

The Effect of Self-Regulation Skills on Self-Efficacy and Happiness of High-School Students

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ABSTRACT

The main aim of this research was to determine the impact of self-regulation skills on self-efficacy and happiness of high-school girls. A quasi experimental research method was used. 30 students of the member of sample group, were randomly assigned to experimental (n=15) and control group (n=15). The Sherer self-efficacy scale and Oxford Happiness Inventory were used for data collection. Self-regulation skills were instructed in six session to the experimental groups, but control group did not receive any intervention. analysis of covariance showed that goal centering, goal penetration, internal motivation, problem solving skills and self-evaluation of the students who received self-regulation instruction were greater than those of students not receiving such instruction. Also the instructing self-regulated skills have a positive effect on happiness of in experimental group. Thus, the acquisition of self-regulation can increase the motivation of students for success and happiness.

KEYWORD: self-regulation, self-efficacy, happiness, girl students.

INTRODUCTION

People have some beliefs about their abilities that produce optimal performance. These beliefs are named Self-efficacy. Self-efficacy beliefs are about feeling, thinking, motivation of people. Beliefs related to self-efficacy, make these different effects through some important process, that include cognitive, motivational, affective and selection process. High-school students, especially adolescents girls need happiness. Happiness is the ultimate goal of all human and made of cognitive, social and emotional components [1].

Education systems in different ways increase the efficiency and happiness of the students. Teaching self-regulation skills can use as important way to develop self-efficacy and happiness. Based on the research of Zimmerman [2], self-regulation is the self-directed strategy that helps students to transform their cognitive abilities into academic skills [2-3]. This strategy can involve the use of learning skills like time management, organization, reading comprehension, writing test preparation and taking, note taking strategies, communication skills, and so on. It is important that students try to learn a number of effective strategies, for evaluating the learning situation, and choose the best strategy for the situation [3]. Self-regulation skills include useful factors like goal setting, motivation, commitment, attitude towards learning, and concentration [3].

Learning the self-regulation takes place when students activate and maintain cognitions and behaviors consistently oriented toward the achievement of learning goals. The process related to self-regulated learning involve activities focused on target that can persuade, change, and reinforce students [4]. Lavasani and et al. [5] showed in their research that training the self-regulation strategies have significance effects on the academic motivation and self-efficacy in students. Today, not only in the extent of emotions, but also to all areas related to psychology is emphasized on the importance of self-regulation [5]. Koestner et al [6] showed that self-regulation can reduce depression symptoms of students and also the adaptation of students can increased by self-regulation. In a research about the effect of self-regulated strategies in improving the psychological well-being, was determined that self-regulation have positive effects on components of well-being in students [7].

Most research about self-regulation is made about the academic achievement, but there is limited study in the field of positive psychology. For this purpose it is necessary to improve psychosocial skills training to adolescents so that they could manage motivation, cognition and behavior in academic areas. Therefore, it

is essential to study about the effects of teaching self-regulation skills on self-efficacy and happiness of students.

The Participation and Research method

The main aim of this research was to illustrate the impact of self-regulation skills on self-efficacy and happiness of high-school girls. The statistical population in this research is consisted of all 15-16-year-old girl in one of the high schools in Tehran city. To choose the proper samples in the study, purposive sampling was used. A quasi experimental research method was used with pre-test, post-test of the control group. The member of sample group 30 students was randomly assigned to experimental (n=15) and control group (n=15).

In the initial phase after going to a high school the Oxford Happiness Questionnaire was conducted on 130 high school students. 30 Students who had the lowest scores on self-efficacy and happiness were considered as original sample in experimental and control group. After the pretest, the experimental group affected by the independent variable (self-regulated learning strategies). The group has been training for six sessions, weekly and 120 minutes were presented in each session. Control group during the experiment did not use self-regulatory learning strategies.

This research was constructed according to Zimmerman and Risemberg [8] Education Program. The structure of self-regulatory skills, including familiarity with the self-regulation, motivation increasing and goal setting steps, teaching self-reinforcement, positive thinking, cognitive and metacognitive strategies and management time.

Research instruments

The instruments used for data collection was the Sherer self-efficacy assesment scale [9] that have a good reliability and validity. This question was performed on the students for evaluating the internal consistency using Cronbach's alpha method that the correlation coefficient was obtained 0.78.

