

Self-regulation as a Predictor of Personal Growth among Youth

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Self-regulation is an important ability, that anyone can develop over time to improve their quality of life. It plays a big role among youth to execute a plan as long as there is an aim to be achieved. This study investigates the relationship between self-regulation and personal growth among youth. Personal growth is a process of understanding oneself and assert oneself to reach highest potential in life. This involves working on hobbies and habits, developing new skills, and practicing new strategies to achieve goals. Self-regulation and time management skills are required to reach a particular goal and youth have too many things in mind which can distract them and lead them to lose concentration to attain personal growth. Self-regulation skill is a lifelong practice and the present study reveals that youth who have a strong sense of self-regulation can attain personal growth easily.

Keywords: Self-regulation, personal growth, management, quality of life and youth

Self-regulation

The ability to control and govern our own actions and reactions in accordance with the demands of the situation is known as self-regulation. Self-control facilitates good behaviour, learning, and interpersonal relationships. According to self-regulation theory, controlling one's own behaviour, thoughts, and feelings in order to achieve objectives is a conscious self-management process. In order to practice self-regulation, we must employ specific techniques and act as advocate for our own motivation, growth, and behaviour in our surroundings. An individual with strong emotional self-regulation is able to control their feelings. When they are feeling low, they are able to lift their spirits and refrain from acting impulsively in ways that could make things worse. They respond emotionally and behaviourally in a variety of ways that are adaptable to the needs of their surroundings (Bell, 2016). According to social psychologist Roy Baumeister, who studied self-regulation,

there are some elements that make up self-regulation: willpower, monitoring of circumstances and thoughts, standards of desirable behaviour, and motivation to meet standards. These elements work together to explain how we self-regulate in every circumstance. The self-regulation theory holds that our behaviour is determined by our own standards of behaviour, our level of conscious awareness of our surroundings, our drive to live up to our standards, and the strength of our will to make the right decisions in life. Self-regulation among youth has been developed in different ways. It involves the ability of the youth to function as an independent individual in the society. A self-regulated youth can set desirable objectives and takes suitable measures to reach goals and employing resources while remaining attentive to their limitations. These youth population can control over their psychological processes and capable to adapt to the surrounding environment. Albert Bandura believed that self-regulation is an

active process, as demonstrated by the following:

- Take charge of our own actions, including those that influence and result from them
- Assess our own actions in light of our own standards, both personal and contextual
- Respond to our own actions (including our thoughts and feelings about them) (Bandura, 1991)

The term self is considered as the initiative taken by a person in order to set and achieve one's own personal goals (James, 1999). According to Wiener (1948), the term regulation determines "a process in which one's current state is compared with a target state (e.g., a learning goal) and the perceived discrepancy motivates subsequent actions aimed at reducing it". In 1980s, the major research in the field of self-regulation focused in the fields of social and personality psychology. Self-regulation is considered as an ability to manage one's own emotion and behaviour as per the situation. To regulate dysfunctional behaviour, different techniques were used such as self-evaluation, self-correction etc. In the last two decades of 20th century, the implications of self-regulation were investigated and analysed in various educational fields. Zimmerman (2001) stated that "self-regulation refers to self-directive process through which learners transform their mental abilities to task related skills". According to Berk (2003), self-regulation is the ongoing process of managing one's progress towards a goal, assessing outcomes, and reassessing the tactics employed for failed attempts.

According to Bandura (1986), one can alter behavioural, environmental, and personal influences by mutual causation of the relative strength and the temporal patterning through

- (i) Self-regulation of personal efforts
- (ii) Behavioural achievement conclusions
- (iii) A shift in the environment

Personal Growth

Personal growth indicates the enhancement of all aspects of an individual such as psychological, physical, social, emotional, and spiritual growth to live a rewarding life within the tradition of society. It includes the maturing of a realistic self-esteem and positive life skills, being able to giving and receiving feedback, setting attainable goals, and using problem-solving strategies and acknowledge assumptions. Personal growth is an objective of a broad range of population as it includes those who suffer emotionally with feeling of low self-esteem or who suffer from problems in their relationship, anxiety and depression. The approach to help must be individually assessed and applied on a personal basis involve counselling and any other type of therapy. It may include different variety of interventions and behavioural techniques. Psychological growth involves an effort to achieve self-knowledge and self-control, to master and direct our energy into something better direction.

