

## A STUDY ON THE EFFECTIVENESS OF SELF-REGULATION INTERVENTION PROGRAM AMONG ADOLESCENT SCHOOL STUDENTS

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### Abstract

Self-regulation is defined as the act of managing thoughts and feelings to enable goal-directed actions, including a variety of actions necessary for success in school, relationships, and the workplace. Self-regulation has become recognized for its foundational role in promoting wellbeing across the lifespan, including physical, emotional, social and economic health and educational achievement. Problems related to persisting on complex, long term projects, problems in decision making, making decisions with broad perspective and compassion for self and others have led to the need of this research. The aim of the research is to help identify the effectiveness an appropriate intervention program to build self-regulation skills among adolescents. The present study was Experimental in nature. The research sample comprised of 100 secondary school students across Standard VII to IX of an ICSE School in Mumbai. The tool was collected through a Questionnaire. The results of study revealed the importance of Self-regulation intervention program.

**Keywords:** Self-regulation, Adolescents, Self-regulated learning, Social Cognitive Theory

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### Introduction

A group of 14 year olds from well to do families were caught stealing things they don't need from a departmental store. On asked "Why would you steal something you don't want?" Their answer was that it's not the product; it's the emotional rush they get from breaking the rules and impressing their friends. Another study asked people of different ages to push a button indicating whether they thought an idea was good or not. It turns out that all age groups agreed on what were good ideas and what were bad ideas, but what was noteworthy was that adolescents were slower to reach a decision. They even toyed with whether crazy ideas like "swimming with sharks" or "drinking a can of Redbull" might be worth doing. What lit up in adult brains when presented with these crazy ideas was the area of the brain reflecting emotional disgust. What lit up in the adolescents' brains was the area indicating deliberation. Teenagers can identify risks, but that doesn't matter because they're always more focused on rewards. So what would be the reward of swimming with sharks? - Acceptance and admiration of your peers.

Self-regulation in the most basic sense, involves controlling one's behaviour, emotions, and thoughts in the pursuit of long-term goals. More specifically, emotional self-regulation refers to the ability to manage disruptive emotions and impulses. In other words, it refers to thinking before acting. It also reflects the ability to cheer oneself up after disappointments, to make one's own decisions and to act in a way consistent with one's deepest



held values. The ability to self-regulate as an adult has roots in your development during childhood.

Self-regulation refers to the self's capacity to alter its behaviours in accordance to some standards, ideals or goals derived from internal or societal expectations. Self-regulation involves taking a pause between a feeling and an action, taking the time to think things through, making plans, wait patiently. Children often struggle with these behaviours, and adults may as well. It's easy to see how a lack of self-regulation will cause problems in life. A child who yells or hits other children out of frustration will not be popular among peers and may face reprimands at school. An adult with poor self-regulation skills may lack self-confidence and self-esteem and have trouble handling stress and frustration. Often, this might be expressed in terms of anger or anxiety, and in more severe cases, may be diagnosed as a mental disorder.

### Need of the Study

Self-regulation comes late in adolescence; the good news is that the brain remains very plastic throughout. It can be molded; it can develop; it can learn; it will mature. We know that we learn through our experiences, and adolescence brings a thirst for experience, an innate desire to go out and explore the world, a desire that is so strong that it even reduces childhood fears. Moreover, the plasticity of the adolescent brain means the more experiences adolescents encounter, the more they learn and grow. Adolescence, therefore, is not only a dangerous time for kids, but it's also, an "age of opportunity."

Adolescents intellectually understand consequences, but they are less worried about them than they are eager to reap the rewards from impressing their friends. The most pressing question here is, what can we do to make adolescence more of an age of opportunity? We need to speed up the more slowly developing self-regulation part of the brain to help students counter their hardwired affinity for peer pressure. A lot of that responsibility falls on school educators, parents and curriculum developers.

Self-regulation is an important skill for holistic development of an individual. It is important for adolescents to attain self-regulated development for them to be successful individuals. It is vital in decision making and future planning, these skills can be developed in young adults with instruction and support. Given that poor decisions during adolescence can have long-term negative consequences, the researcher felt the need to conduct a study on how an effective Intervention program on self-regulation can support growth and development in adolescents.

