

# **An Investigation into Self-control and Interpersonal Communication Skills of Grade 9 Students in Amarapura Township**

**Aye Aye Aung<sup>1</sup> & Tin Zar Win Pyae<sup>2</sup>**

## **Abstract**

The main purpose of this study is to investigate self-control and interpersonal communication skills of Grade 9 students in Amarapura Township. This study aims to find out significant differences in self-control and interpersonal communication skills of students by gender, parents' education level and school. Then, the relationship of self-control and interpersonal communication skills of students were explored. Finally, the influence of self-control on interpersonal communication skills of students is also examined. Descriptive research design and quantitative survey method were used. Self-control Scale (SCS) developed by Tangney, Baumeister, & Boone (2004) and Interpersonal Communication Inventory (ICI) developed by Bienvenu (1974) were used as instruments. A total of 552 Grade 9 students from four Basic Education High Schools in Amarapura Township were selected by using simple random sampling technique. The results revealed that there were no significant differences in self-control of the students by gender and parents' education levels. Concerning students' interpersonal communication skills, gender and mother's education level were related factors of students' interpersonal communication skills whereas interpersonal communication skills do not depend on father's education level and school. The students' self-control was found to be positively correlated with interpersonal communication skills. Self-control was also a moderate predictor of interpersonal communication skills.

**Keywords:** self-control, self-regulation, interpersonal communication

## **Introduction**

Human beings today need to have a specific set of skills to survive in the competitive world as well as progress. This set of skills can be obtained through education. Whether it is economically or socially, education plays a vital role in the growth of these two important factors.

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<sup>1</sup> Dr. Assistant Lecturer, Department of Educational Psychology, Sagaing University of Education

<sup>2</sup> Senior Teacher, BEHS, Ta Mote Soe, Amarapura Township, Mandalay Region

Therefore, it is very important for children to develop both academically and socially. As man has to live within a societal framework whereby he must co-exist with others of his kind, he must build satisfactory and effective interpersonal communication.

In order to live in a congenial environment, the most basic factor is the individual's interpersonal communication skill which plays an important role in human development. Throughout our lives, our relationships with others help us define ourselves (Bateson, 1980, cited in Sias, Krone, & Jablin, 2002). Studying human's interpersonal communication skills is a major assistant in the advancement of their learning process as good interpersonal communication skill can support good learning process.

In order to develop interpersonal communication skills, one of the essential things is self-control which maintains harmonious communication between individual people. Self-control is widely regarded as a capacity to change and adapt the self so as to produce a better, more optimal fit between self and world (Rothbaum, Weisz, & Snyder, 1982, cited in Tangney, Baumeister, & Boone, 2004).

The ability to self-control increases dramatically as children grew older. Young children need to develop self-control skills because of the strong influence these skills have on school readiness and building relationships with peers. Self-control remains perhaps even more important in the teen years, which are often marked by an increased vulnerability to such as truancy, peer victimization, and substance use (Bandy & Moore, 2010). Adolescents who do not control their emotions and behavior are more likely to engage in risk-taking and unhealthy behaviors.

On account of these reasons mentioned above, self-control and interpersonal communication skills of adolescents are considered as an urgent need in Myanmar. This study will contribute to Myanmar educators and teachers how to improve students' self-control and interpersonal communication skills.

### **Purposes of the Study**

The major purpose of this study is to investigate self-control and interpersonal communication skills of Grade 9 students. The specific objectives are;

- to examine the differences in Grade 9 students' self-control by gender, parents' education level, and school;
- to observe the differences in Grade 9 students' interpersonal communication skills by gender, parents' education level, and school;
- to investigate the relationship between self-control and interpersonal communication skills of Grade 9 students;
- to study the influence of self-control on interpersonal communication skills of Grade 9 students.

