



Investigating the relationship between self-control and social skills in mentally retarded children

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Abstract

The aim of this study was to investigate self-control and its relationship with different dimensions of social skills in mentally retarded children. The present study was conducted by causal-comparative method with an applied nature in 2020. The statistical population of all primary school students in the schools of the mentally retarded was the Tehran Exceptional Education Organization. Using cluster sampling method, 196 children were selected as the sample. The informed consent form for participation in the research was also obtained from the stakeholders. Measurement tools in this study included Gersham and Elliott (1990) Social Skills Rating Scale and Kendall and Wilcox (1979) Self-Control Scale, the validity of which was assessed using Cronbach's alpha of 0/93 and retest of 0/83. The validity of the questionnaire was assessed by examining the correlation between the two scales. Statistical analyzes were also performed using SPSS25 software. The results of statistical analysis showed that there is a positive and significant relationship between social skills and self-control and the results of multivariate regression showed that different dimensions of social skills in combination have the power to predict self-control. One-way analysis of variance showed that there was no significant difference for the mean scores of the self-control scale in different groups based on the education of mother and father and their occupation.

Keywords: self-control, social skills, mentally retarded children

Introduction

Acquiring social skills is one of the necessities of life today and makes people successful in various areas of life. In fact, having the right level of skills can be the key to success in a person's social life. These skills affect a person's social interactions and enable a person to have a positive impact on their environment and thus achieve appropriate consequences for their behavior. Ordinary people acquire these skills directly and indirectly through interaction with parents, teachers, and peers (Lane, 1999).

The current situation of the society has confronted the social life of children with its own problems and complexities. In this situation, one of the most

important skills that can maintain and strengthen their maturity and mental health in the face of future problems is problem solving skills. The general meaning and solution of the social problem is specific, so that people unable to solve these problems may be endangered by ineffective solutions (Vahedi & FathiAzar, 2006). Unfortunately, mentally retarded children have difficulty acquiring and learning these skills due to cognitive problems, and therefore have problems in interpersonal and interpersonal relationships. One of the things that prevents the acquisition of social skills in mentally retarded children is lack of self-control (McEvoy & Welker, 2000). Therefore, it is important to examine social skills and self-control in children with mental disabilities. Lack of self-control is one of the most

important problems of mentally retarded children and adolescents, which creates many problems for these children and their families; Problems such as poor school performance, aggression, interpersonal problems, poor job performance and drug addiction in adulthood (Wiatrowski & Griswold, 1981). Social skill is a set of acceptable learned behaviors that enable a person to communicate effectively with others and to avoid unreasonable social reactions. Social skills training is based on the principle that children's problems in social skills are often due to the fact that children do not know what to do in social situations and children can be trained to overcome these problems (Priority and Gersham, 1984). Social skills are a set of specific and learned behaviors that individuals perform in their interpersonal relationships to gain or maintain environmental reinforcement (Bahamin & Kouroshnia, 2018). Lack of social skills in children and adolescents causes them many problems and causes non-compromise in interpersonal relationships and behavioral problems and disorders and has a negative impact on the development of the child's personality and adaptation to the environment. Children and adolescents with a lack of social skills not only suffer from this deficiency themselves, but also cause annoyance to others through inappropriate and impulsive behaviors. As a result, the child will be excluded from friends and peers because of this deficiency, and since social skills play an important role in the lives of children and adolescents, and everyone needs these skills. Children and adolescents need to develop these skills, which requires coordination with social groups, adherence to social norms, and the ability to understand the feelings and opinions of others. Children and adolescents need to work with others in group work. These skills help them to have a positive impact on their environment and get good results. But if children and adolescents do not acquire these skills, they will develop interpersonal problems such as depression, hopelessness, and interpersonal problems such as not communicating effectively with others (Lengua, 2003). According to some studies, when parents are consistent in their parenting methods with their children, they give them expressive and trusting behaviors, listen to their children, and promote conversation with them; Also, their disciplinary method is combined with warmth, logic and flexibility, and to some extent, they give their children freedom, children show more social development (Zakaeifar & Musazadeh, 2020). Learning environment also has a significant impact on social skills (Fallahi, Zarei, Norouzi, 2018). One of the

