

Relationship of Self-Regulation with Mental Health Among Boy and Girl Adolescents

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ABSTRACT

Mental health difficulties in adolescence have a long-lasting impact that does not only affect later adult mental health, but also physical wellbeing, educational accomplishment, and workforce participation and contentment. Self-regulation may be related to mental health as it may help in controlling and managing actions, upsetting emotions and impulses. This present paper aims to explore the relation of self-regulation and its dimensions to adolescents' mental health. The research methodology employed for the study is a correlational. 76 adolescents selected through a simple random sampling method participated in the study. Standardized tools were used to collect data. Data analysis included descriptive statistic like Mean and SD. t-test was calculated to see gender differences. Results showed that some dimensions of self-regulation correlated to mental health.

Keywords: *Mental health, Self-regulation, Adolescents*

Recently, there has been an increased focus on adolescents' mental health due to increase in the incidence of bullying, social isolation, and academic pressures that may lead to suicidal attempts as well. Adolescents face more social and psychological challenges and are more vulnerable to mental health problems, with 60% of looked-after children presenting with an emotional or mental health illness. A state of social, emotional, and psychological well-being is related to the individual's mental health. Mental health is a broad concept and can be defined as 'an individual's capability to cope with every day's normal stresses, realize their potentialities, fulfill a goal, have a sense of connection to others, and can work efficiently as well as productively and can make a contribution to her or his community'. Therefore, mental health is an important aspect of an individual's well-being and health in general.

Adolescence is an important stage of human development marked by challenges and transitions, filled with new feelings, a higher level of self-awareness, and a sense of own identity to explore. It is a period of change in attitude and behavior, developing heightened emotionality, outlook, interest pattern, and roles the social group expects them to play. Babu & Vinnarasi (2019) found that higher secondary school students have a moderate level of

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Received: September 08, 2022; Revision Received: November 06, 2022; Accepted: November 13, 2022

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mental health. Adolescents face many psychological problems for example stress, physical stress, anxiety, aggression, tempered, noncompliant, undesirable complexes even sometimes depression and frustration. Eating disorders, emotional problems, suicidal risk behavior, self-harming, conduct disorder, addictions and other physical health problems found at this stage.

One of the most important personality traits that help individuals perform tasks and function successfully is self-regulation. The characteristics of self-regulation are guiding one's thoughts, behaviors, and feelings to reach goals. Fomina, Savenkova & Morosanova (2020) reported that the level of conscious self-regulation of the learning activity of the 4th graders significantly predicts their psychological well-being. Self-regulation also may play a mediating role in some clinical phenomena such as attention deficit/ hyperactivity disorder (Barkley, 1997). "Self-regulation is the key mediator between genetic predisposition, early experience, and adult functioning." (Fonagy and Target 2002). Sahranavard, Miri & Salehiniya (2018) explained that students who used more self-regulating strategies were successful in future planning as well as in self-efficacy. Hence, Self-regulation helps humans adapt to situations efficiently they face every day.

Objective

- To measure gender differences in mental health and its dimensions among adolescents.
- To measure gender differences in self-regulation and its dimensions among adolescents.
- To find out the correlation between self-regulation and its dimensions on mental health and its dimensions.

Hypotheses

- There is a no significant gender differences in mental health and its dimensions among adolescents.
- There are no significant gender differences in self-regulation and its dimensions among adolescents.
- There is no correlation between self-regulation and its dimensions on mental health and its dimensions among adolescents.

METHODOLOGY

Design:

The present study is correlational and independent two-group design was used. The Independent two-group design was non-experimental in nature.

Sample:

76 students (34 girls and 42 boys, Mage-15.76 & SD-0.76) were selected from the class of 11th and 12th between the age ranges from 15 to 18 years. There were 150 students out of which 76 students were selected from the student population from two well-known English medium CBSE schools of middle socioeconomic class from Jaipur city in India through a simple random sampling method.

Tools: For the assessment of students, the following tools were used.

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- **Mental health continuum–short form (MHC–SF)** - The original 14-item Mental Health Continuum–Short Form (MHC–SF; Keyes, 2005) was developed by Keyes. It consists of three components of well-being: emotional, social, and psychological.
- **The self-regulation questionnaire** -The Self-Regulation Questionnaire (SRQ; (Brown, Miller, & Lawendowski, 1999) consists of 63 items for seven dimensions. Responses are given on a 5-point Likert scale ranging from strongly disagree to strongly agree.

Procedure:

Permission was taken from the school authority. After establishing a rapport with the students, the purpose of the study was explained to the students and relevant were given in English as well as Hindi. After collecting the data, it was subjected to statistical analysis.

RESULT

Data analysis was conducted using Microsoft Excel which are given below.