### **Scope and Procedure**

In this study, the simple random sampling technique was used for selecting participants from Amarapura Township. The total number of the participants was 552 and they were selected randomly from four schools in Amarapura Township; No.2 B.E.H.S Amarapura, B.E.H.S Myitnge, B.E.H.S (branch) Yandayar, and B.E.H.S (branch) Ye Kyi Pauk. Self-control Scale and Interpersonal Communication Inventory were used to collect the data in this study.

### **Definitions of Key Terms**

**Self-control.** Self-control refers to conscious, deliberate and effortful processes, such as resisting temptations and controlling one's emotions that regulate behavior toward the attainment of a goal or standard (Baumeister, Vohs, & Tice, 2007, cited in Graham, 2015).

**Self-regulation.** Self-regulation hints of bringing the self in line with a preferred state on a regular basis through either conscious or non-conscious processes (Vohs & Baumeister, 2004, cited in Graham, 2015).

**Interpersonal communication.** Interpersonal communication is the communication between a relatively small numbers of people which usually, but not always, and occurs face-to-face (Pomsuwan, 1995, cited in Graham, 1998).

### **Review of Related Literature**

The Latin term for communication is *communitas*, which means to share, or commonness (Gayeski, 1993, cited in Graham, 1998). In simplest terms, the goal of communication is to "develop a commonness of meaning allows two or more people to transfer information, and to define or

understand respective realities, so other human activities can be achieved (Northcraft & Neale, 1994, cited in Graham, 1998).

Interpersonal communication is a specific area within the domain of communication that usually refers to face-to-face interactions among two or more persons (Gibson, Ivancevich, & Donnelly, 1994, cited in Graham, 1998). Interpersonal communication deals with direct face-to-face communication “between two or more people in physical proximity in which all of the five senses can be utilized and immediate feedback is present”.

Self-control refers to conscious, deliberate and effortful processes, such as resisting temptations and controlling one’s emotions that regulate behavior towards the attainment of a goal or standard (Baumeister, Vohs, & Tice, 2007, cited in Graham, 2015). According to Gottfredson & Hirschi (1990), self-control is the ability to forego acts that provide immediate or near-term pleasures, but that also have negative consequences for the actor, and as the ability to act in favor of long-term interests. An individual’s level of self-control is influenced by family or other caregiver behavior early in life. Persons with relatively high levels of self-control do better in school, have stronger job prospects, establish more stable interpersonal relationship, and attain higher income and better health outcomes.

According to Tangney et al. (2004), high self-control should make people better, more desirable relationship partners and could contribute to relationship success in a variety of ways. Self-control could contribute directly to harmonious interactions, such as when people refrain from saying hurtful things on impulse. It can also contribute indirectly, such as by enabling people to resist temptations to become involved with alternative partners. Several lines of research have demonstrated that individuals who report greater self-control success in general also report superior relationship functioning. They respond to partner offenses more constructively and less violently, experience less family conflict and less anger, and have better communication skills (Oaten & Foshee, 2009, cited in Fitzsimons & Finkel, 2010). Although there are many interesting works in the field of self-control, the current study places more emphasis on the study of self-control and interpersonal communication skills.

## **Method and Procedures**

After the literatures were reviewed, the Self-control Scale developed by Tangney et al. (2004) and Interpersonal Communication Inventory developed by Bienvenu (1974, cited in Pfeiffer et al., 1974) were adapted and modified. Then, pilot study was conducted with a sample of 78 Grade 9 students from No.1 B.E.H.S Sagaing. The main aim of pilot study was to examine whether the translating questionnaires were of simplicity and appropriate to the Grade 9 students or not. Moreover, four high schools were randomly chosen from the selected Township to conduct data collection. The field test study was carried out with 552 Grade 9 students (2017-2018 Academic Year) in the first week of November. Afterwards, the data were collected, scored, and analyzed by using SPSS (22.00 Version). Finally, interpretations and conclusions were drawn according to the results of SPSS.

