



STUDY ON THE LEVEL OF SELF REGULATION AMONG THE COLLEGE STUDENTS USING SRQ AND IMPLEMENTATION OF A LIFE SKILL TRAINING PROGRAMME.

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Abstract:

This research aimed to assess the level of self-regulation among college students and to implement a life skills training program for those students with low self-regulation scores. A sample of college students aged 17 to 19 pursuing undergraduate degrees in B.Com, BBA, and BCA was selected using random purposive sampling techniques. The study utilized the Self Regulation Questionnaire (SRQ) to measure self-regulation levels and collected data before and after the implementation of the training program. The findings revealed that a significant portion of college students exhibited low self-regulation levels, highlighting the importance of addressing this issue in an academic context. The life skills training program demonstrated positive effects on self-regulation, although these effects were not statistically significant due to the small sample size. Limitations included the small sample size, the absence of a control group, and reliance on self-report measures. Therefore, future research should consider a larger and more diverse sample, incorporate control groups, and employ mixed-methods approaches for a more comprehensive understanding of the impact of such programs. Suggestions for future research were provided, including conducting longitudinal studies, exploring variations in program design, and assessing the long-term impact of life skills training on academic performance and mental health. Additionally, examining the adaptability of these programs in different educational settings and evaluating cost-benefit factors were recommended. In conclusion, this study sheds light on the need to address self-regulation among college students and the potential benefits of life skills training programs. While further research is warranted, these findings underscore the importance of promoting self-regulation as a vital component of college education and personal development.

Keywords: Self-awareness, Self-regulation, students.

INTRODUCTION

The Life Skill Training Module on Self Awareness among the college students who have considerably moderate to low scores in the Self Regulation Questionnaire are sort and training is provided to increase their self awareness. Self Awareness is a crucial phenomenon during the process of late teenage years. The theory of Erick Erickson suggests the stage of identity formation. To be able to establish one's identity it's important for adolescents to understand oneself. The current study seeks to observe the adolescents who are pursuing their

undergraduate courses in BBA, BCA and B.Com.

Every college student has a particular goal in his/her life for reaching their goals. Education is the main step for that. For this purpose they will continue their higher studies in a college or university with particular intentions and motives. The current study focuses on those students who fall under the age range of 17 to 19 years of age.

To understand the concept of self regulation it's very important to understand the basis of self awareness theories and modules. Self awareness is the ability of an individual to know their strengths and weaknesses, skills, emotions and feelings in his/her life.

Self awareness plays an important role in individuals' personal growth. Which means when the person knows their strengths and weaknesses they can improve their skills and modify their behaviors in different situations. and self awareness also motivates an individual to chase their goals.

Whereas Self regulation is the individual's ability to balance and control their emotions, behavior and thoughts in different circumstances. Each individual should possess self regulation. Because in different situations a person's behavior, feelings can be varied either high or low pertaining to the situation. If the individual is aware of oneself then he/ she then would be able to control those circumstances easily.

REVIEW OF LITERATURE

This chapter presents the review of selected research for the study undertaken. Review of literature serves as the foundation for the present research which develops the understanding and insight into the problem areas.

Abdessalam Elhabbash, Maria salama, Rami Bahasoon (2019), conducted a study on self awareness in software engineering.. the aim of this study was to investigate the adoption of computational of self awareness concepts in automic software system and motivate future research direction on self awareness and related problems this research contains 865 samples in this they selected 74 samples for primary studies, from the analysis of the data self awareness for software is till a formative field and that there is growing attention to incorporate self awareness for Better reasoning about the adaptation decision in autonomic system.

Sabramaved, Miri Raza, Sabhimiya (Dec, 2018), conducted a research study on the relationship between self regulation and educational performance in students . The study aimed to find the relationship between self-regulation and educational performance among daughters of police officers in Birjand city of Iran. About 200 female students were selected using random sampling and Ryan and Cannell's SRQ was administered . The Pearson correlation coefficient was used to analyze the data. The results showed the significant r. Between SRQ & Educational performance among students in PNUniv. However, study didn't find any significance for public universities.

