Self-Regulation Among IX Standard Students

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Abstract—This paper focuses on the Self-regulation of IX standard students in Chennai district. Survey method was adopted, data were collected from 300 students selected through simple random sampling technique. A Self-Regulation Scale was administered to measure students' self-regulatory abilities. This study explored whether self-regulation varies significantly based on gender and medium of instruction. Statistical analysis using the *t*-test revealed a significant difference in self-regulation based on gender, with female students demonstrating higher levels of self-regulation than male students. The findings highlighted the importance of fostering self-regulation skills among adolescents, particularly for male students, through structured educational interventions. Enhancing self-regulation can contribute to improve academic performance, emotional well-being, and overall personal development.

Keywords—Self-regulation, Gender differences, IX standard students

I. INTRODUCTION

Self-regulation refers to an individual's ability to monitor, control, and direct their own thoughts, emotions, and behaviours in order to achieve personal goals and adapt to changing situations. It involves consciously guiding one's actions, resisting impulsive behaviours, managing emotions effectively, and maintaining focus on tasks that are essential for success. Self-regulation includes important components such as goal setting, self-motivation, emotional control, performance monitoring, and adaptive modification of strategies. In the school context, self-regulation plays a vital role in helping students develop positive learning habits, overcome challenges, and improve academic outcomes. Adolescence, especially the IX standard level, is a crucial stage during which students begin to face increased academic expectations, social pressures, and decision-making responsibilities. Understanding how self-regulation varies based on demographic factors such as gender and community can provide valuable insight for designing targeted educational and psychological interventions.

II. SELF-REGULATION

Self-regulation is the way people watch over, control, and manage their thoughts, feelings, actions, and focus to reach their goals and deal with changes in their surroundings. It means deliberately steering your own emotions and actions to get what you want, stop yourself from acting on immediate desires, handle problems in a good way, and keep your attention on what matters. This skill is really important for making good choices, managing emotions, staying on track with your goals, and being happy overall. Self-regulation has steps like setting up what you want to achieve, pushing yourself to reach those goals, checking if what you're doing might not work, and using strength of will to resist strong feelings. It also means checking how well you're doing against your goals and making changes if needed.

III. REVIEW SUPPORT

Huang (2022) studied the influence of EFL teacher's self-assessment on their self- regulation and self-efficacy. The aim of the study investigating the related studies on English as a foreign language (EFL) teacher's self-assessment and its role in their self-efficacy and self-regulation. additionally, studies indicates that self-evaluation and self-regulation enable teachers to consider their teaching effectiveness and they were important components of formative assessment. Earlier studies showed that self- assessment contributed to a significant increase in learner awareness and self-efficacy significantly through the improvement of mastery experiences.

Sáiz Manzanares et al. (2020) examined the effectiveness of self-regulation and serious games for learning STEM knowledge in Primary Education. A sample of 147 Reviews of Related Literature 69 students in the final years of Primary Education. The objectives were to study the influence of gender, environment and academic level variables on the results in there solution of initial programming tasks

and on student satisfaction with their completion. However, significant differences were found for gender, academic level and the co-variety age. It was found that there was no significant difference in satisfaction, except in the continuity of work for the students studying in the final year of Primary Education. Thus, the use of self-regulated learning and serious play tasks promotes good level of performance and satisfaction in all students, although differences in favour of the male gender are detected.

IV.   OBJECTIVES

1. To find out whether there is significant difference in Self-regulation with respect to gender.
2. To find out whether there is significant difference in Self-regulation with respect to Medium of Instruction.

V.   HYPOTHESES

1. There is no significant difference in Self-regulation of IX standard students with respect to gender.
2. There is no significant difference in Self-regulation of IX standard students with respect to Medium of Instruction.

VI.   METHODOLOGY

Descriptive Survey method was used for this study. A Simple random sampling technique of 300 IX standard students were selected from Chennai district. Self-regulation scale was used as research tool for the present study.

VII.   ANALYSIS

Hypothesis 1: There is no significant difference in Self-regulation of ninth standard students with respect to gender.

Significance difference in the Self-regulation with respect to gender

Variables	Male		Female		t – value	Level of significance
	Mean	S.D.	Mean	S.D.		
Self- regulation	27.09	4.93	36.96	4.26	18.59	0.05

The above table shows that the Self-regulation mean score of male (27.09) is lesser than the Self-regulation mean score of female (36.96). The calculated t- value (18.59) is greater than the table at 0.05 level, indicating significant difference between Self-regulation with respect to gender. The differences in self-regulation scores across genders indicate that gender influences the development or expression of self-regulation skills. Hence the null hypothesis is rejected. So it is concluded that there is significant difference in the self- regulation with respect to gender.

Hypothesis 2: There is no significant difference in Self-regulation of IX standard students with respect to medium of instruction.

Significance difference in the Self-regulation with respect to Medium of Instruction

Variables	Tamil		English		t – value	Level of significance
	Mean	S.D.	Mean	S.D.		
Self- regulation	27.69	6.2	28.45	4.99	1.145	0.05

From the table, it is found that the Self-regulation mean score of Tamil medium students (27.69) is lesser than the Self-regulation mean score of English medium students (28.45). The calculated t- value (1.145) is lesser than the table value at 0.05 level of significance. Thus there is no significant difference in self- regulation of IX standard students with respect to medium of instruction. The findings indicate that self-regulation scores did not differ across instructional mediums, suggesting that the mode of instruction has no measurable impact on learners' self-regulation abilities. Hence the null hypothesis is accepted.

VIII. MAJOR FINDINGS

1. There is a significant difference between in Self-regulation of IX standard students with respect to gender. The differences in self-regulation scores across genders indicate that gender influences the development or expression of self-regulation skills.

2. There is no significant difference in Self-regulation of IX standard students with respect to Medium of Instruction. The findings indicate that self-regulation scores did not differ across instructional mediums, suggesting that the mode of instruction has no measurable impact on learners' self-regulation abilities.

EDUCATIONAL IMPLICATIONS

- Male students showed lower self-regulation; schools should provide skill-based training (goal setting, time management, and monitoring progress) and Offer motivational programs to build discipline and autonomy.

- Lower self-regulation among these groups suggests a need for Additional academic guidance and mentoring and Counseling services to build confidence and motivation.

- Self-assessment practices can be introduced in classrooms to Boost students' self-efficacy and strengthen students' monitoring and evaluation skills.

DELIMITATIONS OF THE STUDY

- The study is delimited to IX standard students only and does not include students from other grade levels.

- The sample is restricted to 300 students studying in schools located in Chennai district.

- The study focuses only on one variable – Self-regulation.

IX. CONCLUSION

The present study aimed to examine the self-regulation of IX standard students with specific focus on gender and medium of instruction. The findings revealed that female students possess significantly higher levels of self-regulation compared to male students, indicating that girls are more capable of managing their emotions, maintaining focus, and working consistently toward their academic goals. The differences in self-regulation scores across genders indicate that gender influences the development or expression of self-regulation skills. Similarly, no significant differences were found among students belonging to medium of instruction. These results highlight the need for targeted educational interventions, especially for male students and those from socially and educationally disadvantaged communities. Strengthening self-regulation skills through structured activities such as goal-setting workshops, time-management training, reflective practices, and self-assessment techniques can contribute to improve the students' academic performance and overall personal development. This study underscores the importance of self-regulation as a foundational skill for success in school and life and suggests that educators, parents, and policymakers should work collaboratively to create supportive learning environments that nurture these abilities in all students.

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