



SELF-REGULATION AMONG UNDERGRADUATE STUDENTS IN LAKHIMPUR DISTRICT, ASSAM

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Abstract:

Self-regulation refers to the capacity to control emotions, thoughts, and behaviours in various situations. It entails setting goals, tracking progress, and modifying actions to reach desired results. This skill is essential for personal growth, self-discipline, and making sound decisions. The present study examines the self-regulation among undergraduate level students. The sample size of the study was 300 from undergraduate students which was selected by using simple random sampling technique. The data was collected with help of Self-Regulated Learning Scale (SRLS) (2017), developed by Prof. (Dr.) Madhu Gupta and Ms. Dimple Mehtani. The analysis and interpretation of the data was done by computing Mean, SD and t-test.

Keywords: Self-regulation, Undergraduate students.

INTRODUCTION:

Self-regulation refers to the ability to control behaviour and manage thoughts and emotions in appropriate ways. Self-regulation is an essential ability of children to cope with various developmental challenges. (Edossa, A. K. et al. 2018). Self-regulation is the capacity of the individual to disregard prominent responses and to regulate affects, cognitions, and behaviours. People are able to resist their own impulses, adapt their behaviour to controlling thoughts, and physically restraining actions or a range of standards, and change their current behaviours in the service behaviours. Self-regulation is used in a number of processes including: Regulating emotions, behavioural self-control, controlling thoughts, and physically restraining actions or behaviours. (Singh, S., & Sharma, N. R. 2018). Self-regulation of learning research has focused mostly on the studying and learning processes, while devoting much less attention to the adaptive and maladaptive responses and attitudes students might have toward assessment and external feedback. Hence, while it might be expected that self-regulating students make active use of the insights available about their learning from assessment and feedback, this is not a well-attested

assumption. (Modi, S., Joshi, U., & Narayanakurup, D. 2018). Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills. Self-regulation refers to self-generated thoughts, feelings and behaviours that are oriented to attaining goals (Zimmerman, 2000). It refers to the degree to which students can regulate aspects of their thinking, motivation and behaviour during learning (Pintrich and Zusho, 2002). Self-regulation depends on motivation and control as well. Self-regulation in the academic contexts entails a "multidimensional construct, including cognitive, meta-cognitive, motivational, behavioural, and environmental processes that learners can apply to enhance academic achievement." (Dornyei, 2005).

REVIEW OF RELATED LITERATURE:

Ahmad, P.et.al (2012) conducted a study on "Self concept, level of aspiration and academic achievement of physically challenged and normal students at secondary level in district Barramullah." The sample of the study was 300 students which 150 physically challenged and 150 normal students from secondary school. The study was found that physically challenged students have low level of aspiration and academic achievement as compared to normal students.

Kaur, M. (2014) conducted a study on "The impact of parents' educational level on educational achievement and aspiration of secondary school girls." For this study the sample was collected 60 girls class X of four secondary school of Rajpura. The result was found that positive impact of parents' educational level aspiration of secondary girls as their choice varies according to the guidance provided.

RAI, G. (2014) conducted a study on "Impact of Parental Encouragement on Level of Aspiration and Academic Performance: A Comparative Study on Adolescents of Uttarakhand". The total 800 respondents were selected as sampled based on random sampling technique. For the study data was collected by using Parental Encouragement Scale and Aspiration Scale. The result of the study was no significant difference found between the groups on academic performance.

OBJECTIVES OF THE STUDY:

The objectives of the study are:

1. To study and compare the self-regulation among undergraduate students in relation to gender.
2. To study and compare the self-regulation among undergraduate students in relation to stream.

HYPOTHESES OF THE STUDY:

1. There is no significant difference of self-regulation among undergraduate students in relation to gender.
2. There is no significant difference of self-regulation among undergraduate students in relation to stream.

METHODOLOGY:

In the present study the researcher has used descriptive survey method to carryout the study. Descriptive survey research is an approach of descriptive research that blends quantitative and qualitative data to provide you with relevant and accurate information.

POPULATION AND SAMPLE:

The present study the researcher has selected 300 sample of undergraduate level students. The investigator has selected sample into two categories i.e. gender and stream. The study involved 150 arts students and 150 science stream students of undergraduate. The students were selected by using Simple Random Sampling technique.

TOOLS FOR DATA COLLECTION:

Self-Regulated Learning Scale (SRLS) developed by Prof. (Dr.) Madhu Gupta and Ms. Dimple Mehtani, (2017), was administered by the researcher to the students.

ANALYSIS AND INTERPRETATION OF THE DATA:

The study the self-regulation among undergraduate students using appropriate statistical techniques such as mean, S.D, t-test were used for analysis and interpretation of data.