### **Participants**

Participants in this study were selected from Amarapura Township by using simple random sampling technique in order to collect the data. The Grade 9 students during the academic year of 2017-2018 were selected from four Basic Education High Schools in Amarapura Township. The total number of participants was 552. Out of them, 275 were male students and 277 were female students. Regarding school type background, 450 students were from urban area and 102 students were from rural area.

### **Instruments**

In this study, Self-control Scale (SCS) developed by Tangney et al. (2004) was adapted and used to examine self-control of the students. It originally included 36 items. Among them, 24 items were negatively worded items. The instrument is a 5-point Likert scale ranging from strongly disagree = 1 to strongly agree = 5 for positive items and vice versa for negative items. Interpersonal Communication Inventory developed by Bienvenu (1974, cited in Pfeiffer et al., 1974) was adapted and used as research instrument. It originally included 40 items. According to their suggestions of the experts, the instruments were modified and irrelevant items to our culture were excluded. Finally, there were 35 items in Self-control Scale and 37 items in Interpersonal Communication Inventory.

Interpersonal Communication Inventory included five subscales; self-concept, listening, clarity of expression, coping with feelings and

emotions, and self-disclosure. There are 8 items in subscale 1, 8 items in subscale 2, 6 items in subscale 3, 8 items in subscale 4, and 7 items in subscale 5. The instrument is also a 5-point Likert scale ranging from strongly disagree =1 to strongly agree = 5 for positive items and vice versa for negative items. The whole scales of Self-control and Interpersonal Communication indicated satisfactory internal consistency with 0.864 and 0.704.

### Findings

Descriptive analysis revealed that the mean and standard deviation of self-control of Grade 9 students was 116.40 and 15.17 (see Table 1).

**Table 1. Descriptive Statistics for Self-control of Grade 9 Students**

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Self-control	552	70	157	116.40	15.17

Means and standard deviations for self-control of Grade 9 students by gender were reported in Table 2. Descriptive analysis revealed that the mean scores were slightly different between males and females.

**Table 2. Descriptive Statistics for Self-control of Students by Gender**

Variable	Gender	N	Mean	Std. Deviation
Students' Self-control	Male	275	116.13	14.84
	Female	277	116.66	15.52

**Table 3. Results of Independent Sample *t* test for Self-control by Gender**

Variance	Gender	<i>N</i>	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Self-control	Male	275	-.415	550	.678	-.537
	Female	277				

To know more clearly, the independent sample *t* test was conducted. According to the result, there was no significant difference between male and female students in self-control (See Table 3). It may be due to the fact that both males and females are influenced by extreme emotions, peer pressure, and risky behavior during adolescence.

It was found that fathers' education levels of the participated students were different. Thus, fathers' education levels were grouped into four levels; primary, middle, high, and graduate. To compare the mean and standard deviation of students' self-control by father's education level, descriptive analysis was done. The result showed that the mean values of students' self-control among fathers' education levels were slightly different (see Table 4).

To obtain more detailed information on father's education level, one way analysis of variance (ANOVA) was also conducted. ANOVA result showed that there was no significant difference in students' self-control among fathers' education levels (See Table 5).

**Table 4. Descriptive Statistics for Self-control of Students by Father's Education Level**

Variable	Father's Education Level	<i>N</i>	Minimum	Maximum	Mean	Std. Deviation
Self-control	Primary	166	76	151	115.80	15.17
	Middle	216	72	156	116.63	15.12
	High	144	70	157	116.96	16.06
	Graduate	26	97	137	115.15	10.39

**Table 5. ANOVA Results of Self-control of Students by Father's Education Level**

Variable		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Self-control	Between Groups	156.169	3	52.056	.225	.879
	Within Groups	126791.945	548	231.372		
	Total	126948.114	551			

Descriptive analysis revealed the differences in means and standard deviations of self-control by mother's education level in Table 6. As the result, the mean scores for self-control of students were slightly different. So as to observe clearly the significant differences in self-control of students among mothers' educational levels, one way analysis of variance (ANOVA) was conducted. The result indicated that there were no significant differences in students' self-control by mother's education level.

