

Self-Regulation in Socially Rejected Pupils

Authors : Karla Hrbackova, Irena Balaban Cakirpaloglu

Abstract : This paper is a report on self-regulation in socially rejected pupils. A certain form of social rejection can be found in almost every class within the school environment. Research shows that due to social rejection mechanisms supporting the individual's effort of reintegration into the group are not triggered. Paradoxically the opposite tendency arises, i.e., an increase in selfish and defeating behaviour. The link between peer exposure and self-regulation is likely to vary as a function of a type and quality of peer interaction (e.g., rejection or acceptance). The paper aims to clarify the level of self-regulation related to interpersonal cognitive problem-solving within the process of social rejection in a school class. The research was done on a sample of 1,133 upper-primary school pupils using the Means-Ends Problem Solving technique (MEPS) and peer sociometric nomination. The results showed that the level of self-regulated skills is related to the status of social rejection. Socially rejected pupils achieve lower levels of self-regulation than other classmates. We found deficiency in the regulation of behaviour, emotions and the regulation of will in the peer rejected pupils with the exception of cognitive regulation in which no differences were detected between socially rejected pupils and other classmates. The results have implications for early prevention and intervention efforts to foster adaptive self-regulation and reduce the risk of later social rejection.

Keywords : interpersonal cognitive problem-solving, self-regulation, socially rejected pupils, upper-primary school pupils

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