variables related to social skills is self-control. Self-control is a three-step process that involves self-monitoring, self-assessment, and self-reinforcement. It is assumed that some people are deficient in one of these stages. For example, depressed children may be deficient in all three stages; If the child is deficient in personal supervision, he / she pays more attention to the negative events and immediate consequences of the behavior than to the long-term consequences of the behavior and children with aggression and behavioral problems pay attention to the immediate consequences of the behavior and have deficiencies at this stage (Karoly, 1972). Self-control develops and develops in the individual by observing the appropriate pattern. In his theory, Bandura states that learning occurs through observation, while not denying reinforcement. He believes that children's positive or negative behaviors are learned consciously or accidentally through observation; And children learn to behave in accordance with the behavior of others by observing the behavior of others. Thus, self-control can be taught to children through role models, especially to the mentally retarded children for whom role modeling is most applicable (Wang, 2002). Take a position, self-regulation helps the child to organize, evaluate and revise his / her work and activities. It also allows children to be actively involved in learning processes and to be confident, independent and curious in terms of personality traits (Pintrich & et.al, 1990), including factors affecting social skills and self-efficacy. Parenting is a parenting style, because parents are the first to play an important role in shaping a child's personality and moral values. Parents are effective in developing or suppressing self-control and social skills in children. Parents who take good care of their children and identify and try to correct their children's misbehavior will be successful in building and developing self-control and social skills. Behaviors of the child reflect family Is where he grew up, so parents can both develop positive and appropriate behaviors in their children and cause inappropriate and wrong behaviors in their children; Therefore, all behaviors of children and adolescents, both socially acceptable and anti-social behaviors, are rooted in the parenting upbringing and parenting style. Therefore, children who do not have the proper upbringing of their parents and are deprived of their love and affection and harsh and inconsistent disciplinary methods are used against them, in addition to mental disability and cognitive weakness, will have emotional problems and incompatibility. (Brownfield & et.al, 1993). Research shows that children face problems due to a lack of social problem-solving skills. Aggressive childhood

behavior can be used as a predictor of delinquency, substance abuse, depression, and academic failure. . . Be. There is also evidence to suggest that childhood antisocial behavior is associated with adult disabilities (Vahedi & FathiAzar, 2006).

Wang2002 found in his research that Chinese girls have more restraint and control over inappropriate behaviors than boys. In another study, girls were found to have more self-control than boys, and girls were more successful in communicating positively and effectively with others, and boys were less likely to control their behavior and think about the consequences.

Vazsonyi, Jiskrova, 2018 In a study to investigate the development of self-control and delinquency from preschool to adolescence, the findings showed that self-control increases significantly in children during childhood. But in some cases it stabilizes from 8.5 to 10.5 years old. Behavior also changes in parallel with restraint, but decreases in the opposite direction.

Sobhi& et.al, 2018 concluded that social skills training can have an important effect on increasing adaptive behaviors and creating empathy, this treatment can lead to improved social well-being in these students. Shariatbagheri, (2018) Research has shown that teaching social-communication skills significantly increases responsibility and adaptability to school in students. In other words, by participating in social-communication skills training sessions, students' levels of responsibility and adaptation to school increase.

In general, patience and self-control are the weights that can cause people to avoid extreme and extravagant emotions, and as a moral virtue, they can cause a person to face difficulties. Act wisely in their decisions (Khormaei, Farmani, 2014). Self-control helps children with disabilities not need external approval and encouragement, and most of their work and activities are factors. It comes from within, and interest, motivation, and satisfaction are important to them and they act on it, so most of these children set a standard for their activities and act on it. And evaluate their actions. Self-control is considered as an important part of human performance and one of the basic and fundamental elements in shaping human behavior. This skill helps a person to control his behaviors and be responsible and one of the unpleasant consequences of behaviors. Unsuitable for him seeks to be safe. Therefore, for more than a decade, lack of self-control has been cited as a major

factor in crime and delinquency and similar behaviors. To the extent that the lack of restraint has a special and special place in criminology and inappropriate behaviors, due to the important role of restraint in the occurrence of criminal and inappropriate behaviors, scales and measuring tools have been developed to determine the extent of restraint. Thus, the importance of self-control in human life can be realized. Social skills and self-control are necessary for every person and ordinary people learn these skills directly and indirectly through their relationship with adults, but social skills and self-control in mentally retarded children need to be taught. has it. The main problem for many of these individuals is a lack of social skills and self-control to get a job and solve interpersonal problems (Gresham & et.al, 1993).

