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A study on self-monitoring of college students in ongkharak district

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Abstract



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Keywords:

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This study analyzed the self-monitoring behaviors of college students in Ongkharak District. A normative survey method was adopted, with 100 college students randomly selected from various colleges in the district as participants. The research instrument used for data collection was the Self-Monitoring Questionnaire, developed by Dr. Ed Diener, and validated at a 0.05 level of significance. The study aimed to assess the self-monitoring levels of students and examine potential differences based on gender. The findings revealed no significant differences between male and female college students in their self-monitoring abilities. This indicates that gender does not play a critical role in influencing self-monitoring behaviors among college students in this context. The study highlights the uniformity in self-monitoring levels regardless of gender, suggesting a need for further exploration of other demographic or psychosocial factors that may contribute to variations. Future research could expand the scope by including larger and more diverse student populations or examining additional variables such as academic performance, personality traits, or social interactions.

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INTRODUCTION

In today's rapidly evolving educational landscape, the pursuit of higher education has become increasingly demanding and competitive. College students, faced with a multitude of academic, social, and personal challenges, find themselves navigating a complex web of responsibilities. In this context, the concept of self-monitoring takes center stage as a critical component of student success and well-being. The ability to

self-monitor, or systematically observe and regulate one's own behaviors, thoughts, and emotions, is an essential skill that can significantly impact a college student's academic performance, personal development, and overall satisfaction with their educational experience.

As students strive to excel academically, establish meaningful relationships, and maintain a healthy work-life balance, their capacity to effectively self-monitor plays a pivotal role in their journey.

This study aims to delve into the multifaceted realm of self-monitoring among college students, shedding light on the various dimensions and factors that influence this crucial skill. Through a comprehensive examination of self-monitoring practices, behaviors, and their outcomes, this research endeavors to provide valuable insights into the ways in which college students can optimize their self-monitoring abilities to enhance their academic achievements, personal growth, and overall well-being.

Self-monitoring involves having a student keep track of his or her behavior. During research involving students monitoring their own behavior, it has been observed that subjects alter their behavior simply after consciously keeping track of it. One reason for such change is that self-monitoring helps decrease impulsivity by training the student to be aware of his or her behavior.

STATEMENT OF THE PROBLEM

Formally the problem can be stated as follows:

"A Study on Self -monitoring of college students in ongkharak district.

SELF MONITORING

Self-monitoring strategies are plans used to increase independence in academic, behavioral, self-help, and social areas.

OBJECTIVES OF THE STUDY

To find out significant difference between the College students with respect to Self-Monitoring based on their Gender

To find out significant difference between the College students with respect to Self-Monitoring based on their Location

To find out significant difference between the College students with respect to Self-Monitoring based on their Types of Family

To find out significant difference between the College students with respect to Self-Monitoring based on their Medium of instruction

To find out significant difference between the College students with respect to Self-Monitoring based on their Mode of study

To find out significant difference between the College students with respect to Self-Monitoring based on their Types of Management

HYPOTHESES OF THE STUDY

There is no significant difference between the College student with respect to Self-Monitoring based on their Gender

There is no significant difference between the College student with respect to Self-Monitoring based on their Location

There is no significant difference between the College student with respect to Self-Monitoring based on their Types of family

There is no significant difference between the College student with respect to Self-Monitoring based on their Medium of instruction

There is no significant difference between the College students with respect to Self-Monitoring based on their Mode of study

Table 1 showing the Mean Difference in the self-monitoring Scores of Male and Female of college students

Gender	N	M	SD	t-value	Significance at 0.05 level
Male	38	34.3421	13.06796	0.232	Not significant
Female	62	33.6452	16.72055		

There is no significant difference between the College student with respect to Self-Monitoring based on their Types of Management

RESEARCH DESIGN

Method of the study:

The researcher adopted the Normative Survey method to collect the relevant data from desired areas.

Sample:

In the present the sample is college students in Ongkharak district.

Sample Size:

In the present study sample size is 100 college students in Ongkharak district.

Sampling Technique:

The sample for the study the investigator used simple random sampling technique for the selection of sample.