- **To study and compare the total percentage of self-regulation among undergraduate students in relation to gender.**

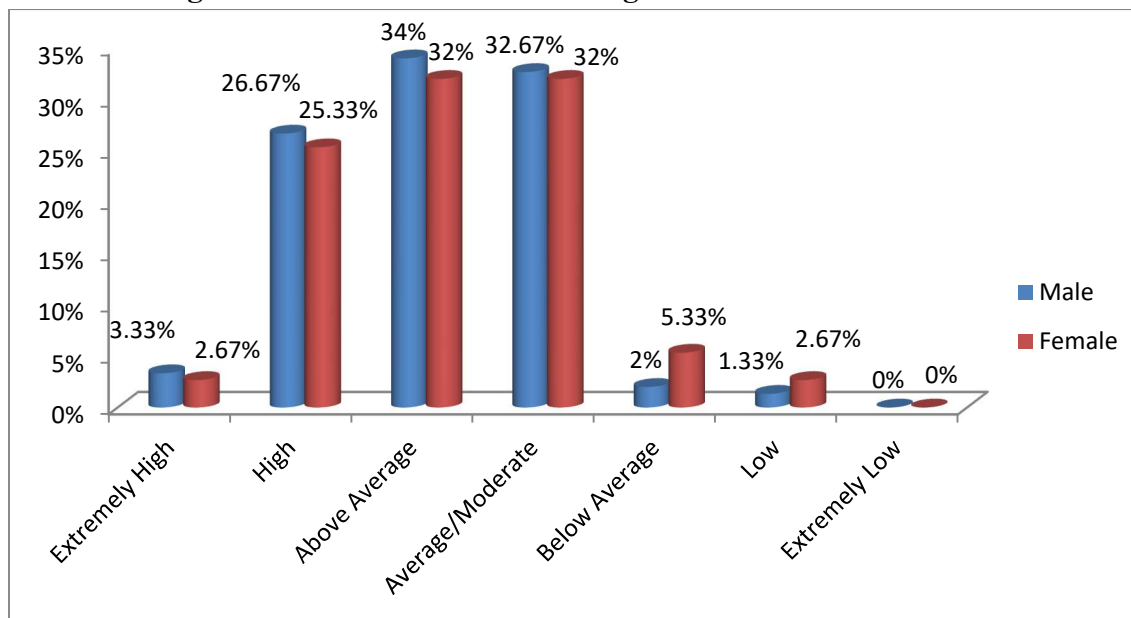
Table: 1.1

Classification of total percentage of self-regulation among undergraduate students in relation to gender.

Sl. No.	Level of Self-Regulation	No. of male students	Percentage	No. of female students	Percentage
1.	197 and above	5	3.33%	4	2.67%
2.	178 - 196	40	26.67%	38	25.33%
3.	159 -177	51	34%	48	32%
4.	132-158	49	32.67%	48	32%
5.	113-131	3	2%	8	5.33%
6.	94-112	2	1.33%	4	2.67%
7.	93 and below	0	0%	0	0%
	Total	150	100%	150	100%

Figure: 1.1

Bar graph showing the classification of total percentage of self-regulation among undergraduate students in relation to gender.



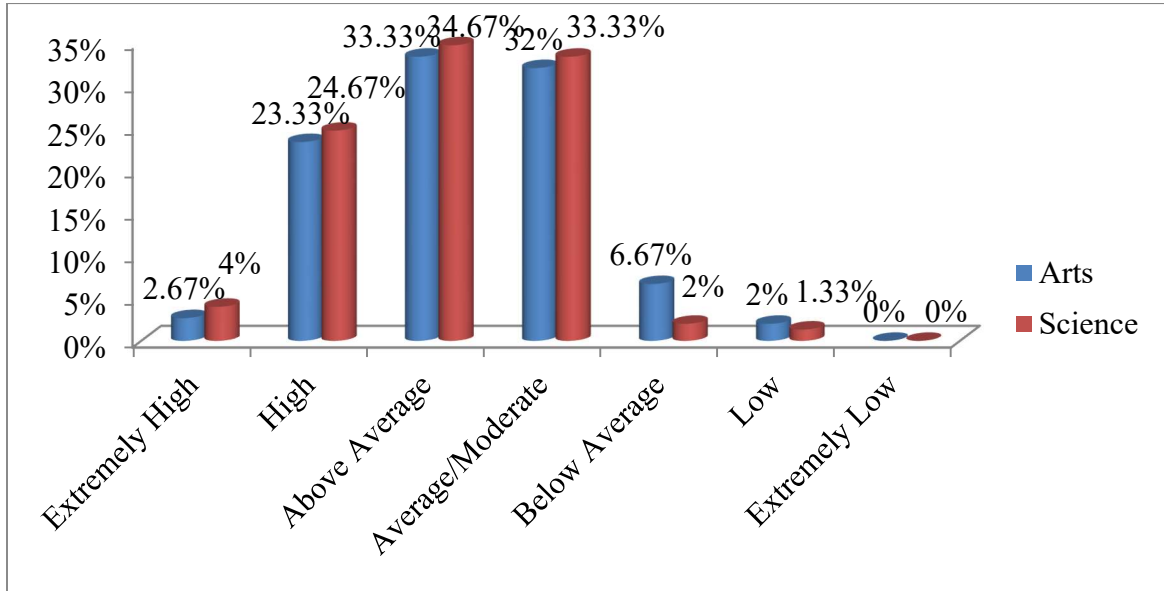
The Table: 1.1 and Fig. 1.1 shows that the total number of students is 300, from 150 male and 150 are female students. Among them, 3.33% of male and 2.67% of female students belongs to the range of 197 and above, 26.67% of male students and 25.33% of female students belongs to the range of 178-196, 34% of male students and 32% of female students belongs to the range of 159-177, 32.67% of male students and 32% of female students belong to the range of 132-158, 2% of male students and 5.33% of female students belongs to the range of 113-131, 1.33% of male students and 2.67% of female students belongs to the range of 94-112, 0% of male students and 0% of female students belongs to the range of 93 and below. The table clearly shows that the different level of self-regulation of male and female students.

