



An Investigation of the Correlation between Self- Control, Impulsivity and Interpersonal Difficulties among College Students: An Empirical Study

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ABSTRACT

A comprehensive study was conducted to explore the relationship among self- control, Impulsivity, and Interpersonal Difficulties among College Students. The rationale behind conducting this research was to explore the role of lack of self-control in creating Interpersonal difficulties among College Students, to find out the relationship between self-control and Impulsivity among college students, and to explore the connection between Impulsivity and interpersonal difficulties among college students. Correlation research design was used, and purposive sampling was used to select a sample of 200 college students (boys and girls). The age range of the students was between 14 to 19 years. Those students who were doing Intermediate and were enrolled in colleges were excluded from the study. The self-control scale (Tangney et al., 2004), Barratt Impulsiveness Scale (Barrat, 1994), and Interpersonal difficulty scale (Saleem et al., 2014) were used with a demographic sheet for data collection. The results of the study claimed that self-control has a significant negative correlation with Impulsivity and interpersonal difficulty. However, interpersonal difficulty had a significant positive correlation with Impulsivity. The results of the study also claimed that lack of self-control and Impulsivity were significant predictors of interpersonal difficulties. The study would be helpful in the future to understand the causes of interpersonal difficulties. It would also create awareness in people about how lack of self-control negatively impacts the students' interpersonal life. Moreover, the study would be very helpful for the clinical purpose as it would give direction to the psychologist and psychotherapists to understand the role of self-control, Impulsivity, and interpersonal difficulty in adolescent students while providing therapy or counseling to students.

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1. Introduction

Adolescence is the most crucial period of one's life mostly due to pubertal changes and the inclusion of social, emotional, and interpersonal challenges in life (Cohen, 2006). However, different researchers strongly emphasize this crucial phase as it used to be referred to as a survival phase. It is called so because the young ones used to get into their college or high school phase where most concern revolves around independence and acceptance of their survival (Carlson & Mann, 2010). Few other researchers revealed the importance of the adolescent population by claiming that their approach toward life is heroic as they get enrolled in colleges and are concerned mostly about their reputation, looks, and trying to be the smarter of all (Shaul & Schwartz, 2014). All the previous data revealed that college age is one of the essential phases of a student's life. But it is the most critical one because of their high energies and materialistic concern, directly or indirectly based on their personality traits and behavioral patterns (Nigg & Nagel, 2016). In recent literature, self control in individuals is reported and studied in adolescents because of their vulnerable age; it includes commitment, regulated emotional state, and self-

inhibition. It is categorized by the capability to think, understand, and respond voluntarily (Ford & Blumenstein, 2013). As the individual grows, psychosocial needs become more prominent and pressing; therefore, with time, psychology is more focused on understanding an individual's interaction with the family, significant others, and the social world at large, particularly from adolescence onwards. Human beings have an innate need to socialize, belong, and build close bonds with others for survival (Bowlby, 1973).

Recent research studies highlighted the importance of self-control in college students. They claimed it is a leading cause of different psychological, social, emotional, and interpersonal difficulties the individual faces because the lack of self-control is linked with interpersonal and social life difficulties. Self-control is an individual's internal capacity to withstand self-affirmations and exhibits strong inhibitory power (Reynolds, Patak, Shroff, Penfold, Melanko, & Duhig, 2007). Self-control is a construct from neuropsychological studies that label these behaviors as purposive and independent (Dahl, 2004). Self-control is depicted as a higher-order cognitive process exhibited as deliberate and effortful counting completion of goals and plans and showing a strong secondary process as inhibition (Cabeza & Nyberg, 2000). Self-control is a function that activates the anterior cortex, prefrontal cortex, and hippocampus of the brain, which highlights its importance as a neurological, psychological, and behavioral construct (Lieberman, 2007). It is depicted through a worldly acknowledged theory that there are two types of self-control behavior, namely emotional control and motivational control. The personal control theory suggests that self-control reflects an individual's beliefs to the extent that they want to gain control or influence the outcome (Tilley, 2008). Another theory of self-control links it with social learning theory. It claims that this is what we learn from our environment after continuous exposure to society and gain it as a part of an individual's personality (Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003). Individuals having positive self-control and inhibitory control tendencies believe that they can control events and influence the outcomes, which directly claims that they have a lack of impulsive behavior and they can sustain their interpersonal life effectively; however, lack of self-control is directly linked with a lack of control in interpersonal and emotional connectivity and extreme absorption in rule-breaking, threatening and impulsive behavior (Dick et al., 2010).

