



## SELF REGULATION AND SOCIAL SKILLS AMONG YOUNGSTERS

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### ABSTRACT

Self-regulation, the ability to manage and control one's thoughts, emotions, and behaviours, plays a critical role in the development and functioning of young adults. The objective of the study was to explore the degree of significant relationship among self-regulation and social skills among youngsters. 65 sample size was selected using Convenience sampling technique and descriptive research design was used in the study. The findings of the study included that there exists a significant difference between self-regulation and social skills in youngsters. Self-regulation and social skills are very important and play a crucial role in their age.

**Key words:** Self-regulation, young adults, social skills

### INTRODUCTION

In today's society, the development of self-regulation and social skills among young individuals is of paramount importance. Self-regulation, encompassing the management of thoughts, emotions, and behaviours, is foundational for adaptive functioning across various contexts. Similarly, social skills, including effective communication and collaboration, are essential for navigating interpersonal relationships and resolving conflicts

As digital technologies increasingly shape social interactions, concerns arise about potential disruptions to the cultivation of these skills among youth. The omnipresence of digital devices and online platforms exposes youngsters to constant stimuli, potentially impeding their ability to regulate attention and emotions effectively

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Moreover, the significance of self-regulation and social skills extends beyond personal well-being, influencing broader societal contexts. Individuals proficient in these skills are better equipped to excel academically, maintain healthy relationships, and cope with stressors, thus contributing to thriving communities. Conversely, deficits in these areas can lead to challenges in academic, social, and emotional domains.

## **SELF REGULATION**

Self-regulation, the ability to manage and control one's thoughts, emotions, and behaviours, plays a critical role in the development and functioning of young adults. Cui et al., (2016) states that self-regulation of the adults plays a role in emotional balancing. Parental attachment increased the balance of emotions and the behavioural aspects of adults. Self-regulation is also involved in the goal setting ability of the adults. Hardy (2020) states that while religiousness tends to decrease over time, self-regulation generally increases, with some nuances observed in adolescent-reported behavioral self-regulation, which followed a u-shaped trajectory. Changes in religiousness were positively associated with changes in adolescent-reported cognitive and emotional self-regulation, as well as parent-reported emotional self-regulation. Relationship between religiousness and self-regulation is dynamic and may involve reciprocal influences over time. Religiousness may influence certain aspects of self-regulation, particularly cognitive and emotional dimensions, and vice versa. However, the specific nature of these associations may vary based on the developmental stage and individual differences. Robson (2020) studied on the self-regulation as a predictor in childhood for future outcomes. Self-regulation, academic achievement and externalizing problems are related to each other. Self-regulation is positively associated with achievement of student academically and negatively associated with problems like aggressiveness, behavioural changes. Random effects metaregression identified self-regulation measurement as the most important moderator of pooled mean effects, with task-based assessments and teacher-report assessments often showing stronger associations than parent-report assessments. Overall, findings from this meta-analysis provide evidence that self-regulation in childhood can predict achievement, interpersonal behaviours, mental health, and healthy living in later life.

## **SOCIAL SKILLS**

Social Skills helps people to communicate, get along with others and develop a healthy relationship. Gresham & Gullone (2012) explained that social skill is the ability to form and initiate the relationships and the ability to comfort others and provide the necessary help when an individual is in need. Matsumoto and Juang (2013) have highlighted the influence of cultural norms, values, and socialization practices on social behaviours and interactions. Young adults from collectivistic cultures may prioritize harmony and interdependence in their social relationships, whereas those from individualistic cultures may emphasize autonomy and self-expression. Esteves (2020) indicated that social skills is very important for a person to perform. Family functionality and social skills are interrelated to each other.

Self-Regulation and social skills are very important. There is a need to know the relationship between them among the youngsters.

## **OBJECTIVE OF THE STUDY**

The objective of the study is to explore the degree of significant relationship among self-regulation and social skills among youngsters

## **HYPOTHESIS**

H0: There is no significant relationship between self-regulation and social skills among youngsters.

## **SAMPLE**

The sample was collected from 18-25 years of age of college students. Both male and female were included in the study. 65 sample size was selected using Convenience sampling technique and descriptive research design was used in the study.

## **MEASURES**

Self-regulation was measured using the self-regulation questionnaire by Miller and Brown published in 1991. Self-Regulation scale by Miller and Brown is a 5 point rating scale with ranging as 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree. Cronbach's alpha is .958.