Han, Kin (Oct, 2016), conducted a research review on Self Awareness Educational training program in the NA (Nursing Area). The purpose of the study was to analyze the characteristics of SA and apply the stranger to develop SA. The study aimed at collecting the data by reviewing the 6 electronic data based on Whitemore and Knafl method. As a result 17 studies did not meet the inclusion criteria. Quasi-Experimental Research Design was used. Out of which 9 were quasi-experimental , 7 qualitative , 1 mixed method. Most of the studies had nursing students as their sample . The interventions proved effective in enhancing participants' self-awareness .

RN department of nursing, Korea University Anam hospital, (2016), conducted a study on the An integrative literature review on self awareness education/training program on the nursing students this study is to promote self awareness in the nursing area. They used whitemore and kanfi methods in this study . They used quasi experimental research design in this study, 9 quasi experimental study, 7 qualitative study, 1 mixed methodology study were used to analyze this data. Analyzing this data proves that therapeutic nursing care, having self awareness is important for the nursing students.

Carmen Pichardo, Fernando Justicia (2014), conducted a research study on the factor structure of the self-regulation questionnaire at Spanish university . The study aimed to find the factor structure and internal consistency of the SRQ , extracting a short version in the Spanish context and examining its relation to academic variables (self regulated learning and grades) . About 834 students were selected using Random Sampling and Exploratory and Confirmatory SRQ was administered. The items were analyzed using factorial analysis.

Pamela A Saunders, Rochelle E Tractenberg, Ranjana Chaterji, Hakima Amri (2007), conducted a research study on promoting self-awareness and reflection through an experiential mind-body skills course for first year medical students. The study aimed to understand the

impact of this course on students' self-awareness, self-reflection and self-care as part of their medical education experience. About 82 students were selected using random sampling. This study used a qualitative content analysis approach to data analysis. The data revealed five central themes in student's responses : connections, self-discovery, stress-relief, learning and medical education .

METHODOLOGY

Aim: To assess the level of self regulation among the college students using SRQ and subsequently implement a life skill training program for those students who obtain low scores in SRQ.

Objectives:

To assess the level of self regulation among the college students using SRQ and subsequently implement a life skill training program for those students who obtain low scores in SRQ.

To assess the level of Self Regulation among the college students.

Hypothesis: There is a significant difference in the level of self regulation of college students post intervention.

Operational Definition:

Self Regulation: Self Regulation is the ability of an individual to manage and control one's behavior.

College students: Students pursuing their undergraduate degree in B.Com, BBA and BCA and who fall under the age group of 17 to 19 years of age

Variables:

Independent variable: Like Skill Training Programme

Dependent variable: Self Regulation.

Sample:

Sample Description:

The study aims to investigate the effectiveness of a life skills training program on enhancing self-regulation among college students aged 17 to 19 years. The participants will be selected based on meeting specific inclusion criteria to ensure relevance and suitability for the study.

Sample Size:In the first phase of the study, a total of 137 college students were screened. Subsequently,59 participants who scored below the low self-regulation levels on the SRQ Scale were selected to undergo the life skills training program. Out of which 20 participated in both sessions. However only 10 out of them were regular participants.

Sampling Techniques: Random Purposive sampling technique was used to collect the sample.

Inclusion and Exclusion criteria:

Inclusion criteria:

- Participants should fall under the age range of 17 to 19 years of age.
- Participants should be pursuing their studies.
- Participants should be a resident of Bangalore.
- Should be able to read and comprehend English
- Should be residing with his/her family.

Exclusion criteria:

- The participant should not be undergoing any therapy or treatment.
- The Participants working are not included in the study.
- Participants who are not willing to be the part of intervention are not the part of the study.

