# RESEARCH ARTICLE

## EXPLORING SELF-REGULATION SKILLS IN ADOLESCENTS

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## ABSTRACT

Success in life, well-being, and life pleasure are all linked to self-regulation. Healthy development for teenagers depends on their ability to self-regulate, or manage, their emotions, ideas, and behaviours, as they may be susceptible to peer pressure and participate in harmful behaviours. Although the importance of self-regulation in many facets of life has long been acknowledged, there are still few tools available to assess it, particularly in Indian society. The aim of this study was to develop the programme for enhancement of Self-Regulation Skill in the adolescent sample in Anand district at Gujarat. The data for this study were obtained from one of the schools selected purposively from Anand district. The self-regulation scale was constructed by the researcher and the self-regulation development programme including lectures, discussion, videos, pictures, puppets, story reading and group work was also constructed by the researcher. The programme was implemented using true experimental design in two groups only post-test. The implementation period was of ten days. The data were collected and analysed using software. The major findings showed that the programme was effective in developing their self-regulation skill. It also has impact on boys, girls and also on students from joint and nuclear family. The strong outcome is that self-regulation can be enhanced with the help of intervention programme.

# INTRODUCTION

The fundamental role that self-regulation plays in fostering wellness at all stages of life—including academic success and physical, emotional, social, and economic health—has come to be acknowledged. The act of controlling one's thoughts and emotions to facilitate goal-directed behaviour, such as the range of activities required for success in the career, relationships, and education, is known as self-regulation. As better self-regulation is associated with higher incomes, better financial planning, fewer risky behaviours like substance abuse and aggression, and lower health expenditures, it is an investment in society to support young people's development of self-regulation. While self-regulation is a focus of many programs for older adolescents and young adults, including resilience-building, life skills, and "soft skills," 14 to 25-year-olds may benefit more from using a particular self-regulation framework. Programs can assist self-regulation with the promising practices and theoretical recommendations offered in this brief, even though the evidence for targeted self-regulation interventions for this age range is still in its early stages of development. While some people think that self-regulation must be instilled in children from an early age, it is really still possible to influence young adults and adolescents throughout their adolescent and teenage years. Recent studies have demonstrated that adolescence is a critical time for interventions since this age group experiences significant changes in brain architecture. Particularly between the ages of 11 and 15, early and mid-adolescence, reward-seeking and emotion-processing brain systems are more developed than cognitive control systems, which are in charge of making wise decisions and forming plans for the future. This indicates that at this age, self-regulation is "out of balance" in terms of growth. It also implies that during early adulthood, there is great improvement in the development of self-regulation skills, which can be reinforced with guidance and assistance. Self-regulation aids throughout this developmental stage are essential since bad decisions made during adolescence can have detrimental long-term effects. Youth with a history of traumatic childhood events should pay particular attention to this, as interventions in their adolescence and early adulthood may lower their risk and promote resilience. From birth to early adulthood (and beyond), self-regulation develops and is taught via interaction with caregivers and the larger environment over a prolonged period of time. Similar to literacy, cognitive, emotional, and behavioural self-regulation abilities can be taught through time with structure, coaching, and support. Effective treatments can build and improve abilities even in youth who struggle with or have delays in self-regulation; opportunities for intervention across development are continuous. But a lot of other factors

(included in the box labelled"Factors Contributing to Self-Regulation Enactment") affect a young person's ability to self-regulate in a particular circumstance. Crucially, even if self-regulation is an innate ability, its growth and application depend on relationships and circumstances that are stable, accommodating, and supportive

**Importance of the Study:** Youth who struggle with self-regulation because of personal traits or traumatic childhood experiences require more support. Individual variances in stress responses and reactions may result from temperamental or hereditary variables. Adverse experiences can include being abused physically or emotionally, having a caregiver who abuses drugs or has a mental condition, being exposed to violence, and carrying the weight of poverty over time. Furthermore, children who experience ongoing adversity are less likely to have caregivers who possess the necessary skills for co-regulation and self-regulation. These young people also probably don't live in towns, neighbourhoods, or schools that provide the resources or supportive environments needed to help them learn self-control.

**Objectives of the Study**

- To construct the self-regulation development programme for adolescents.
- To implement the self-regulation development programme for adolescents.
- To study the effectiveness of the programme with reference to gender.
- To study the effectiveness of the programme with reference to the types of family.

