

# 'Self-Regulation among Management Graduates: An employability perspective' with special reference to North Kerala

\*<sup>1</sup>Sivaprasad. K.I & <sup>2</sup>P.T.Raveendran

<sup>1</sup>Research scholar, Department of Management Studies, Kannur University, Kerala (India)

<sup>2</sup>Professor, Department of Management Studies, Kannur University, Kerala (India)

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### Corresponding Author

Email: ki.shiva.prasad[at]gmail.com

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## ABSTRACT

It is imperative to address the unemployment issue in India through structural changes in the educational system. Since the universities and other educational institutions vigorously engaged in producing global cadres of youth with exclusive skills, it is the duty of the authorities to make sure that no Indian youth to be brought out from the frames of Indian educational system as unemployable. According to A P J Abdulkalam, Former President of India, with regard to Indian conditions 'Employability' is the biggest problem than unemployment. As they have become more and more frontier-less, modern-day careers are often portrayed as ones wherein personnel are proactive, employable, and self-regulative. In the context of education and learning, self-regulation refers to a student application of self-directed process and behaviors that lead to the attainment of goals. Self-regulation of learning encompasses creating a plan, selecting a learning strategy, and then monitoring progress and making adjustments as needed. This paper examines the perspective among Management students at post-graduation level about self-regulatory learning and its various dimensions including gender differences. The data for the study has collected as part a primary survey and standard questionnaire is used for data collection. The trend of the result is more favorable to the Female students that the female students have more consciousness regarding self-regulatory measures when compared with their male counterpart. The conclusion of the study is that the Self-regulation is one of the most in-demand abilities for individuals entering a workplace and if we want anticipates prosperous talented Next generation of India, the system has to be equipped with more employable skill including self-regulatory skill.

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## 1. Introduction

Employability of youth is a major issue that is on the agenda of our country presently. It is always a hot discussion topic that the population explosion is a boon or curse. By 2020, sixty-five percent of the Indian population will be under the age of 35. It will be a huge benefit to India in general if we could utilize this 'demographic dividend' in its full-fledged manner. Mushrooming of institutions and consistent decline of standards of higher education is not a standalone problem of any of state in India, rather it questions the quality of an educational system which is prevailed in India till this time and also its capability to improve the quality of the course content to scale up their employability of the learner. India graduates more than 5 million graduates every year. It is important to understand what proportions of graduates that come out every year are actually employable in India's knowledge economy. In a study conducted by aspiring minds, among 60,000 graduate students across various disciplines, the findings reveal that 47 % of graduates are not employable in any sector, fewer females are pursuing graduate degrees and show similar or lower employability to males and English and Computer Skills dampening smaller town employability prospects significantly, owing to different reasons including education system promoting rote learning in place of actual application of concepts( Aspiring Minds; Employability Report on Indian graduates: 2016). National sample survey report found that only ten percentages would get any kind of access or training to skilled employment opportunities out of 470 million people of

working age in India. It is a fact that skill acquisition and reinforcement of learning have become holding a substantial credit to stay as updated and employable. It is doubtful that the current or traditional learning method is enough to tackle the speed and agility of the changes in the modern competitive world. According to the HRD ministry, India has 6,214 engineering and technology institutions which are enrolling 2.9 million students, but the dismal state of higher education in India ensures that they simply do not have adequate skills to be employed. There is a massive disparity between demand and supply when it comes to employment opportunities and a skilled workforce. Therefore, it is the need of the hour to place a radical change in a learning system among higher educational institutions including Universities. Harvey (2001); Yorke and Knight (2006) were sharing the same thoughts that employability is an outcome of learning or the concept itself derived out of good learning. Hence we could reach a judgment that result of self-regulated learning has a close association with employability.

