

SELF REGULATION AND QUALITY OF LIFE: A STUDY AMONG ADOLESCENTS

Rajesh Kumar* Beenu Varma**

Main Author

*Associate Professor & Head, Department of Psychology, Post Graduate Govt. College, Sector-46, Chandigarh

Corresponding Author:

**Assistant Professor, Department of Psychology, Post Graduate Govt. College, Sector-46, Chandigarh

ABSTRACT

Self regulation is regularly cited as a key module of social adaptation. It means person is high in achievements and emotional control and have healthy life. Quality of life is a multifaceted construct which wrap a variety of areas including healthiness, capacity to carry out activities in daily living, work role position, social functioning in friendships and relationships, standards of living and general well-being etc. Present research includes self regulation and quality of life as variables which were conducted with adolescents. To achieve the purpose data was collected from different government schools of Chandigarh. Sample consists of 200 adolescents (100 girls & 100 boys). Self regulation and quality of life were administered and results revealed that there exists significant difference in quality of life among adolescents as the t value found to be 2.68. It was also found that there exists positive and significant association between self regulation and quality of life among adolescents.

Keywords: Self regulation, quality of life, emotional regulation, positive relationships

Conceptual Framework

Humans can use self regulation to regulate their own mind and establish an ego. This self regulation is unique to humans. Adolescence is the phase in life when the prefrontal cortex matures and is thus an important period for establishing an ego. An inappropriate maturation of self regulation among adolescents could lead to the prevalence of serious mental health problems in society. Self regulation is the ability to monitor and manage ones energy states, emotions, thoughts, and behaviours in ways that are acceptable and produce positive results such as well being, loving relationships and learning. Developing this ability requires self awareness, emotional intelligence, efficient filtering of sensory stimulation, coping effectively with stress and relating well to others. According to Zimmerman (2000) Self regulation refers to 'self generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals'.

Figure-I
Core components of self regulation



Self regulation is universally recognized as a foundation for physical, mental and emotional well being. It is also recognized as being star player in social and economic wealth. It is the enabling path to achieve goal directed actions as it manages our thoughts and actions, including a variety of actions necessary for success in school, relationships and the workplace. Quality of life is an important measure among adolescents. With the self regulation approach quality of life improves as per the previous researches. Quality of life includes several domains of subjective experience including physical ability, psychological well being, and social interaction. It is about the positive cycles of life that is feeling good, being satisfied with oneself and having an overall positive attitude in different approaches. Self regulation is essential to the learning process as it enhances quality of life in terms of better learning habits, strengthen their study skills, apply learning strategies to enhance academic outcomes, monitor their performance, and evaluate their academic progress. Adolescents with better self regulatory abilities are also less likely to engage in aggressive behavior and more likely to engage in pro social behaviors. According to Braithwaite, Selby, and Fincham (2011) adolescents could regulate their behaviors in order to improve the quality of their relationships. A study conducted by Saranya and Velayudhan (2008) among 30 male and 30 female university students regarding gender differences related variables revealed that there exists no significant gender difference in self regulation, social awareness. According to Ponitz et al., (2009) examined self regulation among boys and girls. Results revealed that there exists gender differences in self regulation and it was very clear in findings.

Need of the Study

The adolescent is a very decisive age of development. Adolescents not only pass through developmental changes, but also pass through social and academic pressure. In order to monitor, regulate and strike balance between these challenges self regulation plays a leading role. There is a need to assess the applicability of the protective factor to improve quality of life and self regulation. Most of the Indian studies

have been done with primary and high school students and with other variables. It is well established that self regulation has a role in the enhancement of development and learning in academic, sport and health settings and overall improvement in quality of life. A social cognitive approach to examine self regulation reverences the importance of understanding the cognitions of adolescents within their social environments. During adolescence which is a crucial stage where children become less dependent on family and are learning to live more independently and striving for self identity. It is vital that they be motivated to and expands good strategies for making healthy lifestyle choices. Thus, there is a need to study the self regulation and quality of life among adolescents.

Objectives

1. To study self regulation among adolescents.
2. To study the quality of life among adolescents.
3. To study the gender differences on self regulation and quality of life among adolescents.