### Operational Definitions of The Study

- Self-regulation - is the ability to monitor and manage your energy states, emotions, thoughts, and behaviors in ways that are acceptable and produce positive results such as well-being, loving relationships, and learning.
- Intervention is defined as a combination of program elements or strategies designed to produce behaviour changes or improve health status among individuals or an entire population.
- **Adolescents** are young people who are going through the period of human psychological and physical development that occurs between the onset of puberty and adulthood.

### Aim of The Study

- To develop a Self- Regulation intervention program for Adolescent school students
- To study the effectiveness of Self- Regulation intervention program on Adolescent school students

### Objectives of The Study

The present study seeks to investigate the impact of Self-Regulation intervention program Adolescent school students

### Hypothesis of The Study

1. There is no significant difference between the pre-test and post-test scores of Adolescent students
2. There is no significant difference between the pre-test and post-test scores of Adolescent school male students
3. There is no significant difference between the pre-test and post-test scores of Adolescent female school students

### Methodology of The Study

The present study was **Experimental** in nature. It was designed on the lines of Non-Equivalent pre-test and post-test design. It can be described as follows:

#### O<sub>1</sub> X O<sub>2</sub>

O<sub>1</sub> = Pre-test

O<sub>2</sub> = Post-test

X = treatment

### Sample and Sampling Technique

The size of the sample used in the study is 100 students from across Standards VII, VIII, and IX of an ICSE school from Suburban Mumbai. The sampling technique used for the present study was Convenience Sampling.

### Tool of The Study

The Tool used for the present study was the Self-Regulation Formative Questionnaire Gaumer Erickson, A.S. & Noonan, P.M. (2018) The data for pre-test and post- test was collected using the 22-items Questionnaire. The Questionnaire was tested for reliability using Cronbach's coefficient alpha with 5,543 high school and middle school students during the 2016-2017 and 2017-2018 school years.

### Intervention Program

After the pre-test, the sample of the study was given treatment in the form of Experiential Learning based Program which was designed in the form of sessions to help the participants to develop Self- regulatory skills which is essential in promoting wellbeing across the lifespan, including physical, emotional, social and economic health and educational achievement. In the present research the researcher developed the intervention program in accordance with the self-regulation theories proposed by

According to the Self-regulation theory of Roy Baumeister, an individual regulates his behaviour (good or bad) due to an interaction of the following four components ie. *Standards* of desirable behavior; *Motivation* to meet standards; *Monitoring* of situations and thoughts that precede breaking standards; and *Willpower* allowing one's internal strength to control urges.

Albert Bandura, a cognitive psychologist proposed that self-regulation is a continuously active process in which one; monitors their own behaviour, the influences of their behaviour, and the consequences of their behaviour; judge their behaviour in relation to their own personal standards and broader, more contextual standards; and finally react to their own behaviour (i.e., what they think and how they feel about our behaviour) (1991).

According to Barry Zimmerman (2002) **Self-regulated learning** (SRL) refers to the process a student engages in when she takes responsibility for her own learning and applies herself to academic success. This process happens in three steps:

1. **Planning:** The student plans her task, sets goals, outlines strategies to tackle the task, and/or creates a schedule for the task;
2. **Monitoring:** In this stage, the student puts her plans into action and closely monitors her performance and her experience with the methods she chose;
3. **Reflection:** Finally, after the task is complete and the results are in, the student reflects on how well she did and why she performed the way she did (Zimmerman, 2002).

