



A Study on Self-Control among Secondary School Students of Aizawl City

¹Lalrimtuii, ²Dr. Donna Lalnunfeli and ^{*3}Dr. Tracy Lalduhawmi

¹M.Ed Student, Institute of Advanced Studies in Education (IASE), Aizawl, Mizoram, India.

²Assistant Professor, Institute of Advanced Studies in Education (IASE), Aizawl, Mizoram, India.

^{*3}Assistant Professor, Govt. Hrangbana College, Aizawl, Mizoram, India.

Abstract

This study was conducted through Descriptive Survey Research and used Self-Control Scale developed by Prof. A.K. Singh (Patna) and Dr. A. Sen Gupta (Patna) which was developed in the year 2013. The sample consisted of 300 students from higher secondary school in Aizawl City, with 139 male and 161 female using stratified random sampling method. The findings revealed that there is significant difference in the level of self-control between male and female secondary school students. It was also found that there is significant difference in the level of self-control between secondary school students with regards to their parent's educational qualification and there is also difference between government and private secondary school students in their level of self-control.

Keywords: Self-control, secondary school students.

Introduction

Self-control is the ability to regulate one's own behaviour and emotions, particularly in challenging situations. Self-control or the ability to manage one's impulses, emotions, and behaviours to achieve long-term goals is what separates humans from the rest of the animal kingdom. It is mainly based on the prefrontal cortex, which is the brain's planning, problem-solving, and decision-making centre and is substantially larger in humans than in other mammals. Self-control is an ongoing conflict between impulsive behaviour and doing what is good or helpful. It is the ability to regulate one's emotions, desires, or behaviour in order to attain a greater goal.

Several authors have noted the challenge of defining and measuring self-control (also referred to as self-regulation, self-discipline, willpower, effortful control, ego strength and inhibitory control, among other terms) and its converse, impulsivity or impulsiveness. It is the ability to regulate and alter one's own responses in order to avoid undesirable behaviours, increase desirable ones and achieve long-term goals. Research has shown that possessing self-control can be important for health and well-being. According to Baumeister *et al.*, (2006) Self-regulation has been said to be one of the most defining traits of human nature. It is a process, as explicated by Muraven and Baumeister (2000) by which a human personality exerts control over its own impulses in order to attain long term interests.

It is very important to have self-control because people who lack self-control often give in to impulsive behaviour and

emotions as well. This means that they may make poor choices that harm themselves or others and react poorly when they do not get what they want. Several studies have shown that self-control level at a young age can predict cognitive and self-regulatory skills in adolescence as well as essential outcomes such as health and well-being later in life. Moreover, having self-control is related to better grades and academic achievements which usually lead to better quality interpersonal relationships and basically, a happier life. Being prone to poor self-control, on the other hand, is more likely related with harmful behaviours and results such as impulse buying and financial debt, delay and unhealthy eating patterns. Because of these strong and healthy associations between self-control and this countless number of behaviours and outcomes, self-control has been coined a 'hallmark of adaptation'.

Research Objectives

- To study the level of self-control among secondary school students in Aizawl City.
- To compare the level of self-control between male and female secondary school students in Aizawl City.
- To compare the level of self-control among secondary school students with regard to parents' educational qualification.

Null Hypotheses

- There is no significant difference between male and female secondary school students in their level of self-

control.

- ii). There is no significant different in their level of self-control among secondary school students with regard to parents' educational qualification.

Method of the Study

The study adopted Descriptive Survey Research as the study tends to describe the characteristics of population without changing it.

Population of the Study

The population in this present study comprised of all Government, Private and Deficit secondary school students in Aizawl City. According to the statistical data of Department of School Education, there are 94 secondary schools in Aizawl City affiliated under Mizoram Board of School Education (MBSE).

Table 1: Population of the Study

Sl. No	Type of School	Gender		Total
		Male	Female	
1	Government	1953	2228	4181
2	Private	2701	2686	2686
3	Deficit	758	1072	1830
				8697

Source: DEO, Aizawl

Sample of the Study

The sample of the present study comprised of 300 secondary school students from Government, Private and Deficit secondary schools in Aizawl City. The data were collected using Stratified Random Sampling Method. The sample consists of 139 male and 161 female i.e., 300 in total. There is no clear demarcation on sample taken on account of gender, age, address, parental education etc.

