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SELF-CONTROL AMONG INTERMEDIATE STUDENTS OF HYDERABAD IN RELATION TO SELF-REGULATION

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ABSTRACT

Self-control is the ability to control strong impulses, whereas self-regulation is the capacity to reduce the intensity of strong impulses by managing stress load. The present piece of work attempts to examine this relationship among intermediate students of Hyderabad. The sample of the study includes 122 *Intermediate Students of Sultan-Ul-Uloom Junior College, Road No.* 3*, Banjara Hills, Hyderabad, Telangana, India. The data for measuring self-control is collected by administering The Self-Control Scale (SCS* 2004*), prepared by Tangney et al., and Adolescent Self-Regulatory Inventory is used to measure self-regulation, which is prepared by Moilanen, K. L.* (2007)*. The collected data is analysed using mean, standard deviation, and standard error under descriptive statistics and Pearson product moment correlation is computed using SPSS Software Ver.* 23 *to know the relationship between the said constructs under inferential statistics. The result is statistically significant as the calculated r = 0.467, for N = 122, p =.000, & α= 0.05 level. Applying the findings, the educational implications are discussed.*

KEYWORDS: *Self-Control, Educational Implications, Human Life*

INTRODUCTION

Education is one of the eminent phenomena of human life. It is considered a foundation for human civilization, as it technically takes the man to the highest realms of both spiritual as well as the material advancements. Education is systematically imparted in schools, which comprises of different classrooms, encompassing a variety of students. These students, although of the same age or share the same classroom, are distinct in numerous ways. For instance, with regard to personality, there are a few students who are extroverts and vice versa. In addition to this, if students are observed from academic spectacles, then they may perhaps be divided into below average, average and above average. Similarly, there are students with high degrees of energy, who often interrupt the class with their uncontrolled behaviur. This is where the concept of self-control comes in.

Self-control is the ability to suppress or control a particular behavior or response consciously (Vohs and Baumeister, 2004)[1]. It refers to the cognitive, affective and psychomotor alignment, which together endeavors to attain a desired goal or objective[2]. The practical implementation of self-control is commonly referred to as *willpower*. With the assistance of self-control, individuals can direct their attention irrespective of the presence of compelling stimuli[3]. However, there are certain students who are not equipped with high levels of self-control, which often portray them as

troublemakers.[4] This trait in them could infuriate teachers, peers, friends as well as parents, who many times fail to realise that more than controlling a behavior, it is about the regulation of behavior. This is how the paradigm to view the troublesome behavior of students switches from self-control to self-regulation.

Self-regulation is viewed as a self-directive process through which learners transform their mental abilities into task-related skills (Zimmerman, 2001)[5]. Self-regulation is not recognised as a trait, which some students possess and others do not, rather it is perceived as a "selective use of specific processes that must be personally adapted to each learning task."[5] Self-regulation is all about "setting goals, selecting strategies to attain those goals, monitoring progress, restructuring if the goals are not being met, using time efficiently, self-evaluating the methods selected and adapting future methods based on what was learned this time through."[5] In a nutshell, self-regulation is being self-aware of oneself, i.e., conscious about one's strengths and weaknesses[6].

Precisely, the concept of self-control pays attention to the individual person and a particular moment related to that individual. It is momentary. whereas, self-regulation deals with the overall interactions of the individual with the world around him. It can be said that it is self-regulation that makes self-control possible[4]. By walking down the path of self-regulation, self-concept can be attained and practised in the most efficient way, as it is believed to be a dynamic concept, which changes with the passage of time, experience, education, taming of self as well as maturity[5]. Therefore, it can be concluded that self-regulation facilitates self-control, which separates man from animals and other creatures[3] by making them reflective practitioners; and when the same is applied in academics can fetch adequate results.

Findings of the Studies Related to Self-Control and Self-Regulation

Mamayek, Paternoster, & Loughran, (2017) in their study, *Self-Control as Self-Regulation: A Return to Control Theory, Deviant Behavior*, observed the notion of self-control significantly on par with the concept of self-regulation[7].

