GENDER DIFFERENCE ON SELF-REGULATION AMONG ADOLESCENTS

Hilal Bashir	Liyaqat Bashir
Research Scholar, Department of Education, Lovely Professional University, Phagwara, Punjab (India)	Research Scholar, Department of Education, Lovely Professional University, Phagwara, Punjab (India)

ABSTRACT *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. The aim of the present study is to measure self-regulation among adolescents studying in five schools of district Shopian. For this purpose, self-regulation questionnaire (SRQ) standardized by Ryan and Connel (1998) was administered to the sample of 100 adolescents. Of these 50 were male and 50 were female students. The main findings are: Significant difference were found between the two groups, on sub dimensions, namely, Friendship self-regulation, Religious self-regulation, Pro-social self-regulation, Academic self-regulation and composite scores of self-regulation.*

Introduction

Adolescence is the most important period of human life. Poets have described it as the spring of life of human beings and an important era in total life-span. The word comes from a Greek word 'adolescere' which means 'to grow to maturity'. Self-regulation is a comprehensive construct that involves complex interactions among cognitive, metacognitive and motivational strategies (Boekaerts, Pintrich, & Zeidner, 2000; Butler, 2011). Self-regulation is a cyclical process of cognitive engagement in which purposive behaviour is planned, adapted and evaluated (Butler & Winne, 1995; Zimmerman, 2000, 2001). Typically the whole process revolves the three or four phases it is depending upon the use different forms of cognitive engagement, which are usually ordered in time but which are not hierarchical, thereby allowing the possibility of phases operating simultaneously and dynamically (Pintrich, 2004). Self-regulation refers to students self-generated thoughts, feelings, and actions which are systematically oriented toward the attainment of goals (Zimmerman, 1994), and the use of internalized self-regulatory strategies help individuals to achieve in school (McCoach, 2002).

Self-regulated learners actively avoid behaviors and cognitions detrimental to academic success; they know the strategies necessary for learning to occur and understand when and how to utilize strategies that increase perseverance and performance (Byrnes, Miller, & Reynolds, 1999). In fact, self-regulated learners view learning as a controllable process: they constantly plan, organize, monitor, and evaluate their learning during this process (Ley & Young, 1998).

Self-regulated learning is a multidimensional construct that emphasizes the active role of the learner (Abar & Loken, 2010). The majority of educational psychologists agree that effective learning requires students' to self regulate their motivation cognition and behaviour (Zimmerman, 1989). Canzana (2012) found that self-regulation has positive relationship with academic adjustment. It means that self-regulation is directly or indirectly related with academic performance and social adjustment. Students are self-regulated to the degree that they are meta-cognitively, motivationally and behaviorally active participants in their learning process (Mega et al (2014). Zimmerman & Kit-

santas (2014) found self-regulation was more predictive of student's grade point average and performance it implies that when an individual have self-regulation his/her academic performance will be good. Kurd et al (2014) also found highest relationship of self-regulation with academic performance. It was also found that academic performance was positive and significant effect on self-regulation. It implies that when student can use self-regulation techniques, they should have better academic performance. Gupta (2012) found that spiritual intelligence and emotional intelligence have positive and significant relationship with self-regulation and self-efficacy, significant difference was found among boys and girls in terms of self-efficacy, emotional intelligence and self-regulation.

Objectives
The objectives of the present study are:

1. To examine the differences of means in all the sub dimensions of self-regulation between male and female adolescents.
2. To examine the difference between male and female adolescents on composite scores of self-regulation.

Hypotheses
1. There exists no significant differences of means in all the sub dimensions of Self-regulation between male and female adolescents.
2. There exists no significant differences of means in Self-regulation between male and female adolescents.

Method
The present study is descriptive in nature. 100 female and male adolescents served as participants in this study. The age range of participants was from 15-17, years. Participants were drawn from five schools of district Shopian.

Measure
Self-regulation questionnaire developed by Ryan and Connell (1998) was used to measure self-regulation of adolescents. Four components of self-regulation viz. Academic self-regulation, Pro-social self-regulation, Religion self-regulation and Friendship self-regulation are covered in the test. 89 items constitute the test. Each item in the form of

a statement and provides four alternative response option graded on a four point scale. No item in the self-regulation questionnaire is negatively worded. A score of 4, 3, 2, 1 was given to very true, sort of true, not very true and not at all respectively. The total score obtained by a student on scale measure his/her self-regulation.

Procedure

The data was collected randomly from participants studying different schools of district Shopian. First of all Investigator was established the rapport with the students before actual administration of the self-regulation questionnaire. Investigator was 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 analysed by using SPSS-20 Version and t-test was used to analyse the data.