## 2. Self-regulation

In the context of education and learning, self-regulation refers to a student's application of self-directed processes and behavior that lead to the attainment of goals, self-regulation of learning encompasses creating a plan, selecting learning strategies, and then monitor progress and making adjustments as needed. According to Zumbunn et al (2011), self-regulation helps to manage their thoughts, emotions, and behavior in

order to drive their learning experience whereas Shanker (2012) told that it is a capability of a student to deal with stressed situations efficiently and effectively. Paris and Paris (2001) identified some inquiry-based and student-centered strategies which explained about the practical application on how self-regulatory measures can implement in classrooms and also he identified few main areas of application; such as literacy instruction, cognitive engagement, and self-assessment. In his words, these applications would help them to become more autonomous and cultivating the habit of self-regulated learning among the students. Dweck and Master explained few characteristics possessed by who does have self-regulatory measures might be daydreamers, less prompted or rarely finished their assignments etc. On the contrary, those who eager to practice self-regulation, may frequently ask questions, prepare hand notes, well-organized and effectively allocate their resources. Blustein (2011) detailed about the importance of job in everyone's life, and they would search the possibility of getting the best job which endows with necessary resources for continued existence and leads to individual satisfaction. He attributes that self-regulation help the student to become the highly skilled person and acquire occupational competence. (Blustien 2011; Blustein 2013). Employability classified into two perspectives, Micro and Macro respectively; Micro factors involve personal aspects in keeping or getting a job and the Macro factors involve contingency aspects like government, organizational factors in addition to the economic policy. Mainly there are four phases; namely Planning and goal setting (phase 1), the various monitoring process (Phase 2), efforts to control and regulate (Phase 3) and finally, as phase four; different kind of reflections and reactions in the context or in the task. These are the different areas for self-regulation that a person can attempt to monitor, control and regulate to maintain employability, namely to keep a work after being employed.

### 3. Literature review

According to Zimmerman (2000), systematically framed thoughts (self-generated), Actions, feelings which are designed to influence acquiring skills and knowledge. Self-regulation of learning refers to students' self-generated thoughts, feelings, and actions that are systematically designed to affect the learning of knowledge and skills. Zimmerman interpreted about self-regulated learners are the individuals who are behavioral, motivationally and cognitively dynamic participants in their self-regulated learning process. Irrespective of all disciplines, the concept of self-regulation has been acquired rampant acceptance including science disciplines, sports psychology etc (Azevedo et al. 2007; Bembenuddy et al. 2013). in a study by Winne, Boekaerts, Pintrich, and Zimmerman investigate the issues with regard to the self-regulatory aspects, those are the inspirational factors, processes, the capacity of the students and also its influence in the physical and social environment. (Zimmerman and Schunk 2011). According to Sharon (2011) et al, self-regulated learning process requires a learner's to independently plan, examine and assess learning and also he stated that the self-regulation is a vital predictor of achievement and student academic motivation. Pintrich (1990) commented in his study that there is not any direct relationship between intrinsic value and academic performance as in the case of students, but he found that there is a significant relationship

between cognitive strategy and self-regulation and he revealed that depending on outcome measure, self-regulation self-efficacy and test anxiety emerged as best indicator of performance. Studies on self-regulation have revealed that in practically all levels of learning enterprises, when learners employ in self-regulatory processes such as making a plan or goal setting, self-monitoring, self-assessment, and self-reflection, students achieve high levels of individual, academic, and career outcomes in social platforms and also in different contexts as well. Self-regulatory measures work as a 'change agents' who enlarge and adapt with the intention to effect their own functioning and goals while maintaining control over their outcomes and environment.

### 4. The rationale of the study

Hardly 10, 000 days on average, could spend by an Indian postgraduate student in the campus. Studies say that a sizeable portion of passed out students are unable to get offers owing to lack of proper skills. India is holding largest pool young talents in the world, but no Indian university is there to figure out among the top 200 universities in the world. Universities are popularly known as 'center of excellence'; criteria of admission are purely on the basis of merit but unfortunately, the universities have failed to produce the results in accordance with the expectations. Students are more involved in textbook oriented studies, he doesn't know what is happening outside the classroom. The student with a good memory can substantially score in written examinations but the nominal percentage of students can perform in accordance with his or her academic brilliance. Since freshers enter their workplaces directly from their academic environments, quite often, the transition is not smooth. From lack of awareness regarding workplace etiquette to unrealistic expectations regarding their roles and from lack of exposure to the collaborative environment to inability to meet deadlines, likewise, many reasons are there why several students failed miserably in challenging situations. Self-regulatory measures have a significant role in cultivating necessary qualities among the students to tackle the real-life problems through proper disciplinary measures. Self-regulation of learning helps to create a plan, choose learning strategies, and then regulate or monitor progress and making adjustments as needed. This study tries to analyze the awareness of self-regulation and to what extent they are applying the same during study time.