**Research Area:** The area of the research is Educational Psychology

**Hypotheses of the Study**

$H_{01}$: There will be no significant difference between the scores on self-regulation scale of students from experimental and controlled group.

$H_{02}$: There will be no significant difference between the scores on self- regulation scale of boys from experimental and controlled group.

$H_{03}$: There will be no significant difference between the scores on self- regulation scale of girls from experimental and controlled group.

$H_{04}$: There will be no significant difference between the scores on self- regulation scale of students from joint family and nuclear family from experimental group.

**Operational Definitions of key terms**

- **Adolescents:** The students studying in $9^{th}$ standards were considered as an adolescent in the present study.
- **Self-regulation:** The scores obtained on the self-regulation scale were taken as self-regulation.
- **Programme:** The programme is made of activities, dialogues, video, puppets, pictures and stories used for enhancement of self-regulation skill.

# RESEARCH METHODOLOGY

- **Population:**The population of the study was the students studying in the $9^{th}$ standard in Gujarati medium secondary schools of Anand district.

- **Sample:**The programme is to be implemented and so the Sardar Patel Highschool in Karamasad was selected purposively. 80 students were selected and from those 40 students in experimental and 40 students were in controlled group.
- **Research Tool:**The self-regulation development programme is constructed. There were four competencies selected for self-regulation programme. Emotional regulation, Trustworthiness, Honesty and Adjustment. The programme was for 15 days. The programme is made of lecture, discussion, Audio-video aids, Pictures, Puppets, Story reading and group discussion.

The self-regulation scale was also constructed by the researcher keeping the above mentioned four competencies of self-regulation. There are 40 statements in the scale. The scale was of five points.

- **Research Method:**The experimental method is used and from that true experimental design is selected where the two groups are made equal and only post scores are taken.
- **Implementation of the Programme:**The programme was implemented in the school for 15 days with prior permission of the principal of the school. After the implementation of the programme, the post test was administered and data was collected.

**Data Analysis and Results:**The data is analyzed using computer software. The analysis is as below.

$H_{01}$: There will be no significant difference between the scores on self-regulation scale of students from experimental and controlled group. The first hypotheses is not accepted based on the t-value of the score. There is a significant difference found between the scores of experimental and controlled group students on self-regulation scale. The programme is found effective in developing the self-regulation skill.

$H_{02}$: There will be no significant difference between the scores on self- regulation scale of boys from experimental and controlled group. The second hypotheses is not accepted based on the t-value of the score. There is a significant difference found between the scores of experimental and controlled group boy students on self-regulation scale. The programme is found effective in developing the self-regulation skill of boys from experimental group.

$H_{03}$: There will be no significant difference between the scores on self- regulation scale of girls from experimental and controlled group. The third hypotheses is not accepted based on the t-value of the score. There is a significant difference found between the scores of experimental and controlled group girl students on self-regulation scale. The programme is found effective in developing the self-regulation skill of girls from experimental group.

$H_{04}$: There will be no significant difference between the scores on self- regulation scale of students from joint family and nuclear family from experimental group. The fourth hypotheses is accepted based on the t-value of the score. There is not a significant difference found between the scores of experimental and controlled group students from joint and nuclear family on self-regulation scale. The programme is

found effective in developing the self-regulation skill both for joint family and nuclear family students.

# FINDINGS OF THE STUDY

The self-regulation can be developed with the help of intervention programme. The scores of the experimental group are found more than the controlled group. So, the skill of self-regulation can't be developed automatically, but it requires help and strategies. The programme was constructed in such a way that both boys and girls can get benefits from the programme in developing their self-regulation skill. The programme is also beneficial for the students from joint family and nuclear family. It means the programme is effective in developing self-regulation of the students, also effective in terms of gender and types of the family.

# CONCLUSION

The self-regulation is the need of an hour. Its not only a skill but a competency which is required to live peacefully in the competitive world. Self-regulation helps the person to know his/her own emotions and recognize the negative impulses. If a human being recognizes them, then one can think to overcome or know how to deal with them.

The adolescent age is such age where such regulatory problems occur often. They need help and support. The programme is effective and if we continue to help them, they can learn the competency and make themselves a wonderful person.

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