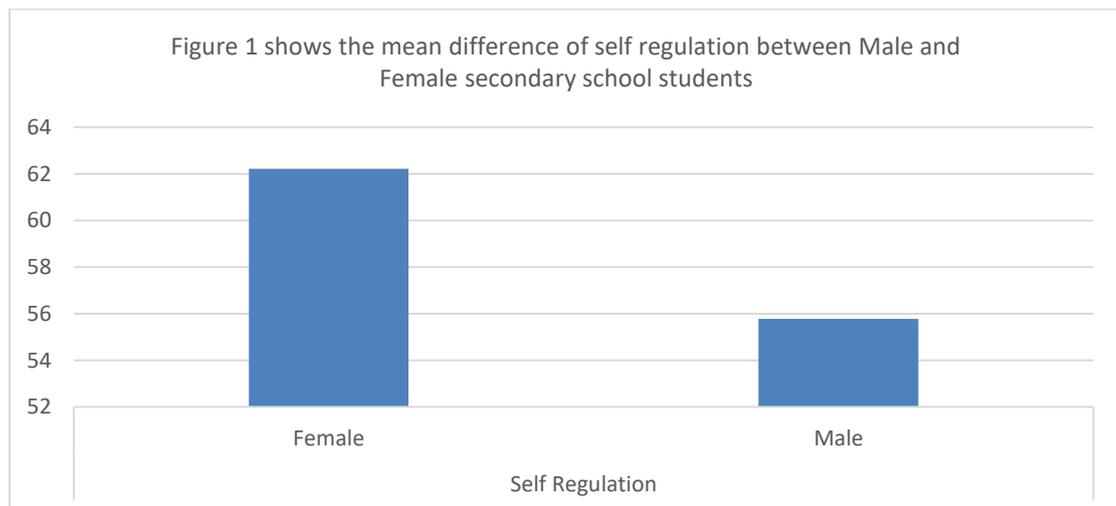
In the current study the researcher intended to examine the gender difference in self-regulation among secondary school students, the data is obtained by using an interview schedule and Self-Regulation Questionnaire and analyzed as follows to test the hypothesis,

Table 1: t test results comparing Sample with Male and Female students on the level of Self-Regulation

Groups	N	Mean	SD	T ratio
Female students	50	62.22	4.94	
Male Students	50	55.78	6.13	5.77**

Note: ** significant at 0.01 level

Figure 1: t test results comparing Sample with Male and Female students on the level of Self-Regulation



As the table shows the female adolescents have higher self-regulation (mean= 62.22 and SD= 4.94) when compared to male adolescents (Mean = 55.78 and SD = 6.13). The mean difference is shown in figure- 1. In finding out the significance level, an independent sample t test was calculated and the obtained t ratio is 5.778, which is significant at 0.01 ($5.77 > p 0.01$). This showed that female adolescents have higher self-regulation compared to male adolescents.

Hypothesis testing;

In the present study it is hypothesized that “There is a significant gender difference on the level of self-regulation among secondary school students”. In the Table 1, it is shown the Mean, SD and the t ratio on Self- Regulation of two groups , in which it shows the Female sample has obtained a greater mean score on Self- Regulation compared to the Male sample group and to find out the level of significance of mean difference, an independent sample t test was calculated and the obtained t ratio is 5.77, which is significant (P value >0.01), hence the findings clearly indicates that the female sample group has exhibited greater level of self-Regulation compared to the Male group. The findings of this study supported to the hypothesis of the study that “There is a significant gender difference on the level of sel-regulation among secondary school students” and it is showed that female students have greater level of self-regulation compared to male students.

School management should be aware about the need of the time and should include those strategies for the student’s especially male students which can increase the level of self-regulation among them so that they may become more self-regulated. Self-regulation is very crucial, whereby students activate and sustain cognitions, behaviors and affects that are systematically oriented toward the attainment of goals.

Conclusion

Significant difference was found on self-regulation among male and female adolescents. Female adolescents have higher self-regulation as compared to Male students.

References

- Blair, C., & Diamond, A. (2008). Biological processes in prevention and intervention: The promotion of self-regulation as a means of preventing school failure. *Development and psychopathology*, 20(3), 899-911.
- Bodrova, E., & Leong, D. J. (2008). Developing self-regulation in kindergarten. *Young children*, 63(2), 56-58.
- Duckworth, A. L., & Seligman, M. E. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological science*, 16(12), 939-944.
- Montague, M. (2008). Self-regulation strategies to improve mathematical problem solving for students with learning disabilities. *Learning Disability Quarterly*, 31(1), 37-44.
- Pianta, R. C., Kraft-Sayre, M., Rimm-Kaufman, S., Gercke, N., & Higgins, T. (2001). Collaboration in building partnerships between families and schools: The National Center for Early Development and Learning's Kindergarten Transition Intervention☆. *Early Childhood Research Quarterly*, 16(1), 117-132.
- Shanker, S. (2015). Self-regulation.
- Westwood, P. (2007). *Commonsense methods for children with special educational needs*. Routledge.
- Zumbrunn, S., Tadlock, J., & Roberts, E. D. (2011). Encourage Self Regulated Learning in the Classroom.