Tools for Data Collection:

Self Regulation Questionnaire developed by Miller and Brown formulated on the basis of theory proposed by Frederick Kanfer. Reliability of the SRQ appears to be excellent.Test-retest reliability for the total SRQ score was high ($r = .94, p < .0001$). Internal consistency of the

scale was also quite high ($\alpha = .91$)

Procedure for Data Collection:

Participants who met the inclusion criteria were approached and given essential information about the research study. After obtaining their informed consent, socio-demographic details were collected. The Self-Regulation Questionnaire (SRQ) was then administered, and the participants' responses were recorded. Based on the obtained scores and interpretation using established norms, individuals falling under the categories of moderate and low self-regulation were selected for further screening. Subsequently, a life skills training program was provided to these participants, consisting of five sessions. Following the training, the questionnaire was re-administered to assess the level of change in their self-regulation.

Technique	Objective	Materials	Instructor	Time
1.1 Introduction and Icebreaker	Introduction. <ul style="list-style-type: none"> ● Briefing about Life Skill Training. ● Ice Breaker Session. 	<ul style="list-style-type: none"> ● Presentat ion video clips. 	Ipshita Bhattacharya, Monisha, Nandini	40-50 mins
1.2 Johari window	1.2 Johari window	<ul style="list-style-type: none"> ● Sheet of paper which consists of a Johari window 	Ipshita Bhattacharya, Monisha, Nandini	50 mins +10 mins

		<p>diagram.</p> <ul style="list-style-type: none"> ● Writing materials 		
<p>1.3 What can I change and what do I not?</p>	<ul style="list-style-type: none"> ● To learn which aspects of oneself can be changed and which need to be accepted ● To learn to accept and appreciate one's own identity. 	<ul style="list-style-type: none"> ● A copy of a set of pictures representing the words. ● Writing Materials for each participant 	<p>Ipshita Bhattacharya Monisha and Nandini</p>	<p>40 mins +10 mins+ 10 mins</p>
<p>1.4 I have a dream</p>	<ul style="list-style-type: none"> ● To explore basic personal needs and desires of life. ● To learn to prioritize what is important in life. ● To learn how to recognize and set goals in life. ● To practice drawing a 	<ul style="list-style-type: none"> ● A-4 sheets(consists of two pieces) ● Writing materials 	<p>Ipshita Bhattacharya Monisha and Nandini</p>	<p>50- 60mins</p>

		roadmap toward a desired goal.			
1.5	Ask feedback from others	<ul style="list-style-type: none"> We should know about ourselves in others view point and we should accept and respect their perspective 	<ul style="list-style-type: none"> Written letters from there friends and family and their relatives Writing materials 	Ipshita Bhattacharya Monisha and Nandini	30+20 mins
1.6.	Filter emojis	<ul style="list-style-type: none"> To learn how emotions can be changed and modified in different situations. 	<ul style="list-style-type: none"> Emojis with different emotions 	Ipshita Bhattacharya Monisha and Nandini	50 mins

ANALYSIS AND DISCUSSION

This chapter deals with the analysis of the information gathered from the survey carried on the students of BCom, BBA and BCA.

Table 1: shows how the data will be distributed and finds out the skewness and kurtosis.

Frequency statistics

FREQUENCY

NAME	AGE	GENDER	SRQ
N	133	133	133
VALID			
MISSING	0	0	0
MEAN		17.8496	1.55
MEDIAN		18.0000	2.00
MODE		18.00	2
ST. DEVIATION		.57070	.499
SKEWNESS		-.006	-.199
ST. ERROR OF SKEWNESS		.210	.210
KURTOSIS		-.79	-1.991
ST. ERROR OF KURTOSIS		.417	.417