Social skills were measured using the Rathus scale of Assertiveness published in 1973. Assertiveness scale by Rathus used to assess the social skills of the adults ranging as 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree. Cronbach's alpha is .960.

## **RESULTS AND DISCUSSION**

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1	<b>I am able to set specific goals for myself and work towards achieving them</b>					
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Total
MALE	0	0	12	17	0	29
FEMALE	0	6	8	18	3	35
2	<b>I can control my impulses and resist temptations when necessary</b>					
MALE	1	0	12	13	3	29
FEMALE	0	8	0	21	6	35
3	<b>I am able to manage my time effectively and prioritize tasks according to importance</b>					
MALE	1	0	11	17	0	29
FEMALE	0	14	3	12	6	35
4	<b>I am good at regulating my emotions and staying calm in stressful situations</b>					
MALE	1	3	12	10	3	29
FEMALE	0	5	12	9	6	32
5	<b>I can adapt to change and handle unexpected challenges with ease</b>					
MALE	1	3	8	17	0	29
FEMALE	0	5	9	21	0	35
6	<b>I take responsibility for my actions and learn from my mistakes</b>					
MALE	0	1	9	16	3	29
FEMALE	0	8	6	15	6	35
7	<b>I am able to maintain focus and concentration on tasks even when distractions are present</b>					
MALE	0	4	8	17	0	29
FEMALE	0	8	3	18	6	35
8	<b>I am proactive in seeking out resources and support when needed</b>					
MALE	0	4	6	16	3	29
FEMALE	0	5	9	21	0	35
9	<b>I have good self-discipline and can motivate myself to accomplish tasks without external supervision</b>					
MALE	0	1	11	14	3	29
FEMALE	3	5	3	18	6	35
10	<b>I am able to regulate my behaviour to adhere to social norms and expectations</b>					
MALE	0	4	12	13	0	29
FEMALE	3	5	3	18	6	35

**Table 2: Summary of the Cross tabulation of Gender with Social Skills Factors**

1	<b>I find it difficult to express my opinions or feelings to others</b>					
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Total
MALE	0	4	9	16	0	29
FEMALE	3	5	3	21	3	35
2	<b>I am comfortable saying 'no' when I don't want to do something</b>					
MALE	0	7	3	19	0	29
FEMALE	0	8	0	21	6	35
3	<b>I speak up for myself when I believe I am being treated unfairly</b>					
MALE	0	10	0	19	0	29
FEMALE	0	5	3	18	9	35
4	<b>I avoid confrontation and conflict whenever possible</b>					
MALE	0	10	3	16	0	29
FEMALE	0	5	6	21	3	35
5	<b>I am confident in expressing my needs and desires to others</b>					
MALE	0	4	9	16	0	29
FEMALE	3	5	3	21	3	35

**Table 3: Descriptive Statistics**

	Mean	Std. Deviation	N
SELF REGULATION	3.4862	.81180	65
SOCIAL SKILLS	3.4800	.90609	65

**Table 4: Summary of the correlation: Self-regulation and social skills**

		SELF REGULATION	SOCIAL SKILLS
SELF REGULATION	Pearson Correlation	1	.795**
	Sig. (2-tailed)		.000
	N	65	65
SOCIAL SKILLS	Pearson Correlation	.795**	1
	Sig. (2-tailed)	.000	
	N	65	65

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SOCIAL SKILLS	Pearson Correlation	.795**	1
	Sig. (2-tailed)	.000	
	N	65	65

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows the correlation and the significance level at 0.05 significance level. It indicated that there exists significant difference between the self-regulation and the social skills of young adults. Hence the hypothesis is rejected. .795 is the degree of relationship between self-regulation and social skills. There exists high degree of positive relationship.

### **CONCLUSION**

The results of the present study indicated that there exists a significant difference between self-regulation and social skills in youngsters. Self-regulation and social skills are very important and play a crucial role in their age. Many a times, youngsters are unable to handle their emotions or behaviour which in result effect their way of communication with others. It has been noted that male and female both agree to the self-regulation factors and social skills factors. The practical implications of the study encompasses wide areas like education, mental health, relationships and overall well-being. The study can be used in future in education curriculum, many training programs and others.

### **LIMITATION**

- The study was only restricted to the city of Jamnagar
- Participants filled the form via online, which would perhaps have discomfort.

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