**Table 6. Descriptive Statistics for Self-control of Students by Mother's Education Level**

Variable	Mother's Education Level	<i>N</i>	Minimum	Maximum	Mean	Std. Deviation
Self-control	Primary	241	70	151	114.75	15.49
	Middle	198	79	157	117.90	15.03
	High	78	79	155	118.59	15.40
	Graduate	35	94	137	114.37	11.99

Means and standard deviations for self-control of Grade 9 students by school were reported in Table 7. According to the mean scores, self-control of the students in the school 4 was the highest and that of the students in the school 1 was the lowest.

**Table 7. Descriptive Statistics of Self-control for Grade 9 Students by School**

Variable		<i>N</i>	Minimum	Maximum	Mean	Std. Deviation
Self-control	School 1	150	81	155	113.91	15.82
	School 2	150	70	157	116.35	16.11
	School 3	150	72	146	115.14	13.54
	School 4	102	80	149	121.96	13.81

To obtain more detailed information on schools, one way analysis of variance (ANOVA) was conducted. ANOVA result showed that there were significant differences in self-control among four schools at 0.001 level (see Table 8).

**Table 8. ANOVA Results of Self-control of Students by School**

Variable		Sum Squares	of <i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Self-control	Between Groups	4320.064	3	1440.021	6.435***	.000
	Within Groups	122628.050	548	223.774		
	Total	126948.114	551			

Note: \*\*\*  $p < 0.001$ .

According to Table 9, the results of ANOVA confirmed that significant differences by school exist in self-control of students at the 0.001 level. Again, to find which particular group had highest difference, Post Hoc test was executed by Tukey HSD method. The result can be seen in Table 9.

**Table 9. Post Hoc Analysis for Self-control of Grade 9 Students Among Schools by Tukey HSD**

Variable	I (High School)	J (High School)	Mean Difference (I-J)	<i>p</i>
Self-control	School 4	School 1	8.047***	.000
		School 2	5.607*	.019
		School 3	6.821**	.002

Note: \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

In this way, students of school 4 were higher in self-control than students of the other three schools. The school 4 was situated in the rural area. Most of the parents of the students from school 4 are farmers who are very busy with their works. Their children need to help them. So, the students from this school are likely to be more matured and tend to have the ability to decide themselves what is right or wrong.

Then, descriptive analysis was computed for students' interpersonal communication skills (see Table 10). Interpersonal Communication Inventory included five components; self-concept, listening, clarity of expression, coping with feelings, and self-disclosure. Since the numbers of items included in each component of interpersonal communication inventory were different, the mean scores were transferred to the corresponding mean percentages.

**Table 10. Descriptive Statistics for Each Component of Interpersonal Communication Skills of Grade 9 Students**

Components	N	Minimum	Maximum	Mean %	Std. Deviation
Self-concept	552	38	90	65.33	7.71
Listening	552	35	100	73.99	10.57
Clarity of Expression	552	37	100	66.92	9.65
Coping with	552	30	88	59.05	9.58

Components	N	Minimum	Maximum	Mean %	Std. Deviation
Feelings					
Self-disclosure	552	30	88	59.43	9.06
Interpersonal Communication	552	49	86	66.59	5.95

Means and standard deviations of interpersonal communication skills of Grade 9 students by gender were reported in Table 11. Descriptive analysis revealed that the mean scores were slightly different between males and females.