The above table shows that N is 133 valid responses were received. The mean age is about 17.85 years. Half of the responses were under the age of 18, Age values have a standard deviation of about 0.57070, which is not significantly different from the mean. The distribution is a little bit negatively biased, although it is very nearly symmetrical. The age distribution is platykurtic, or flatter than a normal distribution, as indicated by the kurtosis value of -0.079. There were 133 valid gender responses. The mode value of Gender 2 is the most often reported gender (assuming that genders 1 and 2 are distinct). The gender standard deviation is 0.499. Although the gender distribution is almost symmetrical, it is slightly negatively skewed. The gender distribution is platykurtic, as seen by the kurtosis value of -1.991. There were 133 valid answers to the SRQ. Approximately 1.7143 is the average SRQ score. The median score on the SRQ is 2.00 and mode is 1.00 SRQ

score has been recorded the most frequently. The SRQ scores standard deviation is 0.72375, which indicates a moderate departure from the mean. Positive skewness of the SRQ score distribution indicates that some respondents had higher SRQ scores. The SRQ score distribution is platykurtic, but it is closer to a normal distribution than the age variable, according to the kurtosis value of -0.957.

Table -2 :shows the frequency distribution of data information for age group.

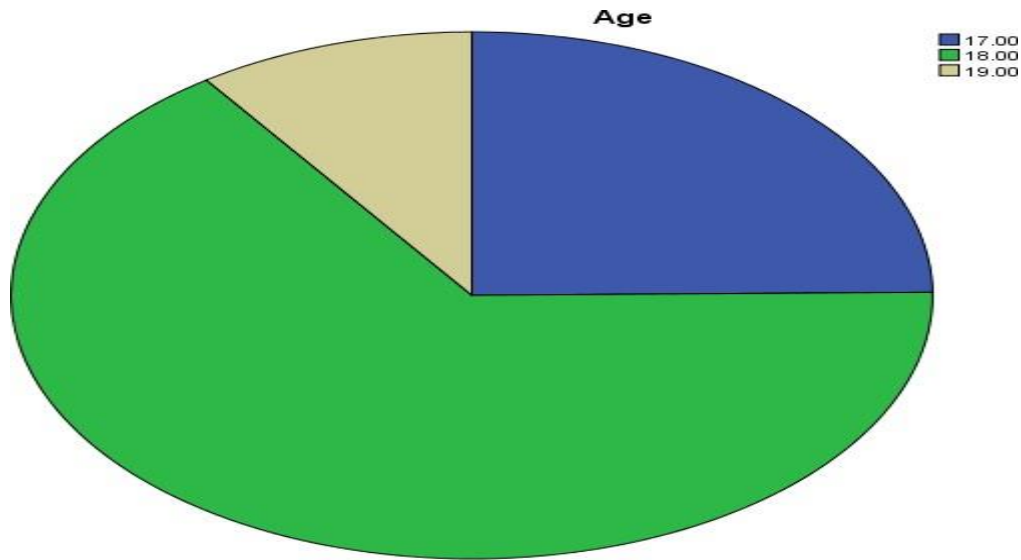
AGE

FREQUENCY		PERCENT VALID	CUMULATIVE PERCENT	
PERCENT				
	VALID 17.00	33	24.8	24.8
	18.00	87	65.4	90.2
	19.00	13	9.8	100.0
TOTAL		133	100.0	100.0

The above table provided frequency distribution information for a categorical variable with the values 17, 18, and 19, respectively. The frequency of a value indicates how frequently it appears

in the dataset. the frequency values of age 17.00 is 33, 18.00 is 87, and 19.00 is respectively. Percentage is displaying each value's percentage in relation to all observations. The age value 17.00, 18.00, and 19.00 each account for 24.8%, 65.4%, and 9.8% of the total observations, respectively. The valid percent is equal to the standard percent. The cumulative % up to each value is displayed below. 24.8% of the data is covered after 17.00. 90.2% of the data is covered after 18.00, and 100% is covered after 19.00.

Graph 1:1 Represents the Age group(17,18 ,19).



