



A CORRELATIONAL STUDY OF SELF-REGULATION AND SELF-ESTEEM OF SECONDARY SCHOOL STUDENTS OF MUMBAI

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ABSTRACT :

Self-regulation is a process in which students set goals for their life and then attempts to monitor, regulate and control their thoughts, opinions, motivation and actions. Self-esteem is the way you feel about yourself. Self-esteem is fundamental and is a basis of a positive attitude towards living. The study aimed at finding out whether there exists any relationship between self-regulation and self-esteem of secondary school students. The sample consisted of 691 secondary school students from 15 schools of Greater Mumbai (407 boys and 284 girls). In order to collect data, self-regulation scale by Lachake P. (2009) and self-esteem scale by Rosenberg, M. (1965) were used to measure self-regulation and self-esteem of secondary school students respectively. The results of the present study revealed that there exist positive and significant correlation between self-regulation and self-esteem of secondary school students.



KEYWORDS : Self-regulation, Self-esteem.

INTRODUCTION

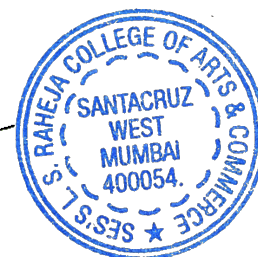
Self-regulation is a process in which students set goals for their life and then attempt to monitor, regulate and control their thoughts, opinions, motivations and actions. It reflects the capacity of students to control and direct their own sentiments, opinions, and actions. Therefore self-regulation is considered as one of the best predictor of students' academic success. Self-regulation techniques are also important for a student's social development.

The students who are self-regulated have better relationships with their parents and teachers, are more liked by their peers, and perform better in academics. They are also more motivated as compared to their peers. Both Ponitz and McClelland (2009) believe that parents and teachers play a vital role in the development of their children's self-regulation. Parents and teachers are very significant leaders and role models for students as they learn from them how to handle themselves.

Self-regulation is the capacity of self for changing and altering its actions. It enhances the elasticity and flexibility of human behavior, allowing individuals to adjust their actions to a wide range of social and situational demands. Good self-regulation contributes to numerous desirable outcomes such as job performance, academic success, popularity among peers, mental health, and good interpersonal relationships.

Self-esteem is the way you feel about yourself. High self-esteem is a good opinion and low self-esteem is bad opinion of yourself. Self-esteem is fundamental, and is a basis of a positive attitude towards living. Self-esteem is very crucial and is a basis of a positive attitude towards living. A person's

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self-esteem can play a pivotal role in the kind of decision he or she makes. Healthy experiences and sound decision making skills can take place only if a person has a sense of constancy and belief in oneself. People having a high self-esteem respect themselves and consider themselves at par with others. They do not make any false claims to be perfectionists, instead, they acknowledge their limitations and try to improve and excel in life.

If students value themselves, they will value their goals, as a result they will behave in a more self-regulated manner to achieve their goals. This paper is an attempt to ascertain the relationship between self-regulation and self-esteem of secondary school students of Mumbai.

STATEMENT OF THE PROBLEM

A Correlational Study of Self-Regulation and Self-Esteem of Secondary School Students of Mumbai.

DEFINITION OF THE TERMS

Conceptual definitions

Self-Regulation

According to Zimmerman, B (1989) Self-regulation is an integrated learning process, consisting of the development of a set of constructive behaviors that affect one's learning. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments.

According to Heiby, Mezo, & Kameoka (2003) Self-regulation has also been referred to as self-control, self-management, self-reinforcement and self-instruction that can be measured by various psychometrically sound self-report questionnaires.

Self-Esteem

According to Morris Rosenberg, self-esteem is quite simply one's attitude toward oneself (1965). He described it as a favorable or unfavorable attitude toward the self.

According to Anita Woolfolk (2004), Self-esteem is the value each of us places on our own characteristics, abilities and behaviors.

Operational definitions

Self-Regulation

Self-regulation is a process in which students set goals for their life and then attempt to monitor, regulate and control their thoughts, opinions, motivation and actions.