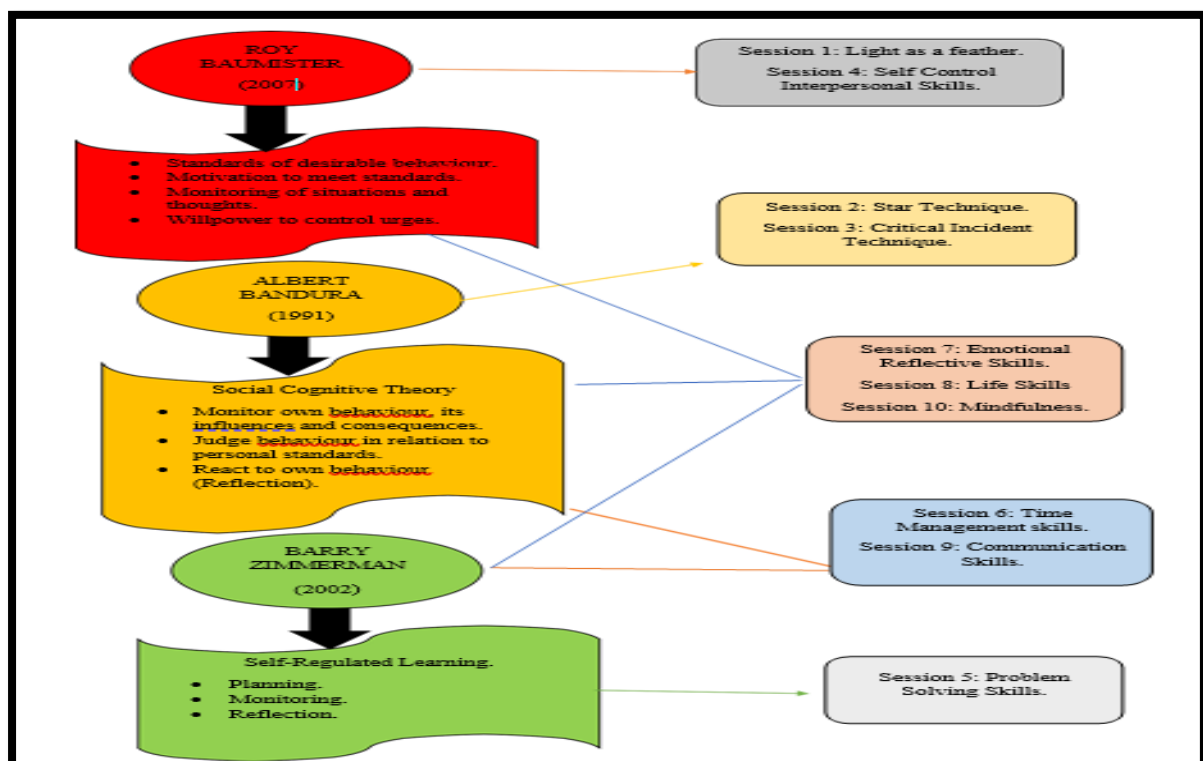


Fig. 1: Bird's view of the theories incorporated by the researcher

After completion of all sessions, **post-test** was conducted on all participants.

**Analysis of Data:** To analyze the quantitative data descriptively the researcher used Mean, Median, Mode and Standard Deviation. For inferential analysis t-test was used.

### Hypothesis 1:

The Null hypothesis states that:

There is no significant difference between the pre-test and post-test scores of Adolescent students

1. There is no significant difference between the pre-test and post-test scores of Adolescent school male students
2. There is no significant difference between the pre-test and post-test scores of Adolescent female school students

The statistical technique to test this hypothesis is 't' test.

The following table shows the relevant statistics of the pre-test and post-test scores of Adolescent students.

Variable	Group	N	Mean	S.D.	df	Tabulated value	't' ratio	Lo.s.
Self-Regulation scores	Pre-test	100	70.31	8.39596791	99	At 0.05 level = 1.658	4.9	Sat 0.05 level
	Post Test	100	75.54	6.86626132		At 0.01 level = 2.358		

Table 1: t value of pre-test and post-test scores of higher secondary students of Adolescent students

#### Interpretation of 't' test:

The obtained value of 't' ratio for Pre-test and Post-test is 4.9 which is more than the table value 1.671. Thus, 't' ratio is significant. Hence the Null hypothesis is rejected. There is significant difference between pre-test and post-test scores of Adolescent students.

#### Hypothesis 2:

The Null hypothesis states that:

There is no significant difference between the pre-test and post-test scores of Adolescent male school students

The statistical technique to test this hypothesis is 't' test.

