

Introduction & Purpose

Self-regulation is necessary to help achieve lifestyle goals such as nutrition, weight, and time management in addition to a respectable academic record and rewarding social standing. To be self-regulated means that an individual sets goals, participates in behaviors that are geared towards meeting those goals, tracks progress toward those goals, and makes necessary adjustments in behavior to stay on track towards those goals (Terry & Leary, 2011). Individuals who exhibit high self-regulation are more successful in managing their health, achieving high academic performance, attaining personal goals, and engaging in quality social interactions. **This study explores whether a simple time-management and planning exercise can teach self-regulation behaviors to individuals over time.**

Methodology

- Participants ($N = 20$) from Mid-Atlantic colleges and universities were randomly assigned to one of two conditions (**Self-Regulation Practice, Control**) in a between-subjects design and a **Pre/Post** questionnaire in a within-subjects design
- For each participant, self-regulation was measured once prior to the training, and again three weeks later.
- Self-regulation was measured using 50 of the 63 questions from the Self-Regulation Questionnaire (SRQ; Brown, Miller, & Lawendowski, 1999), an assessment of self-regulatory processes. All SRQ items are rated on a 5-point *Likert* scale (1 = *strongly agree*, 5 = *strongly disagree*).

Results

- Data failed to show a reliable effect of self-regulation training.**

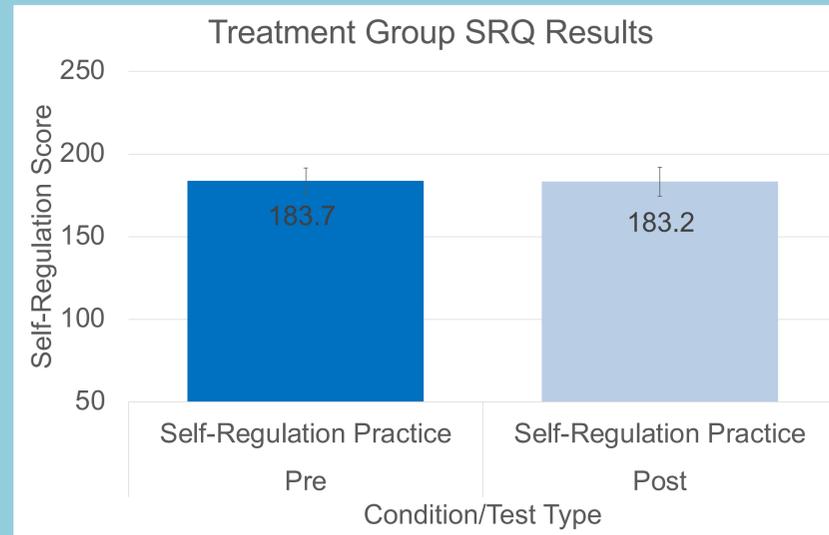


Figure 1. Comparison of pre/post SRQ results for the treatment group +/- 1SD.

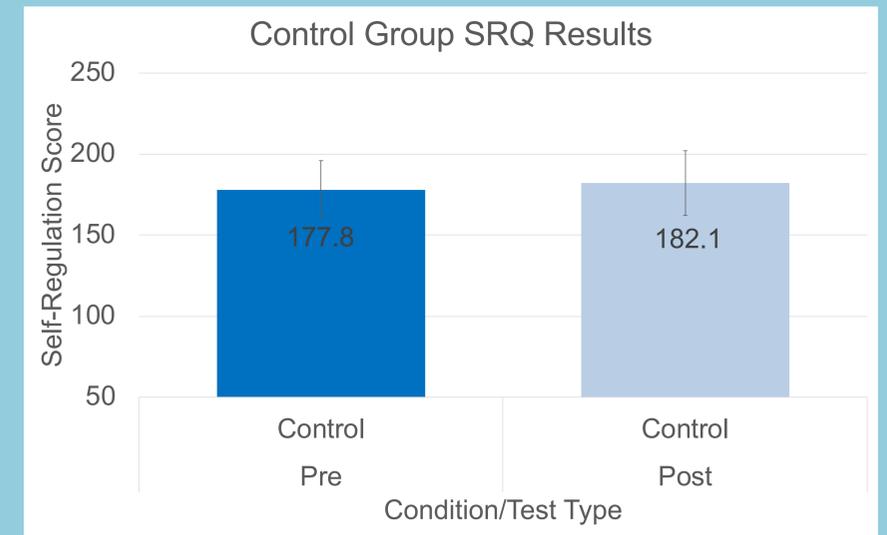


Figure 2. Comparison of pre/post SRQ results for the control group +/- 1SD.

- A 2 by 2 (Condition: Self-Regulation Practice and Control, Test type: Pre and Post) mixed factors ANOVA failed to show the predicted interaction $F(1, 18) = 1.236, p = .281, \eta^2_p = .064$, and it also failed to show a difference in the pre and post tests $F(1, 18) = 0.814, p = .379, \eta^2_p = .043$.
- There was not a statistically significant between group effect observed when comparing the treatment group and the control group $F(1, 18) = 0.286, p = .599, \eta^2_p = .016$.

4. I doubt I could change even if I wanted to.	1	2	3	4	5
5. I have trouble making up my mind about things.	1	2	3	4	5
6. I get easily distracted from my plans.	1	2	3	4	5
7. I reward myself for progress toward my goals.	1	2	3	4	5
8. I don't notice the effects of my actions until it's too late.	1	2	3	4	5
9. My behavior is similar to that of my friends.	1	2	3	4	5
10. It's hard for me to see anything helpful about changing my ways.	1	2	3	4	5
11. I am able to accomplish goals I set for myself.	1	2	3	4	5
12. I put off making decisions.	1	2	3	4	5
13. I have so many plans that it's hard for me to focus on any one of them.	1	2	3	4	5

Figure 3. Example SRQ questions used in the study.

Conclusions

- Since the results were not statistically significant, the change in score can be easily attributed to variation in day-to-day feelings and the associated response.
- No meaningful differences in the self-regulation scores were observed.

Limitations

- Small sample size ($N = 20$)
- Limiting the study to a three-week length and to one project or assignment for the valuation may not provide enough information to generate any noticeable outcome.