**Table 11. Descriptive Analysis of Interpersonal Communication Skills for Grade 9 Students by Gender**

Variables	Gender	N	Mean %	Std. Deviation
Self-concept	Male	275	64.54	7.87
	Female	277	66.11	7.47
Listening	Male	275	72.48	10.82
	Female	277	75.49	10.13
Clarity of Expression	Male	275	66.95	9.88
	Female	277	66.90	9.44
Coping with Feelings	Male	275	59.28	9.45
	Female	277	58.82	9.72
Self-disclosure	Male	275	58.56	8.76
	Female	277	60.30	9.29
Interpersonal Communication	Male	275	65.96	6.02
	Female	277	67.22	5.82

Next, in order to find out the differences in interpersonal communication skills by gender, the independent sample *t* test was computed. According to the result, there was a significant difference in interpersonal communication skills of Grade 9 students by gender at 0.05 level and 0.01 level (See Table 12).

Concerning dimensions of interpersonal communication skills, it was found that female students were also higher than male students in the dimensions of self-concept, listening and self-disclosure. It can be said that innately, females are very sensitive and have good concentration. Then, females are likely to believe the other people around them and so they are in the habit of telling their feelings to them.

**Table 12. Result of Independent Sample *t* test for Interpersonal Communication Skills by Gender**

Variables	Gender	Mean %	<i>t</i>	<i>df</i>	<i>p</i>
Self-concept	Male	64.54	-2.408*	550	.016
	Female	66.11			
Listening	Male	72.48	3.369**	550	.001
	Female	75.49			
Clarity of Expression	Male	66.95	.061	550	.951
	Female	66.90			
Coping with Feelings	Male	59.28	.568	550	.570
	Female	58.82			
Self-disclosure	Male	58.56	-2.255*	550	.025
	Female	67.22			
Interpersonal Communication	Male	65.96	-2.492*	550	.013
	Female	67.22			

Note: \*  $p < 0.05$ , \*\*  $p < 0.01$

To compare the mean and standard deviation of students' interpersonal communication skills by father's education level, descriptive

analysis was done. The result showed that the mean values of students' interpersonal communication skills among fathers' education levels were slightly different (see Table 13).

**Table 13. Descriptive Statistics of Interpersonal Communication Skills of Grade 9 Students by Father's Education Level**

Variables	Father's Education	<i>N</i>	Minimum	Maximum	Mean %	Std. Deviation
Self-concept	Primary	166	45	85	65.26	7.04
	Middle	216	38	90	65.58	8.17
	High	144	48	88	65.19	7.93
	Graduate	26	45	75	64.42	6.79
Listening	Primary	166	35	98	72.11	11.15
	Middle	216	38	95	74.32	10.33
	High	144	40	100	75.42	10.48
	Graduate	26	60	93	75.38	7.73
Clarity of Expression	Primary	166	37	97	65.80	10.15
	Middle	216	40	97	67.55	9.28
	High	144	37	100	67.11	10.02
	Graduate	26	60	80	67.82	6.72
Coping with Feelings	Primary	166	30	83	59.10	8.73
	Middle	216	33	88	59.51	9.89
	High	144	30	83	58.70	10.32
	Graduate	26	43	73	56.83	7.82
Self-disclosure	Primary	166	33	88	58.31	9.36
	Middle	216	30	85	59.27	8.88

Variables	Father's Education	N	Minimum	Maximum	Mean %	Std. Deviation
	High	144	40	80	60.43	8.92
	Graduate	26	45	80	62.40	8.70
Interpersonal Communication	Primary	166	49	83	65.76	5.87
	Middle	216	50	85	66.88	5.99
	High	144	49	86	67.04	6.05
	Graduate	26	57	77	67.01	5.21

Next, in order to find out the significant differences in interpersonal communication skills, one way analysis of variance (ANOVA) was conducted. ANOVA result showed that there was no significant difference in students' interpersonal communication skills among fathers' education levels. However, only in listening dimension, there was a significant difference by father's education level. Again, to find which particular group had highest difference, Post Hoc test was executed by Tukey HSD method. It was apparent that listening skill of the students of fathers with primary level had lower than that of fathers with high level (see Table 14).

**Table 14. Post Hoc Analysis for Listening Skill Among Fathers' Educational Levels by Tukey HSD**

Variable	I (Father's Education)	J(Father's Education)	Mean Difference (I-J)	p
Listening	Primary	High	-3.308*	.030

Note: \*  $p < 0.05$ .