A study looked into the relationship between teenage psychological distress, psychological well-being, and personal growth initiatives (Ayub, 2012). The study, which included 150 college students as a sample, found a positive correlation between teenage psychological well-being and personal growth initiative. The findings indicated that among teenagers, personal growth initiative is inversely correlated with psychological distress and positively correlated with psychological well-being. Furthermore, research has shown that adolescents with high levels of personal growth initiative and psychological well-being also have fewer psychological issues.

Areas of personal growth

Maslow suggested that in order to realize our full potential, our basic needs must be met. We should reach the highest possible levels of self-awareness, self-confidence, and self-realization in order to achieve self-regulation.

• Psychological

Psychological growth can be anything from workshops, training sessions, or even just rest. As our mental fitness improves, so does our resiliency, innovation, and self-awareness. Exercising our brain and staying mentally fit is critical to personal growth.

• Social

Relationships and social connections are important for personal growth as well. Since we are social beings, human growth and learning require social interaction. We learn vital skills from our social connections, including how to solve problems, communicate effectively, form relationships, and give and receive feedback.

• Spirituality

A deeper comprehension of oneself in relation to the environment is referred to as spirituality. Knowing oneself and discovering one's values is beneficial. An increased sense of self-awareness can result from spiritual personal growth.

• Emotional

Emotional intelligence and emotional personal growth frequently go hand in hand. Understanding emotions is a necessary component of emotional intelligence. Our ideas and behaviors are shaped by our comprehension of feelings, which goes beyond feelings themselves.

• Physical

A sound body supports a sound mind. There is an inherent connection between mental, emotional, and physical health. Physical well-being, including proper diet,

rest, exercise, and mobility, is the main focus of this facet of personal development. It is like that when we take care of our physical needs, our mind will also benefit.

Youth

Youth development is considered as a period of unique development and it is marked by numerous transitional events such as completion of education, getting of job, getting identity, enjoying autonomy and personal settlement in terms of family life, etc. This phase of life is considered as "emerging adulthood" (18-29 years), proposed by Arnett (2000). This phase of life is very crucial because it is generally ignored from developmental point of view as there are gradual changes and it results in degradation of young adulthood as a critical developmental period both psychologically as well as biologically. The psychological growth of youth population contributes significantly in determining their quality of life and further serving as resource for their prosperity. Any time when we are consciously making an effort to improve ourself, we are participating in personal growth. Personal growth allows an individual to become the best, achieve skills and confidence necessary to navigate any situation. Personal growth is a vital part of an individual's development and progression.

Objective

To study the nature and relationship between self-regulation and personal growth among youth.

Hypothesis

There will be a significant correlation between self-regulation and personal growth among youth.

Method

Sample

The nature of the current study is correlational and exploratory. A sample of

forty college students from Delhi NCR is included in this study. The age range of participants is 19 to 24 years old and both male and female youth are included. To achieve the objective of the study, descriptive statistics and Pearson correlation are employed in the data analyses.

Tools

Short Self-Regulation Questionnaire (SSRQ), developed by Brown et al. (1999), a 31-item measure of the ability to regulate behaviour in order to achieve desired future outcomes.

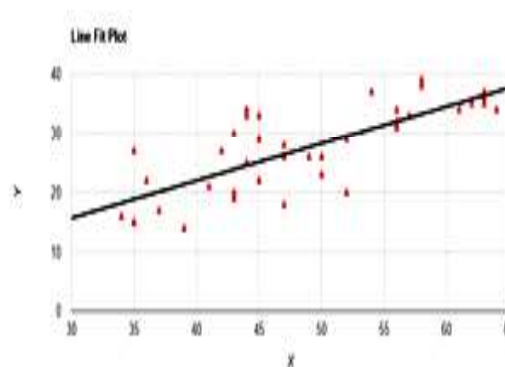
Personal Growth Initiative Scale (PGIS), developed by Robitschek, C. (1998), is a nine-item assessment tool designed to assess respondent's personal growth initiative, desire to be involved in changing and developing oneself as a human being. Each question is answered by respondents on a 6-point Likert scale, with 1 denoting strong disagreement and 6 denoting strong agreement.