However, there are different risk and protective factors associated with self-control behavior as verbal or non-verbal communication by peers, known as social support that provides personal control over the situation, and people with high levels of self-control proved as sociable and sustained a reputed stature in society that could benefit their personality and usually, they fall in the criteria of authoritarian personality (Adorno, Frenkel-Brunswik, Levinson, & Sanford, 1950). Several controlling strategies are used as a mediator that helps an individual control the situation. Emotion control, motivation control, and coping with failure let them compete with the situation using problem-solving instead of impulsive thinking (Scheier & Carver, 1988). Impulsivity and self-control function concurrently to influence different behavior, which showed their hand-in-hand relationship with each other, and different research revealed their simple linear positive association in adolescent learning individuals (Bickel, Miller, Yi, Kowal, Lindquist, & Pitcock, 2007). Impulsivity is depicted as having a lack of self-control, not under dizziness, intoxication by drugs, or threatening physical condition in a troublesome situation that follows an unhealthy and abrupt decision (Wills, Pokhrel, Morehouse, & Fenster, 2011). A theory further claims Impulsivity as lower levels of self-control as deficits in self-control or lack of inhibitory control can cause different mental health and social problems such as Impulsivity which further cause several life-threatening conditions (Chen & Vazsonyi, 2011). Different theories of Impulsivity depict it in different ways, as the trait theory of Impulsivity claims that impulsive and risk-taking behavior occurs in the absence of self-control. Assuming that individuals with high levels of self-control will always choose not to engage in impulsive or threatening behavior where the influence of self-control is undermined by Impulsivity (Bickel et al., 2007). Also, lack of self-control is linked with gambling and lack of emotional control, which further causes several social and emotional hurdles (Wood & Neal, 2007).

The first clinical self-control experiment was conducted to measure impulsive behavior in smokers, where the participants had to control their breathing process, which was later used as an intervention for chain smokers. Recent research claims that Impulsivity is usually observed with a lack of emotional or physical controlling tendencies (Cyders & Coskunpinar, 2011). Gibbons and his colleagues (2003) explained that self-control is a basic essence of human functioning. Comprehensive research highlighted the accuracy of self-control significantly predicts impulsive

behavior in young students. The research was conducted on 400 participants from different educational institutes in Australia (Gibbons et al., 2003). Research by Harrington (2006) claimed that there is a direct association between lack of self-control with impulsive behavior; however not been studied in the annals of clinical or social psychology (Harrington, 2006). Furthermore, Zuckerman (2007) claimed this regard in a way as it has negative consequences in most cases as it is an impulsive act and it never proved beneficial in any scenario except the temporary pleasure and sense of achievement it gives prevailed with lack of self-control (Zuckerman, 2007). Several theories are presented to clarify the nature of interpersonal difficulties. Most interpersonal theorists focus on identifying the dynamics of interpersonal relationships that lead people to maladaptive relationships. It was further suggested that childhood internal working models influence the thought pattern, feelings, and relationships with others. Based on this circumplex model, a measure for assessing interpersonal difficulties, the Inventory of Interpersonal Problems Horowitz, Rosenberg, and Bartholomew (1993), was also developed (Grossmann et al., 2002). All the previous research studies highlighted the relationship between self-control, Impulsivity, and interpersonal difficulties in one way or another and highlighted the importance of studying these variables in college students.

2. Literature Review

In recent literature, studies on different mental health, social and interpersonal issues highlighted the importance of research on college students because of the vulnerability of this population. Different research suggests that college students get independence after school when they enter college because the school scenario is quite different from colleges, as there are not many restrictions in colleges. Besides, different co-curricular and extracurricular activities such as sports, drama festive, and out-of-city tours also enlightened their search for freedom and the importance of self-control. Therefore, it is quite necessary to understand their level and dimensions of self-control (MacDonald, Li, & Bäckman, 2009). Self-control is taken as a skill highly necessary for human survival. It included multiple tasks that promise high achievement in different genres of life, but a lack of self-control would threaten survival (Baxter & Murray, 2002). A view on the previous literature suggested that self-control involves higher-order tasks that predict relationships with different psychological and social constructs (Larsson, 2006). However, literature also supports a lack of self-control, an inability to regulate oneself, which causes hurdles in responding accurately, and a lack of capacity to multitask (Gratz & Tull, 2010).