Table: 1.2

- **Classification of total percentage of self-regulation among undergraduate students in relation to stream.**

Sl. No.	Level of Self-Regulation	No. of arts students	Percentage	No. of science students	Percentage
1.	197 and above	4	2.67%	6	4%
2.	178 - 196	35	23.33%	37	24.67%
3.	159 - 177	50	33.33%	52	34.67%
4.	132-158	48	32%	50	33.33%
5.	113-131	10	6.67%	3	2%
6.	94-112	3	2%	2	1.33%
7.	93 and below	0	0%	0	0%
	Total	150	100%	150	100%

Figure: 1.2 Bar graph showing the classification of total percentage of Self-regulation among undergraduate students in relation to stream:



The Table: 1.2 and Fig. 1.2 shows that the total number of students is 300, from 150 arts and 150 are science. Among them, 2.67% of arts and 4% of science students belongs to the range of 197 and above, 23.33% of arts students and 24.67% of science students belongs to the range of 178-196, 33.33% of arts students and 34.67% of science students belongs to the range of 159-177, 32% of arts students and 33.33% of science students belong to the range of 132-158, 6.67% of arts students and 2% of science students belongs to the range of 113-131, 2% of arts students and 1.33% of science students belongs to the range of 94-112, 0% of arts students and 0% of science students belongs to the range of 93 and below. The table clearly shows that the different level of self-regulation of arts and science students.

H01: There is no significant difference of self-regulation among undergraduate students in relation to gender.

Table: 1.3 Compare the self-regulation among undergraduate students in relation to gender.

Sl. No.	Variable	Students Category	N	M	S.D.	df	t-value	Remarks
1.	Self-Regulation	Male	150	164.86	29.69	298	1.34	Not significant
		Female	150	160.54	26.10			

Interpretation: Table: 1.3 shows that the mean score of male and female students on educational aspiration is 154.86 and 160.54, standard deviation of the two groups were 29.69 and 26.10 respectively. This shows that the educational aspiration of male students was higher as compared to the female students. The calculated t-value is 1.34 which is smaller than the table value is 1.97

at 0.05 level and 2.60 at 0.01 level of significance, so the hypothesis is accepted. This was found to be not significant.

Ho2: There is no significant difference of self-regulation among undergraduate students in relation to stream.

Table: 1.4 Compare the self-regulation among undergraduate students in relation to stream.

Sl. No.	Variable	Students Category	N	M	S.D.	df	t-value	Remarks
1.	Educational Aspiration	Arts	150	158.36	29.30	298	0.71	Not significant
		Science	150	160.87	33.63			

Interpretation: Table:1.4 shows that the mean score of arts and science students on self-regulation is 158.36 and 160.87, standard deviation of the two groups were 29.30 and 33.63 respectively. This shows that the self-regulation of science students was higher as compared to the arts students. The calculated t-value is 0.71 which is smaller than the table value is 1.97 at 0.05 level and 2.60 at 0.01 level of significance, so the hypothesis is accepted. This was found to be not significant.

MAJOR FINDINGS OF THE STUDY:

1. The study also revealed that there is no significant difference of self-regulation among undergraduate students in relation to gender and stream.
2. The findings of the study revealed that the male students are high self-regulation than the female undergraduate students.
3. The findings of the study revealed that the science students are high self-regulation than the arts undergraduate students.

CONCLUSION:

Achieving educational aspirations depends significantly on developing self-regulation skills. Self-regulation allows individuals to manage their thoughts, emotions, and behaviours effectively while working towards academic goals. By using strategies like goal-setting, time management, self-monitoring, and adaptive problem-solving, students can handle academic challenges, overcome obstacles, and remain persistent in their learning efforts. Self-regulation promotes productive study habits, regulates motivation and effort, and builds resilience in the face of setbacks.

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