### 5. The objective of the study

- To study, the self – regulatory measures and its various dimensions among the Post Graduate Management.
- To identify the gender-related differences in perceptions regarding self-regulation among postgraduate students in the Department of Management Studies.

### 6. Methodology

The primary data is collected through a standardized questionnaire to elicit the perception of postgraduate Management students with regard to the self-regulatory measures. The questionnaire prepared after an extensive review of literature resulted in the identification of four

components that are inevitable for self-regulation. The study was conducted among Post Graduate Management Students from Department of management studies at Thalassery campus, Kannur University. The Geographical limit of the study confined to the students comes from the northern district of Kerala, such as Kannur and Kasargod. Around 90 questionnaires were distributed, out of which 67 questionnaires were returned by the students. The study was conducted on September month 2017. The questions are based on mainly four components, such as Planning or Goal setting, Monitoring, Controlling, and Reflection. All persons belonging to 21-24 age categories.

**7. Results and Interpretations**

Total 40 girl students (70.6 %) and 28 boys (29.4) actively participated and duly responded in the survey. Within

participants majority are belongs to a low-income group, that is below one lakh rupees per year. Half of the persons come from the urban area and also they revealed that majority (63%) had studied in English medium schools at their secondary level. Out of total respondents very few (14.7) had got an opportunity to do their education in outside Kerala.

From the analysis, it is found that all the variables having to mean score greater than 3 but less than 4 as in the case of a girl student, but male students touch below 3 in few occasions. Therefore we can conclude that the strength of self-regulation stimuli is more significant on girl student than their Male counterparts. The frequency distribution pertaining to the variable of self-regulation are presented in the table No.1

Variables	Particulars	Male		Female	
		Mean	SD	Mean	SD
Plan	I plan out projects that I want to complete	3.55	.826	3.69	.829
	I have trouble making a plan to help me to reach my goals.	2.85	.988	3.33	1.035
Monitor	I track my progress to reaching my goal	3.70	.733	3.48	.899
	Identify what I need and what gets done on a daily basis	3.10	1.071	3.33	1.018
Control	As soon as the things going right, I want to do something about it	3.90	.852	3.75	.838
	Keep trying many possible alternates to reach my goal	3.50	.688	3.40	.869
Reflection	I think about how well I am doing	3.20	.824	3.33	1.079
	I think about how well I have done in the past.	3.50	.946	3.79	1.031

The plan is nothing but it is for communicating what you want to attain. Majority of students of the students agree that they approached the study with well-versed plan hardly they are willing to break their safe zone or prepare trouble making plans (Especially Male students with 2.85 mean score) for the betterment of their academic-related aspects. The students are less likely to bother about the ‘time estimation’ to complete lesson or homework, especially on their home premises. As far as concerned a student who held good attitude should Immediately monitor progress and do due interference on time regarding your goal. In connection with the monitoring aspects, they are keen to know the grades and progress of status as well and also they devote more time to update on time. The students largely claimed that they are procured with sufficient information regarding their academics and they are ready to disseminate the same at any point in time. Boys have the upper hand with 3.70 mean scores whereas girl students are bitten back in tracking progress aspect with the mean score of 3.48. They (the students) are very rational in approach that they knew about what they need and how it does get done. The majority are favorable response towards a query that they will take all possible measures to complete their task-related their study within a prescribed time. Unlike the girl students (Mean score of 3.33), hardly half of the boys (with the Mean score of 3.10) are reluctant to say they are identified their needs on daily basis. Therefore we can assume that girls are more systematic their works than the boys with regard to the self-regulation aspect. Change by implementing specific strategy when things are not going as planned. The tool of controlling is applied when there is any deviation occurred in our predetermined plan, which helps to trace your faults during your learning process. It is pleasure to see that they will utilize all possible measures to study and most of the occasions they

