

Role of Self-Regulation in Academic Progress

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ABSTRACT

Self-regulation is a valuable skill that we can learn to improve the quality of life over time. As a student, whether you are trying to pass an exam or executing a project as long as there is a goal to be realized, self-regulation plays a big role. In academics, self-regulation and time management skills are essential to achieve goal and most of the students have too many things in mind which are capable to distract them and causing them to lose concentration during study. Self-regulation is a lifelong practice and research has shown that students who have a high sense of self-regulation, they find it easier to achieve academic success.

Keywords: Self-regulation, Academic Progress

Self-regulation

Self-regulation is the ability to control and manage your own behaviour and reactions in accordance with the demands of the situation. It helps to learn, behave well and get along with others. Self-regulation theory suggested that it is a system of conscious personal management that involves the process of guiding our own thoughts, feelings and behaviours to achieve goals. Self-regulation consists of several strategies, and an individual must function as contributor to his or her own behaviour, motivation and development within a network.

“Someone who has good emotional self-regulation has the ability to keep their emotions in check. They can resist impulsive behaviours that might worsen their situation, and they can cheer themselves up when they are feeling down. They have a flexible range of emotional and behavioural responses that are well matched to the demands of their environment” (Bell, 2016).

Roy Baumeister, social psychologist who have studied self-regulation, claims that self-regulation has four components such as motivation to meet standards, standards of desirable behaviour, monitoring of situations and thoughts, and willpower. These four components interact to determine our self-regulatory activity at any moment. According to self-regulation theory, our behaviour is determined by our personal standards of behaviour, motivation to meet those standards, the degree to which we are consciously aware of our circumstances and the extent of our willpower to choose the best path in life.

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According to Albert Bandura, self-regulation is an active process as following:

- Monitor our own behaviour (the influences on our behaviour and the consequences of behaviour)
- Judge our behaviour in relation to our own personal and contextual standards
- React to our own behaviour (what we think and how we feel about our behaviour) (Bandura,1991)

Academic Progress

Academic progress indicates performance outcomes that represent the extent to which an individual has accomplished specific goals in instructional environment such as school, college, and university. Academic progress considers multifaceted construct that comprises different domains of learning and the field of education covers a broad variety of academic outcomes. In academic progress, there are very general indicators acquired in an educational system, more curricular based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic progress such as educational degrees and certificates. Academic progress plays an important role in our life and can be measured by standardized assessments.

Objective

To highlight the role of self-regulation in academic progress

DISCUSSION

The benefits of self-regulation are enormous and there are some of the benefits:

- It helps to plan and achieve goals.
- It results in a higher level of satisfaction and self-reliance.
- It makes students more motivated towards study.
- It helps avoid acting on impulse and produces emotional stability.
- It helps to save money and become more creative.

A study conducted on relationship between educational performance and self-regulation in students (Sahranavard et.al, 2018), this study was correlational study and total 200 female students were selected using random sampling method. The Ryan and Connell self-regulation questionnaire and Durtaj educational performance scale were used to collect data. The data were analysed using the Pearson correlation coefficient. The results showed that there is a significant correlation between self-regulation and educational performance among students. We can provide students with effective and useful tips to improve their academic achievement and performance by teaching them self-regulation skills. Another study conducted on relationship between self-regulation, motivation and performance in secondary school students (Danielaa, 2014), this study included 270 secondary school students, aged between 12 and 14 years. The instruments used were the Academic Self-Regulation Questionnaire and Motivational Strategies for Learning Questionnaire. Research methods used in this investigation are two surveys based on questionnaires and study of documents. The result of study concluded that the competence of self-regulated learning has a strong impact on the level of attainment achieved by students, enhancing the relationship between motivation and performance.

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Ways to improve self-regulation

- Teaching self-regulation skills through modelling, providing opportunities to practice skills, monitoring and reinforcing progress, and coaching them on how, why, and when to use skills.
- Modify the environment to make self-regulation easier and more manageable. Limit opportunities for risk-taking behaviour and provide discipline.
- Guiding behaviour based on future goals and concern for others.
- Making decisions with a broad perspective and compassion for oneself and others.
- Managing frustration and distress effectively.
- Seeking help when stress is unmanageable or the situation is dangerous.

Role of Self-Regulation in Education

There are three steps when self-regulation can aid the learning process:

1. Before the learning task is begun, the student can consider the task, set goals, and develop a plan to tackle the task.
2. During the task, the student must monitor his or her own performance and see how well strategies are working.
3. After the task, the student can reflect back on their performance and determine what worked well and what needs to change.

CONCLUSION

Self-regulation improves academic progress among students, to develop self-regulation skill students have to learn how to schedule and manage valuable activities that yield positive results. For many students, entertainment, peer pressure and other things reduce their ability to become self-regulated and increases impulsivity. Time management is highly recommended skill to make it work.

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Conflict of Interest

The author declared no conflict of interest.

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