It is clear from the above chart and graph that the majority of respondents belong to the 18 year old age group (65.4%), 24.8% of respondents are from the 17 year age group and 9.8% of respondents are from the 19 year age group. So the 18 year age group is the most dominant one.

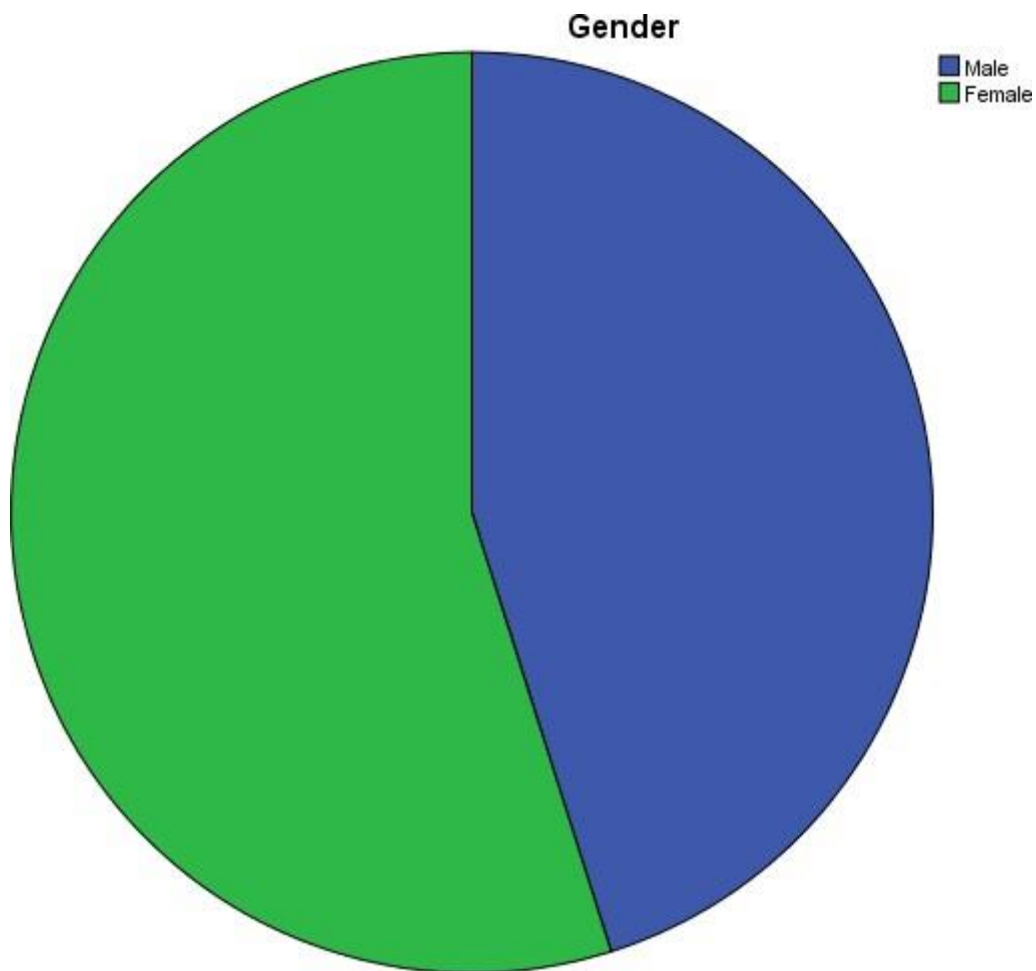
Table -3
This table shows the data distribution of gender. GENDER

FREQUENCY	PERCENT	PERCENT VALID	CUMULATIVE PERCENT	CUMULATIVE PERCENT
VALID MALE	60	45.1	45.1	45.1
FEMALE	73	54.9	54.9	100.0
TOTAL	133	100.0	100.0	