Mean percentages and standard deviations for each component of interpersonal communication skills of Grade 9 students by mother's education level were reported in Table 15. In order to find out differences in interpersonal communication skills, one way analysis of variance (ANOVA) was conducted. ANOVA result showed that there were significant differences in interpersonal communication skills by mother's

education level (see Table 16). Moreover, there were also significant differences in the dimensions of self-concept and listening.

**Table 15. Descriptive Statistics for Each Component of Interpersonal Communication Skills of Grade 9 Students by Mother's Education Level**

Variables	Mother's Education	N	Minimum	Maximum	Mean %	SD
Self-concept	Primary	241	38	85	64.43	7.67
	Middle	198	48	90	65.97	7.90
	High	78	53	88	66.83	6.78
	Graduate	35	45	85	64.50	8.22
Listening	Primary	241	35	98	72.35	11.33
	Middle	198	48	98	74.99	9.50
	High	78	53	100	76.57	10.89
	Graduate	35	55	93	73.86	8.64
Clarity of Expression	Primary	241	37	97	66.13	9.64
	Middle	198	40	97	67.21	9.38
	High	78	37	100	69.10	10.53
	Graduate	35	47	83	65.90	8.67
Coping with Feelings	Primary	241	30	83	58.72	9.21
	Middle	198	33	88	59.80	10.33
	High	78	38	83	59.52	9.15
	Graduate	35	40	70	56.00	8.18
Self-disclosure	Primary	241	38	88	58.79	8.54
	Middle	198	30	85	59.58	9.25
	High	78	40	83	60.48	9.23
	Graduate	35	38	80	60.71	10.97
Interpersonal	Primary	241	49	83	65.71	5.94

Variables	Mother's Education	N	Minimum	Maximum	Mean %	SD
Communication	Middle	198	51	85	67.19	5.89
	High	78	57	86	68.16	5.69
	Graduate	35	53	77	65.84	5.96

**Table 16. Result of ANOVA for Each Component of Interpersonal Communication Skills by Mother's Education Level**

Variables		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Self-concept	Between Group	475.993	3	158.664	2.694*	.045
	Within Group	32277.812	548	58.901		
	Total	32753.804	551			
Listening	Between Group	1361.412	3	453.804	4.124**	.007
	Within Group	60306.783	548	110.049		
	Total	61668.195	551			
Clarity of Expression	Between Group	575.219	3	191.740	2.069	.103
	Within Group	50789.274	548	92.681		
	Total	51364.493	551			
Coping with Feelings	Between Group	479.139	3	159.713	1.745	.157
	Within Group	50159.041	548	91.531		
	Total	50638.179	551			
Self-disclosure	Between	248.353	3	82.784		

Variables		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
	Group				1.007	.389
	Within Group	45043.484	548	82.196		
	Total	45291.837	551			
Interpersonal Communication	Between Group	470.412	3	156.804	4.511**	.004
	Within Group	19047.154	548	34.758		
	Total	19517.566	551			

Note: \*  $p < 0.05$ , \*\*  $p < 0.01$

Again, to find which particular group had highest difference, Post Hoc test was executed by Tukey HSD method. It was apparent that interpersonal communication skills of the students of mothers with primary level were lower in interpersonal communication skills than that of mothers with middle and high levels (see Table 17).

**Table 17. Post Hoc Analysis for Interpersonal Communication Skills of Grade 9 Students Among Mothers' Education Levels by Tukey HSD**

Variables	I (Mother's Education)	J (Mother's Education)	Mean Difference I-J	<i>p</i>
Listening	Primary	Middle	-2.633*	.045
		High	-4.216*	.011
Interpersonal Communication	Primary	Middle	-1.482*	.044
		High	-2.451**	.008

Note: \*  $p < 0.05$ , \*\*  $p < 0.01$

Moreover, in order to study each component of interpersonal communication skills by school, one way analysis of variance (ANOVA) was conducted. The result indicated that there were no significant differences in students' interpersonal communication skills by school.

