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## Relationship of self-regulation with academic achievement in physical education of government rural senior secondary school students

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### Abstract

Psychological aspects such as perceived stress, life satisfaction, self-efficacy and much more that are effects on an individual's life and educational curriculum. This study concerns with the relation of self-regulation with academic achievement in physical education. The purpose of the study is that to find how much self-regulation is relate to increase academic achievement in physical education. The examination led through descriptive method for research. This technique has without a doubt been the most famous and most generally utilized research strategy in education. Self-Regulation questionnaire created by Ryan and Connell (1998) was utilized to gauge self-regulation of senior secondary school understudies. There are four segments canvassed in the test that is: Academic self-regulation, religious self-regulation, pro-social self-regulation and friendship self-regulation. The results have been shown that there is positive correlation between self-regulation and its all four dimensions and academic achievement in physical education. There is significance difference found in high and low group of students at 0.01 significant level. In this study, high group students have significantly better self-regulation instead of low achiever understudies so there is a need to develop or improve self-regulation among low group students. To develop and promote self-regulation among low group arrange the suitable environment, create strategies for self-awareness, promote self-regulation through goal setting and extra co-curricular activities. Even education is likewise during the time spent alteration wherein 'learning by doing' is underlined by educationists, then again, the points and targets of physical education have additionally been define to accomplish the objective of education through the exercises which add to the aggregate advancement of the a person.

**Keywords:** Self-regulation, academic achievement, physical education

### Introduction

Education is life-long training which helps an individual to develop and augment different kinds of abilities which are cardinal and needed for a profession or any explicit field. Education enables to human being to adapt in the regular changeable environment. Education is most powerful significant weapon to explore knowledge. In these days value based instruction or education is accessible for all kids by means of exceptional program keep running by government however a few kids with extraordinary care like kids with mental impediment and youngsters with hard of hearing and dump and so on. In most instructive and educational systems, physical education, also called physical training in numerous nations. Physical education is not an investigation of just about body and its structure or capacities yet we are additionally examine about such a large number of fields or points of view, for example, imperative subjects are: Bio mechanics (a branch of physics), Anatomy and physiology, Yoga, Research methodology, Sports training, Psychology and so on. Swami Vivekananda portray in worry of need and significance of physical education as "Today, India has more need of football grounds instead of Bhagavad Gita." Similarly Rousseau additionally clarified that if structure of body is in great condition at that point brain works easily.

Self-regulation is the ability or capacity to monitor and control our own particular behavior, feelings, or thoughts, changing them as per the demands of the situation or any kind of circumstances. The main purpose of the study is that to explore the relationship of self-regulation with academic achievement in physical education and this may be helpful to change

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physical education curriculum and utilize different kind of strategies.

Dhillon, J.S. (2017) [4] explored the relationship of self-regulation to academic achievement in mathematics of government senior secondary school students of Punjab state. The result of study shows that there is significant difference between self-regulation and academic achievement in mathematics except the religious self-regulation dimension.

Kosnin (2007) investigated the connection between of self-regulation learning and academic achievement of undergraduate understudies in Malaysia. The consequences of study demonstrated noteworthy connection between self-regulation and academic achievement.

**Research Method**

This study was completed by descriptive method of research. No doubt, it is most popular research method to check present conditions of any kind of areas. As concern academic achievement in physical education, the achievement is taken from percentage of marks obtained in 10<sup>th</sup> class of rural senior secondary schools which are under in Punjab School Education Board. Self-Regulation questionnaire created by Ryan and Connell (1998) was utilized to gauge self-regulation of senior secondary school understudies. There are four segments canvassed in the test that is: Academic self-regulation, religious self-regulation, pro-social self-regulation and friendship self-regulation. There are 89 items to constitute the test. Everything is as a declaration and gives four option response alternatives evaluated on a four-point scale.

**Table 1:** Dimension Wise Items Distribution of Self-Regulation Questionnaire

S. No.	Dimension of SRQ	Total Items
1	Academic self-regulation	32
2	Religious self-regulation	12
3	Pro-social self-regulation	25
4	Friendship self-regulation	20

The number of population in the examination was gathered from the government rural senior secondary schools of Punjab. Three districts (Hoshiarpur as high literacy rate level,

Patiala as moderate literacy rate level and Mansa as low literacy level) were chosen by random technique from each level of literacy. This questionnaire was filled by 300 students (150 boys and 150 girls) of these three districts. Each district has 50 male students and 50 female students. Appropriate compatibility was set up with understudies before information accumulation. They were guaranteed that the data given by them would be kept private and would be utilized just for the examination purposes. The directions given in the manual and test booklets were entirely hold fast too.

Descriptive measurements in particular mean, median, mode and standard deviation, Skewness, kurtosis and quartile deviation was utilized to think about academic achievement in physical education and self-regulation among rural senior secondary school understudies. The utilization of t-test was made to think about the importance of mean contrasts in academic achievement in physical education and self-regulation among rural senior secondary school understudies. Correlation was utilized to think about the relationship of academic achievement in physical education with self-regulation among rural senior secondary school students.