Table: 1 Mean & SD of Self-Regulation and Mental Health

Variables	Mean	SD
Self-Regulation	217.6974	20.01867
Mental Health	45.65789	13.85598

Overall mean and standard deviation of self-regulation were (Mean-217.70, SD-20.01) and mental health (Mean-45.66, SD-13.85).

Table: 2 Comparison Between the Boy and Girl Self-Regulation and Mental Health Score

SELF-REGULATION				MENTAL HEALTH		
GENDER	HIGH	MID	LOW	HIGH	MID	LOW
BOYS	4	17	21	11	21	10
GIRLS	8	12	14	8	18	8

Table 2 shows that 12 adolescents had high self-regulation capacity out of which 4 were boys and 8 girls, 17 boys and 12 girls' had intermediate self-regulation capacity, and 21 boys' and 14 girls' had low self-regulation capacity. 11 boys and 8 girls had high mental health, 21 boys and 18 girls had a medium level of mental health and 10 boys and 8 girls had low mental health.

Table: 3 Gender Differences in Different Dimensions Of Self-Regulation And Mental Health (Boys: N = 42, Girls: N = 34).

SELF-REGULATION SCALE	MEAN		SD		SED		DIFF	t VAL.
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS		
RECEIVING	30.83	34.12	5.69	5.74	0.88	0.98	-3.29	0.01
EVALUATING	29.33	26.97	4.56	3.45	0.70	0.59	2.36	0.01
TRIGGERING	29.48	30.79	3.49	3.57	0.54	0.11	-1.31	0.11
SEARCHING	33.89	33.85	4.93	3.75	0.76	0.11	0.04	0.98
FORMULATING	29.89	30.59	5.37	5.01	0.83	0.15	-0.7	0.56

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IMPLEMENTING	30.02	30.53	5.56	5.70	0.86	0.98	-0.51	0.70
ASSESSING	32.36	33.21	4.76	4.34	0.73	0.74	-0.85	0.42
MENTAL HEALTH SCALE								
EMOTIONAL WELLBEING	9.95	11.21	4.27	3.90	0.66	0.28	-1.26	0.19
SUBJECTIVE WELLBEING	14.36	13.62	5.68	5.72	0.88	0.98	0.74	0.58
PSYCHOLOGICAL WELLBEING	17.88	16.47	5.16	5.38	0.79	0.92	1.41	0.25

Note: t-value is not significant at P<0.01, P<0.05

Independent sample t-test was conducted to determine any significant gender differences on self-regulation and mental health among adolescents. Table-3 shows no significant gender differences in the dimensions of self-regulation and mental health hence hypothesis 1 & 2 accepted.

TABLE 4: CORRELATIONS OF SUBSCALES OF SELF-REGULATION (SC) AND SUBSCALES OF MENTAL HEALTH (MH) (N = 76)

	RECEIVE	EVALUAT	TRIGGER	SEARCH	FORMUL	IMPLEME	ASSESS	MENTAL
RECEIVE	1							
EVALUAT	-0.32**	1.00						
TRIGGER	0.29*	-0.04	1.00					
SEARCH	0.31**	-0.03	0.26*	1.00				
FORMUL	0.56**	-0.32**	0.22	0.42***	1.00			
IMPLEME	0.51**	-0.39**	0.16	0.27*	0.68***	1.00		
ASSESS	0.32**	-0.15	0.33**	0.58***	0.49***	0.50***	1.00	
MENTAL	1.00	-0.32**	0.29*	0.31**	0.56***	0.51***	0.32**	1.00

P<0.05*

P<0.01**

P<0.000***

As per table 4 Searching, formulating, implementing, and assessing are equally correlated to mental health among boys and girls.

DISCUSSION

The current study added to the stream of research focusing on the association between self-regulation and mental health in adolescents. On the whole, results demonstrated strong endorsement for dimensions of mental health. Searching, formulating, implementing, and assessing positively correlated to mental health among boy and girl adolescents. It depicts that those who explore more options in the environment, think about alternatives, and stay focused on tasks rather than getting distracted, appraises events more positively, leading to less cognitive distortion related to higher psychological functioning and self-esteem. The boys' score was high in the overall mental health, whereas girls had stronger self-regulation. Other studies also support this result. Liu, He, Zhao & Hong, 2021 reported that females had stronger self-regulation ability in the performance. Hence, we can conclude that self-regulation is important for mental health among adolescents.

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Acknowledgement

Thanks to all the students who participated in this research.

Conflict of Interest

The author declared no conflict of interests.

How to cite this article: Nikita, S. & Kalpana, J. (2022). Relationship of Self-Regulation with Mental Health Among Boy and Girl Adolescents. *International Journal of Indian Psychology*, 10(4), 463-467. DIP:18.01.042.20221004, DOI:10.25215/1004.042