McCullough & Willoughby, (2009) tried to find out the association, explanation and implications between religion and self-regulation considering self-control. For this, they used the Carver and Scheier, (1998) framework of self-regulation in order to propose the empirical research. With the help of the framework, they reviewed six evidence-based prepositions. The influence of religion on health, well-being and social behavior perhaps results from the impact of religion on self-control and self-regulation was one among others[8].

Roy & Kathleen, (2004) put forward their idea – the art of research in self-regulation – in their book entitled *"Handbook of self-regulation: Research, theory, and applications."* In this, they discussed about the meaning, functions, states and inner processes, such as cognitive and physical operations, emotional repercussions and developmental trajectories of self-regulation. It furthermore sheds light on the effortful control processes along with their related consequences and the impact of self-regulation on personal relationships as well as the individual abilities and styles of self-control[9].

Faber & Vohs, (2004) in their article *"To buy or not to buy?: Self-control and self-regulatory failure in purchase behavior"* emphasized the literature review, which suggested the self-gifting behavior rewards self-control that results in the failure of self-regulation. This assertion directly reflects the relationship between self-control and self-regulation[10].

Zimmerman & Barry (2002) studied self-regulation with respect to adolescence. In their paper, they discussed the role of school organisations in the attainment of self-regulation with regard to four different levels, and self-control was one among them; the remaining three being observation, emulation and self-regulation itself[11].

Muraven & Baumeister (2000) in their paper *"Self-Regulation and Depletion of Limited Resources: Does Self-Control Resemble a Muscle?"* discussed about the reasons of decrement of self-control. As per the article, self-regulation, which involves coping with stress, management of negative affect and resisting temptations, which requires self-control. It also states that the reason behind the decrease in self-control is the particular behavior associated with it at a specific time[12].

Muraven, Baumeister& Tice (1999) conducted a research on longitudinal improvement of self-regulation through practice: building self-control strength through repeated exercise in which they basically tried to find out the relationship between self-control and self-regulation with respect to constant self-control exercises. Experimental method was used by the researchers. The study was significant, as the result of treatment group was better than the control group, which conveyed the association of self-control with self-regulation[13].

Kuhl & Fuhrmann (1998) proposed a questionnaire on volition, which is based on the theory of volition that postulates two different modes of volition, i.e., self-control and self-regulation, which further assures the connection between the said constructs[14].

Research Objective

To study the relationship between self-control and self-regulation among intermediate students of Hyderabad.

Research Hypothesis

There is no significant relationship between self-control and self-regulation among intermediate students of Hyderabad.

MATERIAL AND METHODS

The present research is a correlational study, as it tries to analyze the relationship between self-control and self-regulation. For this purpose, varied methods are used by the researchers, which are briefly discussed in the following subheadings.

Population and Sample

All the junior college students of Hyderabad, G.H.M.C. limits are considered the population for the present study; howbeit, the 122 (61 boys and 61 girls) intermediate students of Sultan-Ul-Uloom Junior College, Mount Pleasant, Road Number 3, Banjara Hills, Hyderabad, Telangana are the samples of this research.

Data and its Sources

The primary data is collected from the intermediate students of Sultan-Ul-Uloom Junior College, Banjara Hills, Hyderabad.

The secondary data is collected from various online sources, such as theses, dissertations, e-journals, blogs as well as articles, which are cited in the reference section.
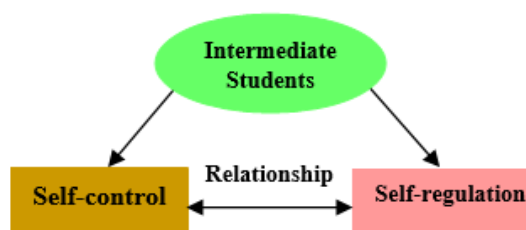
Conceptual Framework

Figure 1.