Today, the concept of social skills and self-control plays an important role in the diagnosis and treatment of mental disability, and even in the DSM-IV, one of the criteria for diagnosing people with mental disabilities is the existence of adaptive behaviors in these people. In addition, researchers have suggested that the existence of social skills is very important and fundamental to the quality of social life and interpersonal relationships of people with mental disabilities. Lack of these skills is considered as a cause of failure in interpersonal, academic and professional life. Lack of social skills and self-control in people with mental disabilities may also lead to their withdrawal from work and society (Sherman & et.al, 1992).The existence of social skills and self-control plays an important role in the lives of people with mental disabilities, so helping these people in the field of education and promotion of these abilities requires examining the relationship between self-control and social skills. Therefore, research in this field helps us to better teach these skills to people with mental disabilities. One of the topics that can be studied and researched in psychology is the relationship between self-control and various aspects of social skills in mentally retarded children. Also, the relationship between variables such as age, gender, parents' education, socio-economic level of the family and the occupational class of the head of the family can be studied in this field. Because the lack of positive skills in mentally retarded children will cause behavioral problems, lack of cooperation with others and interpersonal and interpersonal problems, and if these problems are not resolved in childhood, it will continue into adulthood and cause problems such as, deprives these people of not having a job in adulthood, as well as having a semi-independent life, because

these skills are necessary for a desirable life. Considering that children with mental disabilities, in addition to mental and cognitive disabilities, a large part of their problems are related to the lack of social skills and self-control, and since this issue has not been studied in Iran, in this study self-control and its relationship with different dimensions of social skills in people with mental disabilities will be studied and researched.

In this research, we try to answer the following questions:

1. Is there a significant relationship between different dimensions of social skills and self-control in mentally retarded girls?
2. Is there a significant relationship between different dimensions of social skills and self-control in mentally retarded boys?
3. Is the level of self-control of mentally retarded girls and boys predictable by different dimensions of social skills and behavioral problems?
4. Is there a significant difference between the mean scores of self-control of mentally retarded children in different groups based on the mother's education?

Method, community and statistical sample of the research

The aim of this study was to investigate the relationship between self-control and social skills in mentally retarded children. The present study is of a positivist type with a quantitative approach. Also, this research is a descriptive project in the field of field studies and in terms of research approach, it is a quantitative research. The statistical population of the study includes all elementary school students in the schools of educable mentally retarded students of the Exceptional Education Organization of Tehran. In this study, for sampling, first by referring to the Tehran Exceptional Education Organization and obtaining a license from this organization, 4 girls 'and boys' schools were randomly selected from among the exceptional schools in Tehran. In each school, information on parental characteristics such as education and occupation of the head of the family was obtained by referring to the school statistics office. Forty teachers then assessed students in grades one through five, and finally assessed 196 children (87 girls and 109 boys) aged 9 to 15. Only one 8-year-old was included in the sample. Due to the small number in the 8-year-old age group, sampling was excluded and the total number was reduced to 196 people.

Demographic characteristics of the sample

Table 1- Sample characteristics based on age and sex

age	girls	boys	Total
9 to 11 years and 11 months	12	24	36
11 to 12 years and 11 months	38	56	94
13 to 14 years and 11 months	26	21	46
15 to 15 years and 11 months	11	9	21
Total	87	109	196

Table 2 - Sample characteristics based on father's job

Father Occupation Class	Frequency	percentage
Office	33	16/8
Service staff	25	12/8
Farmers and ranchers and workers of production and transportation jobs	22	11/2
jobless	49	25/1
Uncategorized	67	34/2
Total	196	111/1

Table 3- Sample characteristics based on father's education

Father Education	Frequency	percentage
Illiterate and illiterate	44	22/4
Primary	65	33/2
Middle and high school	47	24/1
Diploma and above	41	21/4
Total	196	111/1

Table 4 - Sample characteristics based on mother's education

Mother's education	Frequency	percentage
Illiterate and illiterate	55	28/1
Primary	74	37/8
Middle and high school	31	15/3
Diploma and above	37	18/9
Total	196	111/1

Measuring tools

To develop the tool, the researcher first studied theoretical sources and reference books on self-control and social skills. In addition, the scales previously made in and outside the country were examined. Then, from the appropriate scales, he selected the following scales to collect data in the present study:

A) Social Skills Rating Scale (SCRS)

This scale was developed by Gresham & Elliott (1990) for preschool, elementary and high school and has 3 special forms for parents, teachers and students. 2 Special form for parents and teachers consists of two parts: social skills and behavioral problems. The teacher form has 48 questions in the section of social skills and behavioral problems that have answers never, often and most of the time. The social skills section of the teacher questionnaire has sub-tests: cooperation, self-control and assertiveness. (Shahim1998). In addition, the analysis of factors on the social skill rating scale for the social skills section led to the extraction of three factors of cooperation, assertiveness in social relations and self-control, and in the behavioral problems section led to the extraction of three factors: exogenous behaviors, internal Motivational and attention-grabbing. This scale was used to assess social skills in mentally retarded children. In Shahim (1998) research, to determine the validity of the scale, the correlation of scores with the

restraint part of the SCRS social skills rating scale was used. Also, the correlation of all questions with the total score and its comparison with the results reported in China obtained by Wang (2002) was used as a validity indicator.

Cronbach's alpha method, which was equal to 0.93, was used to study the reliability of the SCRS scale. Study and evaluation of SCRS scale Reliability by retesting 30 subjects (15 boys and 15 girls) were re-evaluated after the first Study with a re-measurement reliability coefficient of 0.83. Overall, the results of retest reliability and Cronbach's alpha coefficient indicate the necessary and appropriate stability of the SCRS scale.

B) Self-control scale

Few tools are available to assess children's self-controlling tendencies and behaviors, while self-control has been repeatedly studied in various studies. Kendall and Wilcox (1979) have defined self-control as a person's tendency to control their behavior. It has 2 cognitive and behavioral components. According to this definition, the restraint scale was provided with 33 items that measure cognitive and behavioral restraint. This scale includes 10 items that measure self-control, 13 items that measure impulsive behaviors, and another 10 items that measure both dimensions, namely self-control and impulsive behaviors.

Scoring is done by the teacher on a 7-point Likert scale. In order to implement the Kendall and Wilcoxon restraint scale, this scale was first translated into Persian and corrected and edited by 3 fluent psychologists in both languages, and then provided to teachers for evaluation by students. For this purpose, after selecting the first to fifth grades and before presenting the questionnaire to the teachers, explanations were given on how to answer the questions and the purpose of the research and the need for honest cooperation.

Results

Pearson correlation coefficient was used to investigate the relationship between self-control and various dimensions of social skills in mentally retarded boys and girls. Correlation coefficients between different dimensions of social skills and self-control are listed in Tables (5) and (6) by gender of the subjects.

Table 5 - Correlation coefficient between self-control scale scores with different dimensions of social skills -In mentally retarded girls

Variables	Self-control scale SSRC	Cooperation	decisiveness	Continenence	Exogenous behavior	Endogenous behavior	Active
Cooperation	0/6 **						
decisiveness	0/21 *	0/6**					
Continenence	0/65**	0/76**	0/51**				
Exogenous behavior	-0/71	-0/40**	0/64	-0/52**			
Endogenous behavior	0/03	-0/02	-0/39**	-0/02	-0/005		
Active	-0/68**	-0/42**	-0/10	-0/43**	0/71**	0/1	
The total score of the social skills section	0/56**	0/90**	0/85**	0/84**	-0/29**	-0/2	-0/24

As can be seen from Table (5), there is a positive and significant correlation between the scores of the Self-Control Scale and the different dimensions of social skills (cooperation, assertiveness and self-control) in girls; And there is a negative and significant correlation between the scores of self-control scale and

exogenous and active behaviors and the total score of behavioral problems and there is no significant relationship between the scores of self-control scale and endogenous behaviors. The correlation coefficient between social skills and self-control scale was 0.56 and significant.