Results and discussion

Table 1 showing the summary of results of t-test for difference between male and female adolescents on four dimensions of self-regulation.

Dimensions	Groups	N	Mean	SD	t	Significance
Friendship self-regulation	Male	50	58.62	8.98	4.50**	Significant
	Female	50	49.92	10.27		
Religious self-regulation	Male	50	35.40	5.11	4.38**	Significant
	Female	50	30.66	5.66		
Pro social-self-regulation	Male	50	70.34	10.81	5.59**	Significant
	Female	50	56.42	13.88		
Academic self-regulation	Male	50	96.46	13.86	3.05**	Significant
	Female	50	87.56	15.22		

**Significant at 0.01 level of significance

Table 2 showing the summary of results of t-test for difference between male and female adolescents on composite score of self-regulation.

Variable	Group	N	Mean	SD	t	Significance
Self-regulation	Male	50	259.62	31.85	5.10**	Significant
	Female	50	223.88	37.87		

**Significant at 0.01 level of significance

As shown in table 1, male students scored significantly higher than female adolescents on each dimensions of self-regulation viz Friendship self-regulation (t=4.50, p<0.01), Religious self-regulation (t=4.38, p<0.01), Pro-social self-regulation (t=5.59, p<0.01), Academic self-regulation (t=3.05, p<0.01). Therefore the first hypothesis of the study was "there exists no significant differences of means in all the sub dimensions of Self-regulation between male and female adolescents" stands rejected. The finding is consistent with findings of Gupta (2012), concluded

gender difference on all dimensions of self-regulation except pro-social self-regulation. Results suggests that male adolescents have more capability to regulate, monitor, and control their cognition, motivation and behavior.

As we can seem in table 2, significant difference was found between male and female adolescents on composite score on self-regulation. Therefore the second hypothesis of the study was "there exists no significant differences of means in Self-regulation between male and female adolescents. The mean score indicates that male adolescents scored higher self-regulation than female adolescents. Male students are more self-regulated, independent and have more ability to control their behaviour in learning as compared to females. Main reason for this type of result is our culture where boys get more opportunities of social interaction.

Conclusion and implication

Significant difference was found between male and female adolescents on all dimensions and on the composite score of self-regulation. Male adolescents have higher self-regulation as compared to their female counterparts. School management should be aware about the need of the time and should include those strategies for the student's especially female 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, behaviours and affects that are systematically oriented toward the attainment of goals.

REFERENCES

1. Abar, B., & Loken, E. (2010). Self-regulated learning and self-directed study in a pre-college sample. *Learning and Individual Differences*, *20*(1), 25-29.

2. Byrnes, J. P., Miller, D. C., & Reynolds, M. (1999). Learning to make good decisions: A self□regulation perspective. *Child Development*, *70*(5), 1121-1140.

3. Cazana, A., M. (2012). Self-regulated Learning Strategies Predictors of Academic Adjustment. *Procedia - Social and Behavioral Sciences, 33*, 104 – 108.

4. Gupta, S. (2012). Spiritual intelligence and Emotional Intelligence in relation to Self-efficacy and Self-regulation among College Students. *International Journal of Social Sciences and Interdisciplinary Research, 1* (2), 60-70.

5. Kurd, B., Pasha Sharifi, H. (2014).The Role of Achievement Goals and Self-Regulation On college student's Academic Performance. *Journal of Behavioral sciences in Asia. 2* (10), 1-8.

6. Ley, K., & Young, D. B. (1998). Self-regulation behaviors in underprepared (developmental) and regular admission college students. *Contemporary Educational Psychology, 23* (1), 42-64.

7. McCoach, D. B. (2002). A validation study of the school attitude assessment survey. *Measurement and evaluation in counseling and development*, *35* (2), 66.

8. Mega, C., Ronconi, L., & De Beni, R. (2014). What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement. *Journal of Educational Psychology, 106* (1), 121.

9. Zimmerman, B. J. (1994). Dimensions of Academic Self-regulation: A Framework for Education. Regulation of Learning and Performance. Hillsdale, NJ: Lawrence Erlbaum.

10. Zimmerman, B. J., Boekarts, M., Pintrich, P. R., & Zeidner, M. (2000). A social cognitive perspective. *Handbook of self-regulation, 13*.

11. Zimmerman, B., & Kitsantas, A. (2014). Comparing students' Self-discipline and Self-regulation measures and their Prediction of Academic Achievement. *Contemporary Educational Psychology, 39* (2), 145-155