Result and Discussion

After gathering quantitative data, statistical methods such as mean, standard deviation, and Pearson correlation are applied to analyse and interpret the data. The table given below shows the correlation coefficient and descriptive statistics between self-regulation and personal growth among youth.

Table 1. Displays the coefficient of correlation between variables

Variable	N	Mean	Std Deviation	Correlation coefficient	Remarks
Self-Regulation	40	48.77	9.02	0.775	Significant
Personal Growth	40	27.52	7.29	0.775	Significant



Graph 1. Shows scatter plot of correlation between variables

The data on personal growth has a mean score of 27.52 with a standard deviation of 7.29, and the data on self-regulation has a mean score of 48.77 with a standard deviation of 9.02. At the 0.05 level of significance, the correlation coefficient of 0.775 between self-regulation and personal growth is significant. A relationship between two variables is depicted in Graph 1. X stands for self-regulation, and Y for personal growth. As a result, the hypothesis is supported, and it can be concluded that high personal growth initiative scale scores correlate positively with high self-regulation questionnaire scores. The systematic review identified several peer reviewed studies regarding self-regulation and personal growth among youth and adult population. The majority of the evidence reviewed consisted of descriptive studies of self-regulation among students and adult population. A study on the connection between student's performance in secondary school, motivation, and self-regulation (Danielaa, 2014). The sample of the study consisted of 270 secondary school students between the ages of 12 and 14 years. The academic self-regulation questionnaire and the motivational strategies for learning questionnaire were the tools used in study. This study employed two questionnaire-based surveys as well as document analysis as research methods. The findings showed that student's

achievement levels are significantly impacted by their capacity for self-regulated learning, which strengthens the link between motivation and performance.

The benefits of self-regulation are given below:

- Self-regulation helps to organize and reach goals
- It results in higher level of self-reliance and satisfaction
- It motivates youth towards work
- It produces emotional stability and avoids impulsivity
- It helps to become more innovative and to save money

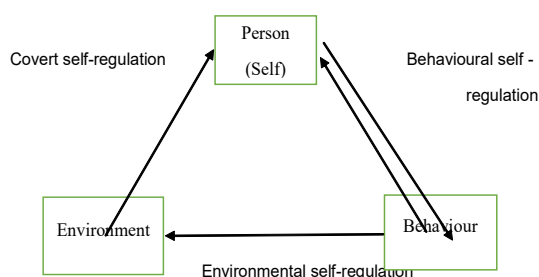


Figure-1, demonstrating that how environmental, behavioural, and personal factors interact with one another. In accordance with Zimmerman's (1989) theory of triadic reciprocal causation, an individual's self-regulated learning effort is influenced by a variety of factors, including personal factors i.e., motivation and self-efficacy, environmental factors like support from peers and teachers in understanding the material, and behavioural factors such as learning outcomes or other outcomes of the effort.

Strategies to improve Self-Regulation

- Practice what you say and live in alignment with your values

- Challenge yourself to deal with change in a positive way and enhance the ability to adapt to different situations
- Create a sense of self-awareness to know your strengths and weaknesses
- Practicing self-discipline and stay persistent to achieve your goals in working toward your goals
- Work on your ability, thoughts, feelings and come up with positive thoughts
- Keep yourself calm by using relaxation techniques such as deep breathing
- Believe in yourself by focusing on the experiences in your life when you succeeded

In the field of psychology, self-regulation focuses on the learning, achievement and motivation and it also postulates the availability of theoretical and empirical suggestions which help in personal growth. It is supported by research evidences that individual's cognition, behaviour and emotions are affected by self-regulatory processes (Schunk & Zimmerman, 2008; Zimmerman & Schunk, 2011).

Conclusion

The purpose of this study is to explore the relationship between self-regulation and personal growth among youth. It can be concluded that this study shows a positive relationship between self-regulation and personal growth among youth. We can consider that personal growth can be improved by self-regulation among youth. Self-regulation ability can be developed through scheduling and managing valuable projects that give the constructive results. For youths, peer influence, entertainment and other activities increase impulsivity and reduce the potential to remain self-regulated. This study reveals a correlation between self-regulation and personal growth among youth. It means an individual with high self-

regulation is able to communicate better, resolve conflicts, improve relationships, empathize with others, and overcome life challenges.

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