Different models are presented in history, such as pioneering research on self-control conducted by Fuster, which described self-control in terms of neuropsychological phenomena where the prefrontal cortex controls three basic functions under self-control and inhibition (Fuster, 2004). Self-control is an individual's internal capacity to withstand the self-affirmations and exhibition of strong inhibitory power (Reynolds et al., 2007). Another model by Lezak gave a conceptual model of self-control based on controlling and purposive actions referred to as top-down processing of cognition that came forward from the exact functioning of the frontal lobe, and deficits in that functioning were caused by functioning errors of the frontal cortex of the brain which were primarily explored in adults or older adults and not in adolescents (Kass, Vodanovich, Stanny, & Taylor, 2001). Another model of self-control is a problem-solving model associated with different phases to solve a problem, propped a suitable plan for the solution with the inclusion of different strategies, maintaining the strategies in order to perform daily tasks and also to evaluate the results with error recognition and correction (Bickel et al., 2007). Diamond, Barnett, Thomas, and Munro (2007) explained that self-control is a basic essence of executive functioning skills and criticized the previous research about their description of executive functioning and highlighted the positive and negative consequences associated with self-control and expression of lack of self-control in daily chores, academic life, social life, and interpersonal life (Diamond et al., 2007).

Casey, Getz, and Galvan (2008) researched the consequences of lack of self-control in young adolescents with an age range of 13 to 20; where they took the data of 4000 adolescents (boys were 2000 and girls were 2000) and used a self-report measure to study self-control in those young adolescent students. The results of more than 3000 high school or college students who participated voluntarily claimed that lack of self-control causes indecisiveness towards the future, low academic achievement, impulsive behavior, and difficulties in emotional life (Casey, Getz, & Galvan, 2008). Other researchers said on self-control, as Albert and Steinberg (2011) claimed that self-control suggested actions aimed at reaching a goal-oriented state, including

emotional processing as interpersonal dependence or lack of emotional regulation, which further cause negative emotions or interpersonal difficulties in students (Albert & Steinberg, 2011). Casey, Getz, and Galvan (2008), through his research in response to Barkley's research, revealed that self-control is a higher-ranked functionality while it involves the emotional functioning of an individual as interpersonal difficulties and try to relate it in term of gender differences as he said that if a person possesses a high level of self-control, he would likely to be less impulsive which in response brings about serenity and strength in his emotional life and interpersonal relationship but in contrast, a person with lack of self-control would suffer from emotional and familial issues. Not only this, it causes innumerable interpersonal problems because most of the decisions are caused in response to the prevailed impulsive state. In other words, a researcher claimed that self-control is a significant predictor of Impulsivity and lack of inhibitory control, which further predicts interpersonal difficulties in the long run (Casey, Getz, & Galvan, 2008). Besides, there are different researches, which play the role of genes in the self-control behavior of college students linked with self-control assensation. In this personality trait, they tried to explain the basic causes of impulsive behavior and the different genes that cause it in adolescents and adults. The theory also claims that this behavior is present in a child from birth and further changes into that individual's personality in adulthood (Zelazo, 2007). In most of the research, self-control and lack of self-control in adolescent students is a function that activates the anterior cortex, prefrontal cortex, and hippocampus of the brain, highlighting its importance and neurological, psychological, and behavioral construct (Lieberman, 2007).

It is depicted through a worldly acknowledged theory that there are two types of self-control behavior, namely emotional control and motivational control. The personal control theory suggests that self-control reflects an individual's beliefs to the extent that they want to gain control or influence the outcome advantage in performing tasks like mental rotation tasks; their perception was more intact and in-depth than women of their age. Moreover, they performed better than women in tasks like mathematical reasoning and understanding routenavigations, whereas women usually do better than men in tasks of qualitative nature (Band & Van Boxtel, 1999). Different researchers also claim the role of gender in the self-controlling behavior of adolescent college students as one such research said that both genders in self-controlling tasks are not claimable different. He rejected the previous research that claimed them differently regarding possessing higher-order functioning skills which were claimed as self-control. Moreover, he revealed that if there is any minor difference, it is due to the expertise in relevant experiences as if any man had more experience and practice of self-inhibition, his performance would be up to the mark in this regard, and if any woman had more exposure, she would better in exhibiting inhibitory and self-controlling tasks (Botvinick & Cohen, 2014). Nonetheless, there is some evidence in the literature which highlights the gender difference in self-control, as women are supposed to do better in self-control and interpersonal skills other than men. For this, Levin and his colleagues conducted research on 600 boys and girls of high schools in Vienna and, in an experimental lab, asked some questions from them by dividing them into two major groups, one for the boys and the other for the girls. Furthermore, after different activities, he reached that conclusion, and the research gained more fame than other research of the era (Levin et al., 1991). The previous research gave a basis to further other research, and one of those research was by Lynam, Moffitt, and Stouthamer-Loeber (1993), who revealed through his three years of prolonged research where he took data from about 1000 boys and girls of different age groups but under the adolescence period. He applied different experiments, used drawing tests, verbal and nonverbal questions were asked, and activities performed by both girls and boys together. After that, he reached the conclusion which highlighted the gender difference in self-controlling skills with the notion that girls are more effective in self-control and self-inhibition other than boys who showed a lack of self-control and impulsive behavior (Lynam, Moffitt, & Stouthamer-Loeber, 1993).