The table represents that the frequency of each category in the dataset is displayed in this column. Male frequency value is 60 and Female frequency value is 73. There will be 133 total participation. The percentage of each category among all observations is shown in the percent column. "Female" accounts for 54.9% of the observations overall, while "Male" accounts for 45.1%. The valid percent was equal to the usual

percent. The cumulative percentage shows the distribution of a categorical variable, most likely "Gender," which is divided into the categories "Male" and "Female." Percent column displays the proportion of each category among all observations. "Female" represents 54.9% of the total observations, and "Male" represents 45.1%. The valid percent was equal to the customary percent because there were no invalid responses. The cumulative percentage of Male is 45.1 and females is 100.0.

Graph 1:2 - Represents the Gender (Male and Female).



It is clear from the above pie chart that the majority of the respondents are females (54.9%), and 45.1% respondents are males. So, females are the most dominant one .

Table-4

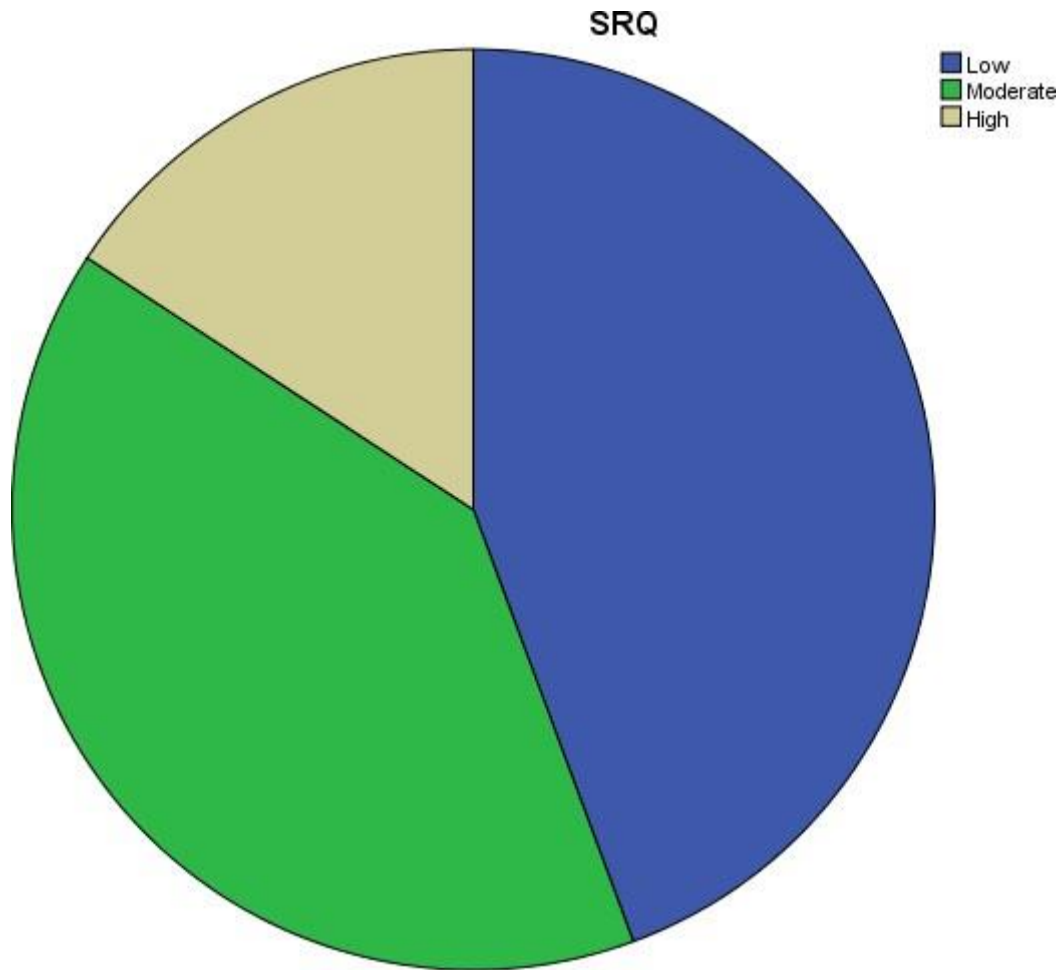
This table shows the distribution of data among different levels of three categories of SRQ.