seem to be in search of the better alternatives which helps them to strengthen their learning stimuli. Boys and girls have expressed their sheer agreement (3.90 and 3.75 respectively) with regard to the question of their involvement to enrich their regulation aspect. While students are indulged in the learning process, they will make sure that their own contribution would make their effort as worthy. Again boys kept with the edge (3.50 Mean score) comparing with the female students (Mean score of 3.40 only) when it takes the controlling aspect to self-regulatory matters. The component of Reflect refers what worked and what you can do better next time. They are keener on finding faults and correct them on proper time. The Male and Female students agree in general with the statement (Mean scores 3.50 and 3.79 respectively) that most often they could compare current performance with the previous one on how well they were done in the past. The students would be felt a ‘sense of accomplishments’ when they are performing well during their academics meanwhile they will never ready to compromise on quality. They would know the fact that the ‘failures are the stepping stone to the success’, and they will resort all the measures to prevent the same from their future. In the case of long-term assignment, the students have given a moderate response that the students are envisaged with some focus related issues.

**8. Managerial Implications**

Despite Indian higher education sector education encounters so many issues like restoring the value of education especially in social science subjects, insufficient allocation of funds for education sector, make all educations as a hub for technological and scientific research, shortage of quality faculties as well as employability issue of the students who passed out from a higher institution. It is a fact that all

inherent issues are there with Indian education, it is important to see many Indian origin talents are adorned the supreme positions in conglomerates across the world. But we cannot assert much upon their accomplishments because they might be the product of the greatest universities in foreign countries like Harvard or Oxford. Self-regulation is a part of discipline imposes on himself, which helps to identify and explore the opportunities and also find his own strength or weakness. As far student concerned, self-regulation is a part of self-awareness, they can choose and feel what they want to know and study. Certainly, kinesthetic style of learning helps to enhance the effectiveness of their study. Self-regulation helps to be dynamic, swift response to the changes and can be easily being able to evolve according to the need.

## 9. Conclusion

Comparing with students at secondary or senior secondary level, College students have confronted with more workload, more material to study and also need depth reading etc. Some studies show they are positively influenced by self-regulatory measures and while other studies indicate they are not (Poverty, Brobst and Graham & Shaw, 2003). In this study, we take some areas of self-regulation such as planning, Monitoring, control and reflection to assess the awareness and intention to practice the same among students. The results of the study are showing that they are more serious about self-regulatory strategies and they are favorable to exercise the same across their study time or in the career. It is found that that there are some differences in exercising self-regulatory measures in connection with gender aspect, that is female students would be kept with an edge in practicing self-regulatory measures when compared with their male counterparts. The Results as per table 1 shows that Girls are

holding the better spot in planning /goal setting and reflection but as in the case of monitoring and controlling aspects, boys and girls are almost same in their self-regulation strategies. This study focused on various dimensions regarding self-regulation among postgraduate students, which shares prospectiveness for the future. Today's students are tomorrow's citizens who would decide the destiny of the nation. We can have a dream together that responsible, disciplined, skilled Indian youth will rule the world once.

## 10. Research Gap

The variables used in this study is not an occupational – discipline specific, so it can be used the same to measure the self-regulation in other disciplines too. Furthermore, this focus group (students) can be used to elicit more information regarding how motivational discipline related aspects work in different streams like technology and also social science. The employers are the real authorities who can sense or evaluate the employability measurements so More efforts and study should be needed in that direction too.

## 11. Limitations

The study is limited to students who located in North Kerala Only. The data were collected from limited student's i.e. Post Graduate Management Students from Department of management studies at Thalasseri campus, Kannur University, which restricted the researcher to generalize the findings. So conclusions arrived at based on this study, need to be placed in proper perspective before application elsewhere.

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