Table 6- Correlation coefficient between restraint scale scores with different dimensions of social skills in mentally retarded boys

Variables	Self-control scale SSRC	Cooperation	decisiveness	Continenence	Exogenous behavior	Endogenous behavior	Active
Cooperation	0/75 **						
decisiveness	0/27 **	0/53**					
Continenence	0/61**	0/70**	0/36**				
Exogenous behavior	-0/73	-0/56**	0/01	-0/55**			
Endogenous behavior	-0/07	-0/21	-0/48**	-0/002	0/14		
Active	-0/69**	-0/60**	-0/09....	-0/42**	0/83**	0/27**	
The total score of the social skills section	0/66**	0/90**	0/76**	0/82**	-0/44**	-0/29**	-0/45**
The total score of the behavioral problems section	-0/68**	-0/59**	-0/19**	-0/46	0/91**	0/52**	0/89**

As can be seen in Table (6), there is a positive and significant correlation between the scores of the self-control scale and the different dimensions of social skills (cooperation, assertiveness and self-control) in boys. There is a significant negative correlation between morbidity and mobility, there is no significant relationship between self-control and endogenous behaviors, and a correlation coefficient of 0.66 and significant was obtained between the total score of social skills and self-control.

Do the various dimensions of social skills and behavioral problems have the potential to significantly predict self-control in mentally retarded girls and boys?

In order to answer this question and evaluate the predictive power of self-control through various dimensions of social skills and behavioral problems in mentally retarded boys and girls, multivariate regression was used. Girls and boys come separately. The score of the restraint scale was considered as a dependent variable and the scores of the dimensions of cooperation and restraint of the social skills section of the SSRS scale and the scores of endogenous, exogenous and hyperactive behaviors of the behavioral problems section were considered as predictor variables.

Table 7- Multivariate regression to predict self-control by different dimensions of social skills and behavioral problems in mentally retarded girls

Predictive variable		R	R ²	F	t	P
Pre-variable	0/44				4/58	0/0001
Seeker	-0/142				0/44	N.S
cooperation	-0/31	0/840	0/706	39/40	3/44	0/001
Decisiveness	0/15				0/73	N.S
Active	-0/28				3/23	0/002

As can be seen in Table (7), all variables in combination with each other had the power of predicting self-control ($P < 0.0001$ and $F = 39/40$) and independently cooperated ($r = 0.31$), exogenous behavior ($r = 0.31$) and hyperactivity ($r = 0.28$) had

the power to predict self-controlling behavior in mentally retarded girls. But endogenous assertiveness and behavior did not have the power to predict restraint behavior independently.

Table 8- Multivariate regression for predicting self-control by different dimensions of social skills and behavioral problems in mentally retarded boys

Predictive variable		R	R ²	F	t	P
Pre-variable	0/38				4/39	0/0001
Seeker	0/15				1/89	N.S
cooperation	-0/43	0/853	0/728	55/182	4/33	0/0001
Decisiveness	0/18				2/87	0/005
Active	-0/14				1/43	N.S

As can be seen from Table (8), cooperation ($r = 0.38$), exogenous behavior ($r = 0.43$) and endogenous behavior ($r = 0.18$) in boys had the power to predict restraint behavior and Determination and dynamism did not independently demonstrate the power to predict restrained behavior. But all variables in combination with each other had the power of predicting self-control ($F = 182.55$, $P < 0.0001$).

Discussion

The aim of this study was to investigate self-control and its relationship with different dimensions of social skills in educable mentally retarded children in the first to fifth grades of elementary school. The results of statistical analysis showed that there is a positive and significant relationship between self-control and dimensions of social skills such as cooperation in mentally retarded girls and boys. There is also a negative and significant relationship between self-control and exogenous behaviors and cooperation and exogenous behaviors have the power to predict self-

control. This underscores the need to teach cooperation and reduce exogenous behaviors to increase self-control in mentally retarded children. Also, there was no significant difference between the average self-control of mentally retarded children based on parents' education and the job of the head of the household, which confirms the need to educate parents of mentally retarded children regardless of their social class in order to be aware of their children's abilities. The first and second questions of the study examined self-control and its relationship with different dimensions of social skills in girls and boys with mental disabilities independently. Positive dimension of social skills rating scale: cooperation, assertiveness in social relations and self-control and open negative dimensions Has social skills such as exogenous, endogenous and active behaviors. The results of the present study confirmed the existence of a positive and significant relationship between self-control scale scores and the dimension of cooperation including completing tasks on time and controlling