Self Esteem

Self-esteem has been operationally defined as student's sense of self-worth, or the extent to which they appreciate or like themselves.

AIMS OF THE STUDY

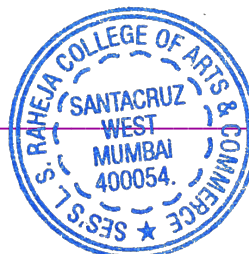
The broad aim is to ascertain relationship between self-regulation and self-esteem of secondary school students with respect to gender and total sample of the study.

OBJECTIVES OF THE STUDY

To ascertain relationship between self-regulation and self-esteem of secondary school students with respect to boys, girls and total sample.

HYPOTHESES OF THE STUDY

There is no significant relationship between self-regulation and self-esteem of secondary school students with respect to boys, girls and total sample.



DESIGN OF THE STUDY

Methodology of the study

The descriptive research method included under the quantitative paradigm has been used in the present research. The correlational method was used by researcher to determine the relationship between self-regulation and self-esteem of secondary school students.

Sampling techniques

In the present study, a two stage sampling technique was used.

At the first stage of sampling, the selection of English medium secondary schools was done by the Stratified Sampling technique. The strata were formed on the basis of geographical location of English medium secondary schools in Greater Mumbai. The entire area of Greater Mumbai was divided into 3 strata viz. North Mumbai, South Mumbai and Central Mumbai. Care was taken to include schools from each of the 3 stratum.

At the second stage of sampling, the incidental sampling technique was used for the selection of secondary school student due to administrative problems and paucity of time on the part of school authorities.

Tools used in present research

In the present study, the researcher used readymade tools for all the variables. Self-regulation scale was prepared by Lachake P. in 2009. Cronbach's alpha was found to be 0.76. Tool consists of total 39 statements (27 positive and 12 negative). Each statement was rated on 5 point scale i.e. strongly agree, agree, undecided, disagree, strongly disagree. Maximum and minimum possible score on this scale is 195 and 39 respectively.

Rosenberg Self-Esteem scale was prepared by Rosenberg, M. (1965). Internal consistency reliability was found to be 0.77. Tool consists of total 10 statements (5 positive and 5 negative). Each statement was rated on 4 point scale i.e. Strongly Agree, Agree, Disagree and Strongly Disagree. Maximum and minimum possible score on this scale is 30 and 0 respectively.

TECHNIQUES OF DATA ANALYSIS

Techniques of data analysis include descriptive and inferential data analysis.

Descriptive data analysis

The data collected was subjected to descriptive analysis whereby measures of central tendency, dispersion, and divergence from normality were computed.

DESCRIPTIVE STATISTICS OF SELF-REGULATION AND SELF-ESTEEM

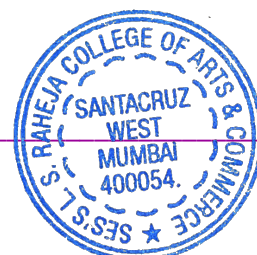
Variable	Gender	Sample size (N)	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Self-Regulation	Boys	407	136.08	137	138.84	15.23	-0.31	0.23
	Girls	284	139.33	140	141.34	14.68	-0.58	0.59
	Total	691	137.41	139	139	15.08	-0.42	0.30
Self-Esteem	Boys	407	14.33	14	13.34	3.12	0.04	-0.29
	Girls	284	14.71	15	15.58	3.52	-0.25	-0.51
	Total	691	14.48	14	13.04	3.30	0.06	-0.37

SIGNIFICANCE OF MEAN AND STANDARD DEVIATION OF SELF-REGULATION (SR) AND SELF-ESTEEM (SE) OF BOYS, GIRLS AND TOTAL SAMPLE OF STUDENT