MacPherson, Stipelman, Duplinsky, Brown, and Lejuez (2008) concluded through their research that both men and women scored more or less the same on self-control. He used data from 1000 adults aged 20 to 27 for his research. He further claimed that both men and women have to go through different developmental pathways in adulthood due to secretions of different hormones. His research further gave directions to study the deficits in executive functioning and gender difference in this regard in Eastern cultures too. It claimed that self-control predicts a mindfulness-based approach in graduated adults, but lack of self-control causes Impulsivity and irritability. In this research, a lack of self-controlling tendencies is referred to as the cause of emotional dysregulation and delayed response practice in undergraduates which hurdles their

interpersonal growth and academic grades (MacPherson et al., 2008). An in-depth review of the previous literature revealed that lack of self-control is directly linked with Impulsivity, and research on 9th and 10th-grade students to determine the correlation between their socialization and Impulsivity. Results of this study showed that those students who were involved in Impulsivity and did rule-breaking activities in the classroom were more socialized than those who had impulse control tendencies or high self-control levels. Impulsivity comprises the preference for aggressive behavior in adults. He said that Impulsivity is directly correlated with aggressive behavior in adults (Romer, 2012). A review of the previous literature reveals that self-control predicts interpersonal difficulties in institutionalized students as Impulsivity is the byproduct of a lack of self-control in them which they make wrong decisions in academic choices and for fear of failure, they used to get to indulge in different interpersonal issues or impulsive choices such as using of cheating material or other unethical means to get good grades in colleges or high school students because they are the representative of middle or late adolescence; therefore, they have freedom or availability of such opportunities which directly revealed the importance of adolescence and college going adolescents are the most vulnerable population to get indulge in activities or behaviors that are said to be caused by lack of self-control or Impulsivity provoked (Daughters, Sargeant, Bornovalova, Gratz, & Lejuez, 2008).

Goldstein and Volkow(2002) revealed that self-control is a significant mediator of Impulsivity because the first clinical experiment of measuring self-control was about holding the breathing process that was used later on as an intervention for the impulsive chain smokers who smoked excessively had interpersonal issues,including self-regulation and lack of inhibition. The results of the experimental research established a fine link between self-control, Impulsivity, and interpersonal difficulties and also shed some light for future studies to find the correlation association between these variables in different non-clinical populations other than smokers or addicts (Goldstein&Volkow, 2002). Not only this, it is claimed that Impulsivity is linked with a lack of self-control; in the review of previous recent literature in the field of applied and clinical psychology researches a way those people who had difficulty in inhibitory controlling could be more intolerant or impulsive because they posses lack of distress and frustration tolerance (Reynolds et al., 2007). Gender and age-wise differences have been observed in the literature regarding Impulsivity in college students.Different researchers have proposed that adolescence is an age of emotional volatility and lack of stability and control on one's self which is perceived in them due to frustration regarding their academics and love life; where besides this, they want to divert their boredom due to absorption in different activities which could be risky for them for impulsive nature. Here, Impulsivity is a construct taken from clinical psychology and referred to as the pathological disability to survive in threatening conditions caused by a lack of self-control and diminished response of inhibitory control that became a reason for alarming situations (Zylowska et al., 2008). There is no relevant literature on the relationship betweenSelf Control, Impulsivity, and Interpersonal Difficulties in College Students; therefore, the study would help understand the causes ofImpulsivity and interpersonal difficulties in college university students. The current study might also have a clinical significance as it would help provide psychotherapeutic intervention to individuals with a lack of self-control, Impulsivity, and interpersonal difficulties in college. A psychologist might have a better understanding of impulsive people while giving counseling to them. Also, it would be helpful for psychologists to introduce interventions to enhance self-control in college students. It would help educational institutes comprehend students' psychological functioning and problems, which would help them introduce new student-friendly policies. Therefore, the study aims to explore the relationship betweenSelf Control, Impulsivity, and Interpersonal Difficulties in College Students.