The Oxford Happiness Inventory (OHI): This questionnaire has been developed in 1990 by Argyle and Lu [10]. Argyle after consultations with the "Beck" reversed her clauses of depression scale to cover other aspects of happiness. Finally, decisive questionnaire form containing 29 questions consisting 29 items with multiple options was prepared. Values were obtained (0.92 ,0.93) by split-half method of Spearman-Brown and through internal consistency method of Cronbach's alpha obtained the reliability of this questionnaire equal to 0.91. This study was done on the students for studying the internal consistency using Cronbach's alpha method obtained the correlation coefficient of 0.78 for the happiness questionnaire [11]. This study was done for measuring the reliability of the questionnaire via the test- retest method and with an interval of 4 weeks.

RESULTS

In table1 the descriptive statistics related to the self-efficacy components and happiness of 30 students of the sample in two groups are reported. For the experimental group the scores of self-efficacy components and happiness can be considered, in comparison with the control.

Table 1. The result t-test of self-efficacy components and happiness in two group

variable	group	M	SD	df	t	p
goal centering	control	-0.45	2.04	28	2.16	0.001
	experimental	0.88	3.03			
goal penetration	control	0.14	4.11	28	4.36	0.001
	experimental	4.8	4.79			
internal motivation	control	1.65	3.35	28	3.89	0.001
	experimental	4.6	2.89			
problem solving	control	-0.2	3.57	28	2.44	0.001
	experimental	1.82	3.35			
self-evaluation	control	2.4	6.52	28	3.99	0.001
	experimental	8.57	6.35			
happiness	control	0.28	2.34	28	4.98	0.001
	experimental	6.1	3.14			

Table 2. Analysis of covariance on self-efficacy

Source	Sum of Squares	df	Mean Square	f	p
group	665.23	1	665.23	4.27	0.02
Error	10580.61	28	155.59		
total	11245.84	29			

The analysis of co-variance in table 2, showed that the self-regulation skills can increase the self-efficacy of experimental group in comparison with the control group ($P < 0.001$).

Table 3. Analysis of covariance on happiness

Source	Sum of Squares	df	Mean Square	f	p	Eta
Pre-test	40.44	1	40.44	3.96	0.47	0.12
group	278.89	1	278.89	27.34	0.001	0.50

The results of the ANCOVA showed that self-regulation skills can increase the happiness of students in experimental group ($P < 0.001$).

Conclusion

The results of current research indicated that teaching the self-regulation skills has a positive and significant effect on the self-efficacy of high school students. It showed that self-regulation training, through the goal-setting and cognitive skills can help student for increasing the self-confidence and self-efficacy. The results of the research are along with other researchers, like Pintrich and shank [12], Pajares, Britner &Valiante [13], Swlender and Karin [14], Cazan, [15] and Lavasani et al. [5]. These researchers have believed that self-regulation skills, contributes to review its own judgment and can increase the ability of self-efficacy in students.

A sense of efficacy can increase the academic achievement and psychological well-being in many ways. Students with high confidence in their abilities, try to consider difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an effective attitude can promote intrinsic motivation in students. They prepare themselves for choosing the challenging goals, and have a high commitment to them. Beliefs related to self-efficacy can affect in important choices of life, level of motivation, quality of functioning, hardiness related to psychological vulnerability like stress and depression [16].

These students first try to use the process of self-regulating by determining their important goals, then choose the suitable strategy for managing their own programs so that achieving their goals. Students with high self-regulation skills, make a rational relationship to the previous information. Students can aware of the quality of their knowledge and ability, by using self-questioning, self- controlling and self- assessing as a metacognitive strategies. Students can reach to achievement academic, through using opportune learning strategies, regulating the specific goals, and enjoying the challenges of homework. Finally after using these strategies, students have a high level of self-efficacy that causes a happiness mood.

The other results of this study have showed that there are significance different in happiness between control and experimental groups. The experimental group, after spending his training, have more happiness. These results are consistent with findings of Singh et al. [17], Rezvan, Ahmadi & Abedi [18] and Mousavi, Paivastegar & poursharyari [19]. Adolescents course leads to reduce in control of emotions and behaviors and causes negative attitude towards self, life and future. It can be suggested that self-regulation skills can foretaste the future self-efficacy and happiness of students. So using better learning strategies like cognitive skills and metacognitive skills, and also attention to progress, not only can improve the belief of self-efficacy and academic achievement in students, but also these skills are effective in increasing motivation and happiness of students.

In addition, while this research focused on self-regulation as a potentially important skill for self-efficacy and happiness of students, there are still a number of factors that may operate to affect positive outcomes and have yet to be explored. Such important protective factors include personality characteristic, talents and self-concept. The more attention concentrated on the nature of positive processes that increase competence in the students, the more this study will be able to offer in order to increase competence in students throughout educational systems.

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