**Results and Discussion**

As concern high and low group, Q<sub>1</sub> and Q<sub>3</sub> were ascertained to decide the high and low level of achievement. Findings revealed that maximum students are fall in the average group with frequency of 156, while low and high had 72 rural senior secondary school students in each as Q<sub>1</sub>=59 and Q<sub>3</sub>= 75. To discover the significance difference between self-regulation aggregate and its each of the four measurements insightful among two gatherings (low and high groups) of rural senior secondary school students on academic achievement in physical education t-test was utilized. The "t" values of self-regulation and its dimensions, academic self-regulation, pro-social self-regulation, friendship self-regulation and religious self-regulation has been found 6.19, 5.47, 4.98, 4.13 and 4.15 respectively at 0.01 level of significance with df= 142. It is clear that the mean scores of self-regulation and its all four dimensions of low and high group understudies in physical education are significantly differ.

**Table 2:** Comparison of Self-Regulation between High and Low groups of Rural Senior Secondary School Students on Academic Achievement in Physical Education

S. No.	Variables/Dimensions	Mean	Standard Deviation	t-Value	Significance
1.	Self-regulation				
	High	317.625	23.91	6.19	p<0.01
Low	292.59	24.59			
2.	Academic S.R.				
	High	114.69	8.06	5.47	p<0.01
Low	106.40	10.01			
3.	Pro-Social S.R.				
	High	90.78	7.76	4.98	p<0.01
Low	83.78	9.05			
4.	Friendship S.R.				
	High	71.63	7.65	4.13	p<0.01
Low	66.23	8.01			
5.	Religious S.R.				
	High	41.06	4.37	4.15	p<0.01
Low	37.59	5.57			

\*Significant at 0.01 level (p<0.01)

This study scrutinize the significance difference of self-regulation and its four dimensions among both of high and low groups of rural senior secondary school students on academic achievement in physical education. The "t" value

for academic self-regulation is 5.47 which is significant at level of 0.01 with df= 142. As concern significant difference, the mean scores shows that low and high group students are significantly differing in academic self-regulation. It might,

hence, be said that high group of understudies have significantly better academic self-regulation instead of low group students. This may occur because of better examination propensities, proficient learning techniques and great motivation level of high group students rather than low achiever understudies.

As concern pro-social self-regulation "t" value is 4.98 which is significant at 0.01 level of significance with  $df= 142$ . So as it the mean scores of pro-social self-regulation of low and high students in physical education are significantly differing. It is said to be that there is significant difference in between both low and high group students. This difference may happen due to traditions, good social adjustment, customs and group cohesion.

The "t" value for friendship self-regulation is 4.13 which is significant at level of 0.01 at  $df= 142$ . It mirrors that the mean scores of friendship self-regulation of low and high groups students in physical education significantly differing. It might, hence, be said that friendship self-regulation of low group students was lower rate than high group students. This may occur due to highly intellectual level, impact of peer group and personal attitude instead of low rate students.

The "t" value for religious self-regulation is found 4.15 at level of 0.01 with  $df= 142$ . Low and high group students do not in the same extent of religious self-regulation. In the same way other three dimensions of self-regulation, this dimension is also significantly differing. This distinction may have due to accept towards any religion and following different ceremonies of religion.

Thus, low and high group students result shows that high group students are significantly better rather than low achiever students in self-regulation and its all four dimensions, academic self-regulation, pro-social self-regulation, friendship self-regulation and religious self-regulation. The consequences of the present examination run in accordance with the discoveries of Inan (2013) and Stephanie (2013) thus loan support to aftereffects of study while Yakeslturk (2009) Matuga (2009) don't loan support to the consequences of the study as they found no significance difference in mean scores of total self-regulation and its four dimensions, academic self-regulation, pro-social self-regulation, friendship self-regulation and religious self-regulation of low and high group students in mathematics. This study is also very close to most recent study of Dhillon, J.S. (2017) <sup>[4]</sup> and shows significant difference except the religious self-regulation dimension. The coefficient of correlation between self-regulation and academic achievement in physical education of rural senior secondary school students turned out to be 0.34 which is significant at level of 0.01. Rural senior secondary school students have found positive significant relationship between self-regulation and academic achievement in physical education.

The results of this study found that academic achievement in physical education among rural senior secondary school students is above on an average. Presently a days, government is additionally mindful of the gainful impacts and need of physical education, that is the reason government have presented this subject at school, college and universities level that, understudies at various levels can use the benefits of physical instruction legitimately. Physical education is compulsory subject at high level of schooling but it becomes optional subject in senior secondary level. Physical education, recreations and games exercises are a decent wellspring of channelizing the quality and vitality the correct way. As concern society, peoples are also takes interest in physical

education, games and sports. Parents also should motivate their children to participate in games and to learn physical education components very deeply because they figure out how to modify and comprehend themselves better, when they play together. They ought to give every day playing task or minor games in such an approach to improve their physical quality and mental pleasure.

### Conclusion

As concern self-regulation we can say that academic achievement in physical education can be increased by a good self-regulation attribute.

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