Hypotheses

1. It is assumed that there exist gender differences in self regulation among adolescents.
2. It is assumed that there exist gender differences in quality of life among adolescents.
3. It is assumed that there is positive relationship between self regulation and quality of life among adolescents

Methodology

Sample

Sample was randomly selected from Chandigarh city, India. It consists of 200 girls (100 girls and 100 boys) studied in 10th-12th grades in government schools of Chandigarh in the age range of 14-18 years.

Tools Used

1. Self Regulation Questionnaire (SRQ- Brown, Miller and Lawendowski, 1999). It consists of 63 items and based on a likert scale ranging from strongly disagree to strongly agree. The test retest reliability of self regulation questionnaire was 0.94 and the internal consistency was 0.91. This scale is also high on content validity.
2. Quality of Life Scale (QOLS- Andrews and Crandall, 1976). It consists of 15 items and based on a seven point likert scale ranging from to terrible (1) to delighted (7). Higher score indicate higher quality of life.

Procedure

First of all permission was taken from the school authorities for the collection of data. Proper rapport was built up with the subjects and instructions were given to the subjects before the conduction of the questionnaires. After providing instructions all the measured variables were administered. Once the data was collected scoring was done with the help of respective scoring keys and manuals.

Results and Discussion

Table I

Mean, SD and t-value of the Self Regulation and Quality of Life among IT employees

S.No	Variables	N	Gender	Mean	SD	t
1	Self Regulation	100	Boys	211.08	14.72	1.52
		100	Girls	216.22	18.57	
2	Quality of Life	100	Boys	83.72	12.97	2.68**
		100	Girls	90.41	11.66	

Note: **significant at 0.01 level

Self regulation and quality of life were the two measured variables in the present study among adolescents. Table-I revealed the mean, SD and t-value of the self regulation and quality of life among adolescents. In the self regulation the mean±SD in case of boys found to be 211.08±14.72 and in the case of girls the mean ±SD was 216.22±18.57. The respective t-value was calculated to be 1.52 which depicts no significant gender differences. The value of mean in both the cases reveals slight differences however no significant differences were found. It determined that both boys and girls were seemed equal on the measured variable of self regulation. Both the genders regulate their own mind and establish ego at the same level. The results are supported by a study conducted by Saranya and Velayudhan (2008) among 60 university students regarding gender differences related variables revealed that there exist no significant gender difference in self regulation.

The reason may be that in today's scenario both boys and girls are getting equal treatment with in the family, society and in the world of work and they both get opportunity to lead each other in different fronts of life whether the area is of academic, sports etc. It was also revealed from the above table that the quality of life among girls was superior as compare to the boys. The mean±SD for the quality of life in case of boys found to be 83.72±12.97 and in case of girls it was found to be 90.41±11.66. The t-value found to be 2.68 which was significant at 0.01 level that proves significant gender differences in quality of life. The values undoubtedly reveal that the self regulation among girls was high as per the mean value and quality of life also found to be higher in girls. The self regulation increases or enhances the quality of life. Girls with higher self regulation and follow rationalization with their own set of principles which help them to lead in different areas. Quality of life leads their set thought processes and makes them able to prove before others.

Table II

Correlation between Self Regulation and Quality of Life among IT employees

S.No	Variables	Self Regulation	Quality of Life
1	Self Regulation	1	0.394**
2	Quality of Life		1

Note: **significant at 0.01 level

Table-II depicts the relationship between the self regulation and quality of life and the value of r comes out to be 0.39 which was significant at 0.01 level as the p value < 0.01 . Braithwaite, Selby, and Fincham (2011) found that adolescents could regulate their behaviors in order to improve the quality of their relationships. Adolescents self regulation improves quality of relationships (Carver et al., 2003).

Conclusion and Implications

From the above results and discussion it is concluded that there exist significant gender differences in quality of life as well as a positive relationship between self regulation and quality of life. This research helps the teachers to motivate the students towards self regulation as it augments the quality of life among students in terms of emotions, improvement in academics, relationships. For parents this research aids to develop the ideas and techniques to create the students towards self regulation.

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