Gender / Variable	Sample Size (N)	Standard Error of Mean S.E. _M = 0.76		Standard Error of Standard Deviation S.E. _D = 0.54	
Boys (SR)	407	Fiduciary limit at		Fiduciary limit at	
		0.95	0.99	0.95	0.99
		134.60To137.57	134.12To138.04	14.18To16.28	13.83To16.63
		Standard Error of Mean S.E. _M = 0.87		Standard Error of Standard Deviation S.E. _D = 0.62	
Girls (SR)	284	Fiduciary limit at		Fiduciary limit at	
		0.95	0.99	0.95	0.99
		137.62To141.04	137.09To141.57	13.46To15.90	13.08To16.28
		Standard Error of Mean S.E. _M = 0.57		Standard Error of Standard Deviation S.E. _D = 0.41	
Total (SR)	691	Fiduciary limit at		Fiduciary limit at	
		0.95	0.99	0.95	0.99
		136.30To138.53	135.94To138.88	14.28To15.88	14.02To15.14
Boys (SE)	407	Fiduciary limit at		Fiduciary limit at	
		0.95	0.99	0.95	0.99
		14.04 To 14.62	13.94 To 14.72	2.90 To 3.34	2.84 To 3.40
		Standard Error of Mean S.E. _M = 0.21		Standard Error of Standard Deviation S.E. _D = 0.15	
Girls (SE)	284	Fiduciary limit at		Fiduciary limit at	
		0.95	0.99	0.95	0.99
		14.30 To 15.12	14.17 To 15.25	3.23 To 3.81	3.13 To 3.91
		Standard Error of Mean S.E. _M = 0.13		Standard Error of Standard Deviation S.E. _D = 0.09	
Total (SE)	691	Fiduciary limit at		Fiduciary limit at	
		0.95	0.99	0.95	0.99
		14.23 To 14.73	14.14 To 14.82	3.12 To 3.48	3.07 To 3.53

FINDINGS, DISCUSSIONS AND CONCLUSION

There is a significant relationship between self-regulation and self-esteem of secondary school students with respect to boys, girls and total sample.



RELEVANT STATISTICS FOR THE RELATIONSHIP BETWEEN SELF-REGULATION AND SELF-ESTEEM

Sample	Obtained 'r'	Degrees of freedom	Tabulated 'r' at 0.05 level	Tabulated 'r' at 0.01 level	Level of Significance
Boys	0.36	405	0.01	0.13	0.01
Girls	0.35	282	0.11	0.14	0.01
Total	0.36	691	0.12	0.16	0.01

The 'r's between self-regulation and self-esteem of boys, girls and total student are 0.36, 0.35 and 0.36 respectively. All these 'r's are positive, low in magnitude and significant. Thus the null hypothesis is rejected.

The results of the present study reveal that the scores of self-regulation and self-esteem are positively and significantly correlated for boys, girls and total students. This means that for this group of students, self-regulation and self-esteem are related to each other. If self-esteem of students is high then their self-regulation will also be high and vice versa.

If students value themselves then they will value their goals. As a result, they will behave in a more self-regulated manner to achieve their goals. This also means that if students have a lot of willpower, then they always plan their actions for achieving goals that they set for themselves. Also, other students try to follow their notions. Self-regulated students are popular in their peer group as they think before they act. They also know what they want to be, so they don't give up easily. They also understand that there are many things that they can change about their own self if they have lot of willpower. They get upset if they don't meet the goals that they set for themselves.

This paper is a corroboration of the relationship between self-esteem and self-regulation. What it validates is that, in order to achieve goals, we need to understand the relationship between self-esteem and self-regulation. Higher the self-esteem, higher will be the self-regulation; higher the self-regulation higher will be the self-esteem, and sooner we reach our set goals. So, it is imperative for parents and teachers to provide an environment for children and fellow human beings to grow in their esteem for self, where they will value their abilities and learn to trust their potentials. This in turn will develop in them a state of preparedness to launch to the next level of utilizing their abilities to the fullest by planning, monitoring, regulating and controlling their actions in order to reach their goals. The findings of the present study would enable teachers, principals, supervisors and counselors to get a holistic picture of the self-regulation and self-esteem of their students and accordingly plan different learning strategies to build their self-regulation and self-esteem.

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