Research tools used in the present study

To verify the framed hypotheses the following tools and techniques were used in the present investigation

Self- Monitoring questionnaire developed by **Dr. Ed Diener**

Statistical Techniques

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following statistical techniques were used.

Descriptive analysis

Differential analysis

Major Findings of the study

It is found that male and female college students do not differ significantly in their self-monitoring. It is found that Thai and English medium of college students do not differ significantly in their self-concept. It is found that students residing in rural and urban do not differ significantly in their self-monitoring. It is found that the college students belonging to the joint and nuclear family do not differ significantly in their self-monitoring. It is found that the dormitory and day scholar students do differ significantly in their self-monitoring.

It is found that college students belonging to different types of management do not differ significantly in their self-monitoring

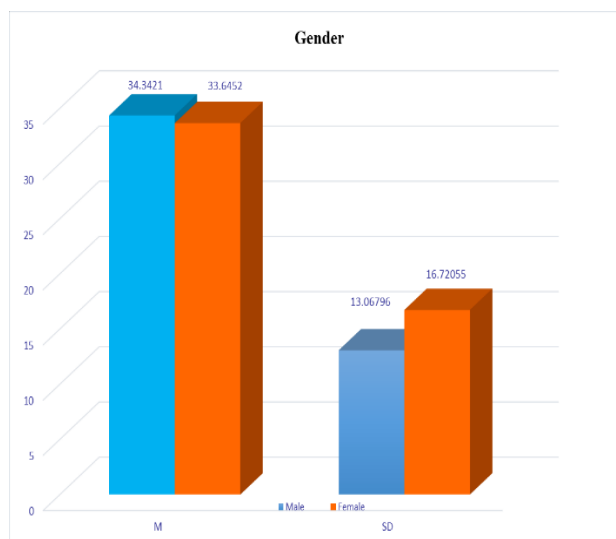


Figure 1 showing the Mean Difference in the self-monitoring Scores of Male and Female of college students

Educational Implication

A study on self-monitoring of college students can yield valuable educational implications that can enhance the overall learning experience and student success. The analyses of the self-monitoring scale showed that there different types or classes of people differing in kind with respect to controlling expressive behavior. Self-monitoring will not only help them in the classroom, but hopefully in real-life situations. They are becoming responsible for and accountable for their test scores; it isn't just a number/grade on a piece of paper anymore. By becoming responsible for their actions, students might be saved from developing learned helplessness. If students feel that they are not responsible for their own performance, they sometimes place the blame on others believing that the situation is out of their control, creating learned helplessness.

The results also show difference in the level of self-monitoring among different management of college students. It is mainly due to the climatic condition of the college campus and college environment. Hence the education department must look at this difference and can direct the school departments to improve their infrastructure and the level of collegestudents.

Conclusion

This study was successful in helping to analyze student achievement. The self-monitoring strategy is one that helps students focus on their achievement. During the data collecting period, it became apparent that the class' average test scores either increased or stayed relatively the same. The literature that the investigator read to prepare for this research showed that students with special needs would benefit greatly from these strategies. The self-monitoring strategy provided a focus and purpose for the students. It created

incentives by setting personal goals and rewards. Incentives play a key role in motivation whether they are intrinsic incentives or extrinsic incentives. Using reinforces to motivate change. Once the program is implemented and the child is aware of his or her target behavior, introduce reinforces for the positive behavior. This may help in motivating the child to improve that behavior. To be successful self-monitors, students need to learn to keep track of what they are doing and how they are thinking so they can adjust their behaviors and thoughts in order to meet goals or complete tasks. Hence this study will help the current and future teachers and students in the education field and also helpful for the other investigators to upgrade this issue to find a fruitful solution for the problems surviving in the education field.

Ethical Approval

No ethical approval was necessary for this study.

Author Contribution

All authors made substantial contributions to the conception, design, acquisition, analysis, or interpretation of data for the work. They were involved in drafting the manuscript or revising it critically for important intellectual content. All authors gave final approval of the version to be published and agreed to be accountable for all aspects of the work, ensuring its accuracy and integrity.

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