Table 2: Sample of the Study

Sl. No	Type of School	Gender		Total
		Male	Female	
1	Government	50	50	100
2	Private	60	40	100
3	Deficit	51	49	100
Total Sample				300

Tools Used

For the study, Self-Control Scale developed by Prof. A.K. Singh (Patna) and Dr. A. Sen Gupta (Patna) which was developed in the year 2013 was used. The scale consists of 30 items and is based upon three important dimensions of self-control. They are:

- Degree and adequacy of self-regulation (that is, delay of gratification)
- Freedom from impulsivity (that is, resistance to temptation)
- Freedom from self-centredness.

Procedure of Data Collection

The investigator obtained permission from the Head of Institution to collect data. After building a rapport with the subjects and having explained about the purpose and utility of the test is confidential and give them time to respond to the statements. The investigator administered the test and collects

the test booklet personally for data analysis and interpretation. The investigator ensured that no item is left unanswered by the respondents.

Method of Data Analysis

For analyzing the data, statistical techniques like Mean, Standard Deviation and t-test were employed.

Major Findings

Objective No.1: To study the level of self-control among secondary school students in Aizawl City.

In order to find out the level of self-control among secondary school students in Aizawl City, the calculated scores are shown in the following table:

Table 3: Overall study of the level of Self-Control

Sl. No	Percentile Rank	Description	No. of Students	Percentage
1	P ₉₀ and above	Very High	28	9.33%
2	P ₇₀ to 89	High	52	17.33%
3	P ₅₀ to 69	Medium	52	17.33%
4	P ₃₀ to 49	Low	56	18.66%
5	P ₂₉ and below	Very Low	112	37.33%

The above Table reveals that out of 300 Secondary school students, 28 (9.33%) students have very high level of self-control, 52 (17.33%) students have high level of self-control, where another 52 (17.33%) students fall under medium level of self-control. However, 56 (18.66%) students are in the category of low level and most of the students i.e. 112 (37.33%) students have very low level of self-control. Therefore, the highest percent of respondents are found to have very low level of self-control which is followed by respondents with low, medium, high and very high level of self-control respectively.

Objective No. 2: To compare the level of self-control between male and female secondary school students in Aizawl City.

In order to find out the level of self-control between male and female secondary school students in Aizawl City, calculation of mean value and standard deviation was done followed by t-test.

Hypothesis No. 1: There is no significant difference between male and female secondary school students in their level of self-control in Aizawl City.

The following table shows the comparison of male and female secondary school students in Aizawl City.

Table 4: Comparison of Male and Female Secondary School Students in their level of Self-Control

Gender	N	Mean	SD	SED	df	t-value	Level of Significance
Male	139	16.84	3.38	0.37	298	4.32	Significant
Female	161	15.24	3.34				

The above Table shows the comparison done between male and female secondary school students in their level of self-control. It can be observed from the table that the mean score of male secondary school students is 16.84 and standard deviation is 3.38 while the mean and standard deviation of female secondary school students is 15.24 and 3.34 respectively. The SED shown on the table is 0.37 in which the degrees of freedom is 298, and the calculated t-value is 4.32.

The calculated 't' value is 4.32 which is greater than the critical 't' value at 0.01 level, shows that there is significant difference in the level of self-control between male and female secondary school students in Aizawl City. Therefore, the null hypothesis, "There is no significant difference between male and female secondary school students in their level of self-control in Aizawl City" cannot be accepted since the two groups differed significantly at 0.01 level of confidence. A comparison of mean scores between male and female secondary school students shows that male secondary school students have higher mean scores than female secondary school students. Therefore, it can be concluded that, male secondary school students have higher level of self-control than female secondary school students in Aizawl City.

Discussion

This finding is in contradiction with the findings of Dhara (2011), Javiya (2019) and Rokhum (2019), where it was found that there exists no significant difference on the level of self-control between male and female students. Whereas Suresh and Jadhav (2015), Wang *et al.* (2017) and Iqbal and Shams (2020) findings also revealed that there exists significant difference on the level of self-control between male and female students. The findings of Suresh and Jadhav (2015) also concluded that male have higher level of self-control than female.