The present research is an attempt to study the relationship between self-control (SC) and self-regulation (SR) among intermediate students of Hyderabad city. The tools used for this purpose are The Self-Control Scale (SCS 2004) prepared by Tangney *et al*., and Adolescent Self-Regulatory Inventory developed by Moilanen, K. L. (2007). These questionnaires were posed to the intermediate students of Sultan-Ul-Uloom Junior College to analyze the relationship between the said constructs. Precisely, this is done in order to know if there exists a relationship between the two variables and if in case there is an association between them, in what way they are correlated, i.e., either positively or negatively, and to what extent or degree they share the relationship that is weak, moderate, or strong, with each other.

Tools for Measurement

The Self-Control Scale (SCS) developed by Tangney *et al*. (2004), basically measures the individual differences in self-control[15]. It also attempts to know the different domains of self-control, for instance, control over emotions, impulses, thoughts, achievement and habitual behavior.[16] The survey scale includes items, for example, "I get distracted easily" and "I am good at resisting temptation." The questionnaire is scored on a 5-point Likert scale, anchoring from 1, i.e., not at all like me to 5, i.e., very much like me, where a few of the items are reverse scored[16}. The tool has internal consistency and test-retest reliability along with acceptable content and construct validity[15].

The Adolescent Self-Regulatory Inventory prepared by Moilanen, K. L., (2007), aims to measure self-regulation of adolescents. It comprises of items, which not only measure short-term but also long-term self-regulation[17]. It deals with items such as "It is hard for me to notice when I have had enough (sweets, food, etc.)" and "I lose track of the time when I am doing something fun." The inventory comprises of five-point Likert scale options ranging from 1, i.e., not at all true of me to 5, i.e., really true of me, albeit a number of items are reverse scored. The tool contains satisfactory internal consistency and alongside meets appropriate construct, criterion as well as concurrent validity[17].

Statistical Analysis

Descriptive statistics is used to find out mean, standard deviation and standard error of the overall sample of the study with respect to self-control and self-regulation. Pearson product moment correlation is calculated using SPSS Software Ver. 23 to find out the relationship between the aforementioned constructs at α0.05 level.

Table 1

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
SC	122	3.090	.0574	.6342
SR	122	3.092	.0314	.3473
Valid N (listwise)	122			

Table 1 shows the calculated mean, standard deviation and standard error of self-control and self-regulation. As it can be observed that the mean of both the constructs are almost the same, i.e., SC μ = 3.090 and SR μ = 3.092. Contrary to this, the standard deviation and error of self-control, i.e., σ = 0.0574 and $^{\sigma}\bar{x}$ = 0.6342 is higher than the standard deviation and error of self-regulation, which is σ = 0.0314 and $^{\sigma}\bar{x}$ = 0.3473.

Table 2

		SC	SR
Correlations			
SC	Pearson Correlation	1	.467**
	Sig. (2-tailed)		.000
	N	122	122
SR	Pearson Correlation	.467**	1
	Sig. (2-tailed)	.000	
	N	122	122
**. Correlation is significant at 0.01 level (2-tailed).			

Interpretation

The study is proved to be statistically significant, as the calculated Pearson product moment correlation coefficient between self-control and self-regulation of the sample is found to be r = 0.467, for N = 122, p =.000, and α = 0.05 level, which means that there is a positively moderate statistical correlation between the said constructs.

CONCLUSIONS

There is a significant, positive and moderate correlation between self-control and self-regulation, which signifies that the increase in self-control leads to equal amount of increase in self-regulation and vice versa. Based on this evidence, educational stakeholders can identify various temptations, which impede the growth of students academically and also non-academically, as the constructs not only deal with the academic but also the casual life of students and address them appropriately. They can take into consideration various curricular and co-curricular activities that will perhaps provide students with a room to explore, analyze and streamline their potentialities, so that they can utilize it in a better way in the near future. Numerous strategies such as rewards, daily routines, and reflective practices can also be used to enhance self-control and self-regulation among students. Learners can also be made to ponder over the exertions that derail or limit self-control. Likewise, various ways can be figured out by the educational community with the aid of participatory management that will probably be easily implemented, as it will be according to the will of the learners themselves.

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