The following table shows the relevant statistics of the pre-test and post-test scores of Adolescent male school students

Variable	Group	N	Mean	S.D.	df	Tabulated value	't' ratio	Lo.s.
Self-Regulation scores of male students.	Pre-test	71	70.2535	8.76613201	70	At 0.05 level = 1.671	3.42	Sat 0.05 level
	Post Test	71	74.7183	7.03544291		At 0.01 level = 2.390		

Table 2: t value of the pre-test and post-test scores of higher secondary Adolescent male school students

#### Interpretation of 't' test:

The obtained value of 't' ratio for Pre-test and Post-test is 3.42 which is more than the table value 1.671. Thus, 't' ratio is significant. Hence the Null hypothesis is rejected. There is significant difference between the pre-test and post-test scores of Adolescent male school students

#### Hypothesis 3:

The Null hypothesis states that:

There is no significant difference between the pre-test and post-test scores of Adolescent female school students

The statistical technique to test this hypothesis is 't' test.

The following table shows the relevant statistics of the pre-test and post-test scores of Adolescent female school students.



Variable	Group	N	Mean	S.D.	df	Tabulated value	't' ratio	Lo.s.
Self-Regulation scores of female students.	Pre-test	29	70.4828	7.47747576	28	At 0.05 level = 1.701	3.8	Sat 0.05 level
	Post Test	29	77.4138	6.3427939		At 0.01 level = 2.467		

Table 3: t value of pre-test and post-test scores of Adolescent female school students

### Interpretation of 't' test:

The obtained value of 't' ratio for Pre-test and Post-test is 3.8 which is more than the table value 1.701. Thus, 't' ratio is significant. Hence the Null hypothesis is rejected. There is significant difference between the pre-test and post-test scores of Adolescent female school students

### Implications of Findings

The research highlights a plethora of findings conducted by the researcher. The study focuses on Self-regulation pre-test and post-test Intervention Program of STD VII to STD IX students' adolescent students. The statistical data shows that the treatment used in this study was effective to develop Self-regulation skills. The Intervention was successful by conducting through many activities to develop and build self-regulation skills. This study helps students by teaching them how to work on persisting on complex, long-term projects (e.g., applying to college), Problem-solving to achieve goals (e.g., managing work and staying in school), Delaying gratification to achieve goals (e.g., saving money to buy a car), Self-monitoring and self-rewarding progress on goals, guiding behaviour based on future goals and concern for others, making decisions with broad perspective and compassion for self and others, managing frustration and distress effectively, seeking help when stress is unmanageable or the situation is dangerous. When it comes to Self-regulation skills, the study was effective as most students performed better in the post-test after the intervention program.

Thus the researcher found that timely intervention in schools is the need of the hour. This can be achieved in the following ways-

- Teach and coach self-regulation skills by providing opportunities for practice and through modelling and instruction. This involves teaching age-appropriate rules, redirecting, and using effective, positive behavioural management strategies.
- Improving stress tolerance: In a world filled with stress, more and more children are having trouble with self-regulation, and without an ability to regulate your behaviours and emotions, not only will you experience more stress, you are more likely to react to stress over and over,
- Build feelings of competence and a sense of mastery: Nurture that feeling in them that one can remind them they can do hard things. You'll be doing this every time you acknowledge their strengths, the brave things they do, their effort when they do something difficult; and when you encourage them to make their own decisions. When they have a sense of mastery, they are less likely to be reactive to future stress and more likely to handle challenges.



d. Build their executive functioning: Strengthening their executive functioning will strengthen the prefrontal cortex. This will help them manage their own behaviour and feelings, and increase their capacity to develop coping strategies. Some powerful ways to build their executive functioning are:

- Establishing routines
- Modelling healthy social behaviour
- Creating and maintaining supportive reliable relationships around them
- Providing opportunities for their own social connections
- Creative play

### Conclusion

Education gives knowledge of the world around and transforms an individual into a productive member of the society. It develops in learners a perspective of looking at life. It helps build opinions and have points of view on things in life. Information cannot be converted into knowledge without education. Education is not just about lessons in textbooks. It is about the lessons of life. Therefore, the present education system needs to focus more on value education which focuses on increasing self-morale, self-esteem, confidence and motivation among the youth of our nation.

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