SRQ

FREQUENCY		PERCENT	PERCENT	CUMULATIVE
PERCENT		VALID		VALID
VALID LOW		59	44.4	44.4
53	39.8	39.8		84.2
MODERATE				
21	15.8	15.8		100.0
HIGH				
TOTAL	133	100.0		100.0

The table shows the distribution of a categorical variable, probably denoting levels of three categories: "Low," "Moderate," and "High." The frequency of each category "Low" is 59 times, "Moderate" 53 times, and "High" 21 times. The percentage of each category among all observations is shown in the percent column. "Low" accounted for 44.4%, "Moderate" for 39.8%, and "High" for 15.8% of the total observations. The valid percent was equal to the usual percent. The cumulative percentage up to each category is Following "Low," 44.4% of the data is covered. "Moderate," 84.2% of the data is covered, and following "High," 100% of the data is covered.

Graph 1:3 - Represents the levels of SRQ in College students.



The above graph reflects the responses of the respondents regarding the rate of interest where 44.4% are low level , 39.8% are moderate level and 15.8%. % are high level. It means that the majority of the respondents have low level self regulation.

Table-5

This table shows the summarisation of a given data set.

Descriptive Statistics

N	MEAN	ST.	MINIMUM	MAXIMUM
DEVIATION				

SCORES	14	201.79	12.540	184	224
GROUPS	14	1.50	.519	1	2

This table shows the summarisation of a given data set .The above table shows that the 14 observations combined average score is 201.79. The 12.540 standard deviation demonstrates how widely the scores can vary. A lower standard deviation .519 denotes less variability and suggests that the scores are closer to the mean. The Minimum and Maximum Scores recorded are 184 and 224, respectively. This range helps you understand how the scores within the dataset are distributed.

Table-6: Mann -Whitney Test

Ranks table:This table shows the mean rank and sum of rank for both pretest and post test group.

MANN-WHITNEY TEST

GROUPS	N	MEAN RANK	SUM OF RANK
SCORES	7	6.14	43.00
PRETEST			
POST TEST	7	8.86	62.00
TOTAL	14		

This table shows the mean rank and sum of rank for both pre and post test groups. GROUPS "PRETEST" and "POST TEST" are the two groups that are specified. The above table shows that there are 7 observations in each group. The mean rank for the "PRETEST" group is 6.14, and the mean rank for the "POST TEST" group is 8.86. The average rank of the observations within each group is represented by mean rank. The total ranks for the "PRETEST" group is 43.00, while the total ranks for the "POST TEST" group is 62.00. The sum of each group's individual ranks is shown here. 14 observations are included in the total, as shown under "TOTAL".

SUMMARY:

The research paper aimed to assess the level of self-regulation among college students using the Self Regulation Questionnaire (SRQ) and subsequently implement a life skills training program for those students who obtained low scores in SRQ. The study involved college students aged 17 to 19 years pursuing undergraduate degrees in B.Com, BBA, and BCA. The research utilized purposive sampling techniques to select participants based on inclusion and exclusion criteria.

The study collected data through the SRQ, a reliable tool for assessing self-regulation. After screening, participants falling under the categories of moderate and low self-regulation underwent a five-session life skills training program. The SRQ was then re-administered to

assess the impact of the training.

The research utilized descriptive statistics, the Mann-Whitney Test, and other statistical methods for data analysis. The findings indicated that the majority of respondents had low self-regulation levels, and the life skills training program had a positive but not statistically significant effect on self-regulation.

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