anger in dealing with adults and the dimension of assertiveness in social relationships that include ease of dating and early acquaintance. It is new, it had a positive and significant relationship with self-control. These results are consistent with the definition of self-control and the characteristics of self-controlled individuals. Restraint behavior helps the child to control his impulsive behaviors and react appropriately to problems. Also, self-controlled children can postpone their impulses until the right time and do not do anything for immediate and fleeting pleasure. Because such children feel a sense of commitment and responsibility for what they do. Therefore, the findings of the present study show that self-control has a positive and significant relationship with cooperation and assertiveness in social relationships. Self-control in girls and boys has a negative and significant relationship with exogenous behaviors such as arguing with others, anger and impulsive and instantaneous behaviors, and with hyperactivity and distraction, which includes disrupting current activities, restlessness and hyperactivity, etc. Self-control in girls and boys had no significant relationship with endogenous behaviors. In general, the scores of behavioral problems had a negative and significant relationship with the scores of self-controls. The results of the present study generally show a negative and significant relationship between self-control and exogenous behaviors, hyperactivity and distraction. Lack of self-control behavior and positive skills in children with behavioral problems such as conflict with others, lack of concentration and maladaptation Education is accompanied, it is aligned. In addition, behaviors such as anger, stress, rapid change and change of mental and non-verbal moods have been reported more in children with self-control than in normal children. In order to more fully investigate the relationship between social skills and self-control and answer the third research question, multivariate regression was used. The results showed that all variables including scores of cooperation, assertiveness, exogenous and endogenous behaviors and high mobility in combination with each other had the power of predicting self-control. But independently, only scores of cooperation, exogenous behavior, and hyperactivity had the power to predict self-control in girls. In other words, the decrease in hyperactivity and exogenous behaviors predicts an increase in girls' self-control. In boys, all variables in combination had the power to predict self-control, and independently only cooperation and endogenous and exogenous behaviors. It had the power of predicting self-control, in other words, decreasing exogenous

behaviors and increasing endogenous behaviors predicts increasing self-control in boys. But assertiveness did not have the power to predict self-control in girls and boys, and it did not predict endogenous behaviors in girls and hyperactivity in boys independently and significantly. As can be seen, in the present study, cooperation, which is one of the important dimensions of social skills, has the power to predict self-control in girls and boys, which means that the higher the level of cooperation in children, the more restraint Volume increases. Therefore, cooperation training can help to develop and promote self-control in girls and boys with mental disabilities. Therefore, it is necessary to think of educational measures to teach cooperation to these children. Therefore, it is better that educational programs do not place too much emphasis on individual work, but teach group and reciprocal cooperation to mentally retarded children. In the last question of the study, the difference between the mean scores of restraint of mentally retarded children in different groups based on maternal education was investigated independently and the results of the present study show a significant difference between the mean scores of restraint based on parental education. Does not exist. In a possible explanation of this finding, it can be said that in the present study, parents of mentally retarded children have developed self-control in their children to the same extent, regardless of education and literacy. The results of this study are consistent with the research (Wang2002), (Vazsonyi, Jiskrova, 2018), (Sobhi& et.al, 2018) and (Shariatbagheri, 2018).

Social skills improvement is a large group of psychosocial and interpersonal skills that can help individuals make informed decisions, communicate effectively, coping skills, and personal management. Expand yourself and believe in a healthy life. Social skills can guide personal actions, actions related to others, and actions related to the environment in a way that leads to greater health and will lead to mental, physical, and social health (Chang, Yuan, & Chen, 2018).). Seligman & Ryder, 2012 stated that families where there is a reciprocal orientation among family members and both parents and children have a caring, responsible and compassionate approach to each other, the moral development of children is more desirable. And more altruistic and moral behaviors are enjoyed. Individuals' capacity for self-control in deviant situations is affected by family upbringing as well as the level of social interaction. The more individual social ties there are, the more restraint there is.

According to the results of the present study, it is suggested that proper educational programs in the field of self-control and positive behavioral skills training be designed to help develop the self-control of mentally retarded children. The differences between the groups were not based on the level of education of the parents and the job of the head of the household that was expected, so it is suggested to parents, regardless of their socio-economic status, specific information about the potential and actual abilities of disabled children. Mentally trained Be. Parental education plays an important role in advancing the educational goals of exceptional children. Finally, it is suggested that educational programs for schools for children with mental disabilities be promoted in order to develop self-controlling behavior and social skills of these children so that the lack of social skills of these children does not continue into adulthood and does not cause many problems for them. It made it possible for mentally disabled children to get a job and have a future semi-independent life. The implementation of this research, like any other scientific research, had its limitations. Doing research in schools always faces problems due to the overlap between research time and classroom time.

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