The present study also indicated that there has been a significant difference between the level of self-control among male and female secondary school students in Aizawl City. The result also shows that male students have higher level of self-control than female students. The probable reason may be due to difference in biological and psychological structure among male and female which contributed a lot in their self-control ability.

Objective No.3: To compare the level of self-control between secondary school students with regards to parents' educational qualification in Aizawl City

In order to find out the level of self-control between secondary school students with regard to parents' educational qualification in Aizawl City, calculation of mean value and standard deviation was done followed by t-test.

Hypothesis No. 2: There is no significant difference in the level of self-control between secondary school students with regard to parents' educational qualification.

The following table shows the comparison of the level of self-control between secondary school students with regard to parents' educational qualification in Aizawl City.

Table 5: Secondary School Students level of self-control with regards to parents' educational qualification

Parents' Educational Qualification	N	Mean	SD	SED	df	t-value	Level of Significance
Graduate and Above	193	16.38	3.48	0.38	298	2.92	Significant
Below Graduate	107	15.27	3.28				

The above Table shows the comparison done on the level of self-control between secondary school students with regards to their parents' educational qualification. It can be observed from the table that students' whose parental educational qualification are graduates and above mean score is 16.38 and standard deviation is 3.48. While students' whose parental educational qualifications are below graduate mean score is

15.27 and standard deviation is 3.28 respectively. The SED shown on the table is 0.38 in which the degrees of freedom is 298, and the calculated t-value is 2.92.

The calculated 't' value is 2.92 which is greater than the critical 't' value at 0.01 level, shows that there is significant difference in the level of self-control between secondary school students with regards to their parent's educational qualification in Aizawl City. Therefore, the null hypothesis, "There is no significant difference in the level of self-control between secondary school students with regards to parent's educational qualification in Aizawl City" is rejected since the two groups differed significantly at 0.01 level of confidence. A comparison of mean scores between parents' whose educational qualification are graduate and above and below graduate shows that students' who have parents' with graduate and above educational qualification have higher mean scores than students' whose parental educational qualification are below graduate. Therefore, it can be concluded that, students' whose parental educational qualifications are graduate and above have higher level of self-control than students' whose parental educational qualification are below graduate in Aizawl City.

Discussion

The finding is similar to Duckworth *et al.* (2012) which led a study of middle school students and concluded that self-control measures were better predictors of grades, but IQ was a stronger predictor of standardized achievement test scores. The score of students whose parental educational qualification are up to Master degree is the highest amongst them, followed by parental educational attainment level of Bachelor degree. The lowest average score by the students are those parents of Class XII level. The students' intelligence comes internally or from the nurture, like factors like family income, family backgrounds and parental educational achievements.

Parental educational qualification is an important tool which enables individuals to achieve their goals, and to overcome the difficulties associated with the ideas, emotions and behaviours. It may be concluded that children of more educated parents generally develop better self-control because educated parents tend to use more effective parenting strategies, provide supportive environments, and model self-regulatory behaviours.

References

1. Agbaria Q & Atamna A. Classroom environment and self-control skills and their relationship with adolescent's violence in the Arabic community of Israel. *American Journal of Applied Psychology*. 2014; 2(2):42-52.
2. Ainslie G. Specious reward: A behavioural theory of impulsiveness and impulse control. *Psychological Bulletin*. 1975; 82(4):463-496.
<https://doi.org/10.1037/h0076860>
3. Baumeister R, Gailliot M, Dewall CN & Oaten M. Self-regulation and personality: How interventions increase regulatory success, and how depletion moderates the effects of traits on behavior. *Researchgate*. 2006; 74(6):1773-801. DOI:10.1111/j.1467-6494.2006.00428.x
4. Muraven M & Baumeister RF. Self-regulation and depletion of limited resources: Does self-control resemble a muscle? *Psychological Bulletin*. 2000; 126(2):247-259.
<https://doi.org/10.1037/0033-2909.126.2.247>.