To find out the relationship between students' self-control and each subscale of interpersonal communication skills, Pearson product moment correlation coefficients were conducted (see Table 19). The results in Table 19 showed that there were significant relationships between self-control and each subscales of interpersonal communication skills. Interestingly, listening subscale had strongest correlation with self-control with coefficient of  $r = 0.486$ . The results also revealed that all subscales of interpersonal communication skills had positive relationship with students' self-control.

**Table 19. Correlation between Self-control and Subscales of Interpersonal Communication Skills of Grade 9 Students**

Variables	Self-control	SC	L	COE	CWF	SD	IC
Self-control	1	.350**	.486**	.128**	.384**	.230**	.528**
SC		1	.287**	.178**	.157**	.192**	.555**
L			1	.251**	.295**	.319**	.739**
COE				1	.125**	.234**	.530**
CWF					1	.204**	.606**
SD						1	.638**
IC							1

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

SC = Self-concept

L = Listening

COE = Clarity of Expressions

- CWF = Coping with Feelings  
 SD = Self-disclosure  
 IC = Interpersonal Communication

In order to evaluate the prediction of interpersonal communication skills from self-control, a simple linear regression analysis was calculated. Regression analysis revealed that the model significantly explained interpersonal communication skills,  $F = 212.932$ ,  $p = 0.000$ .  $R^2$  for model was 0.279 and adjusted  $R^2$  was 0.278. Table 20 displays the intercept, unstandardized regression coefficients (B), standardized regression coefficients  $\beta$  for model. According to the result, self-control contributed 27.8% of variance to interpersonal communication skills. Therefore, it can be interpreted that the higher self-control students have, the more they possess better interpersonal communication skills. By applying regression analysis, the resultant model for interpersonal communication skills can be described in the following equation concerned with self-control.

$$ICS = 78.590 + 0.383SC$$

**Table 20. Regression Analysis for Prediction of Interpersonal Communication Skills**

Variable	B	$\beta$	$t$	R	$R^2$	Adj $R^2$	$F$
(Constant) ICS	78.590		25.494	.528	.279	.278	212.932**
1.SC	.383	.528**	14.592	$R^2 = 27.8\%$ ICS = 78.590 + 0.383SC			

Note: \*\* Mean difference is significant at 0.01 level.

ICS = Interpersonal Communication Skills

SC = Self-control

### Conclusion

To sum up, interpersonal communication skill is one of the essential skills needed to succeed in education and workplace, ultimately in the life long process. Besides, self-control is an important factor not only for improving interpersonal communication skills but also maintaining a

congenial relationship. Therefore, parents, teachers, educators, and community should provide the student adequate orientation towards the development of self-control and interpersonal communication skills.

### Acknowledgements

I would like to offer respectful appreciation to Dr. Saw Pyone Naing (Rector, Sagaing University of Education) for his permission, administrative support and official help in this study. I want to gratefully acknowledge Dr. Tin Maung Win (Professor and Head of Department, Department of Educational Psychology, Sagaing University of Education) for his warm and kind-hearted supports, commitment, direction, and valuable advices during this study. I am most grateful to my academic supervisor, Dr. Aye Aye Aung (Assistant Lecturer, Department of Educational Psychology, Sagaing University of Education) for her assistance, understanding, constructive criticism, encouragement, forbearance, kind editing and reviewing of this research, and expert guidance in helping to create time for me to complete this study.

Special thanks also go to my co-supervisor, Daw Ei Ei Mon (Assistant Lecturer, Department of Educational Psychology) for her valued contribution, necessary guidance and suggestions during this study. I owe a lot of gratitude to the professors and experts in psychology for careful reviewing the questionnaire and school teachers for their cooperation in data collection of this study.

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