

Determinants of self-regulation of social rejected students

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ABSTRACT

Self-regulation is a capability to control or change person's behaviour. It is mechanism which allows adaptation in social group and desirable social behaviour. Social rejection which students experience in their class is a contemporary problem. Self-regulation can play important role in social rejection of students. The aim of the research was to analyse group of social rejected students from the perspective of self-regulation mechanisms. 229 social rejected students of upper primary school were identified from the randomly selected sample ($n = 1625$) of upper primary school in the Czech Republic. Sociometric test, MEPS, Cognitive Emotional Regulation and ERQ scale and self-regulation failure questionnaire were research tools. Five groups of social rejected students depending on the 1) emotional regulation; 2) cognitive problem solving which refers to students' level of self-regulation skills; 3) self-regulation failure and 4) level of social rejection in the class were identified via cluster analysis. Results show that group of social rejected students is not a monolithic block but it is internally divers group with very different subgroups of students.

Keywords: cognitive problem solving; emotional regulation; self-regulation failure; sociometric test; upper primary school students