The previous literature highlighted the importance of conducting research on the Impulsivity and interpersonal difficulties of college students in a way as they are the representative adolescent population, and they mostly face difficulties in academics as the inability to understand the new concept, absence in previous lectures, and having no prior knowledge about the topic under discussion in a classroom setting. It was further believed that all such scenarios were referred to as the most distressing for adults, and it is highly necessary to find out the causes and predictors of lack of self-control and interpersonal difficulties in them (Zald et al., 2008). Impulsivity and self-control function concurrently to influence different behavior, which showed their hand-in-hand relationship with each other, and different research revealed their simple linear positive association in adolescent learning individuals (Bickel et al., 2007). Impulsivity is depicted as having a lack of self-control, not under dizziness, intoxication

of drugs, or threatening physical condition in a troublesome situation that follows unhealthy and abrupt decisions (Wills et al., 2011). A theory further claims Impulsivity as lower levels of self-control as deficits in self-control or lack of inhibitory control can cause different mental health and social problems such as Impulsivity which further cause several life-threatening conditions (Chen & Vazsonyi, 2011). Different theories of Impulsivity depict it in different ways, as the trait theory of Impulsivity claims that impulsive and risk-taking behavior occurs in the absence of self-control. Assuming that individuals with high levels of self-control will always choose not to engage in impulsive or threatening behavior where the influence of self-control is undermined by Impulsivity (Figner & Weber, 2011). Not only this, lack of self-control is linked with gambling and lack of emotional control, which further causes several social and emotional hurdles (Wood & Neal, 2007). Another previous research tried to link the relationship of self-control with interpersonal difficulties in a way as in adolescence, emotional stability is predicted, and lack of emotional regulation and self-control is perceived in this regard where lack of self-control and inhibition which is referred to as higher-order function works as a significant mediator of interpersonal difficulties and intolerance which leads to impulse seeking behavior in them. Here, interpersonal difficulties of an individual would use the techniques like self-monitoring and inhibition to save the scenario from going worse and hold on to the situation through formal and informal self-control training (Ford & Blumenstein, 2013). Another model of Impulsivity is based on heredity and brain function; in a way, it is believed that the functioning of dopamine receptor gene IV (DRD4) is actually causing such behavior in young adolescents. It is also linked with pubertal changes in adolescents college going students as Impulsivity is a behavior that leads to bohemian, risky, and avoiding impulsive behavior in adolescents linked with emotional regulation and intolerance to the boredom of daily schedule and hard choices of academics and curriculum of college besides other extracurricular and curricular activities in young students which is needed to be rescued at an initial level in different colleges so that the worse coming failures and obstacles should be avoided such as difficulties in emotional and interpersonal lives of those students (Udry, 1979). Comprehensive research on finding out the positive and unwanted consequences associated with interpersonal difficulties in adolescents revealed that Impulsivity's role in adolescents is very vivid regarding impulsive behavior, and these people would likely bully others, especially at the high school or university level. He claimed that those students who were bullied scored high on the impulsivity tool (Zylowska et al., 2008).

Albert and Steinberg (2011), through this comprehensive research work on interpersonal difficulties, revealed that one of the very negative consequences of it is alcohol usage as adolescents due to lack of self-control consume alcohol but later on, they become dependent and the cycle of alcohol use termed into alcohol abuse which later on become consequences as death (Albert & Steinberg, 2011). Therefore, recent literature suggests that self-control predicts psychopathological symptoms and risk-taking behaviors such as rash diving and one wheeling related to attentiveness and self-control. Therefore, there is evidence in recent literature that inattentiveness and lack of self control or inhibitory control in adults is the significant predictor of interpersonal dependency and failure in emotional control (Svanum & McGrew, 1995). A significant research conducted on self-control included as a higher order executive function has a negative correlation with Impulsivity. In their significant research in the field of forensic and criminal psychology referred that deficits in self-control is a construct that is a significant mediator of adulthood delinquency, such as culprits of sexual abuse and rapist tendencies. To find out the relationship between self-control and Impulsivity as how these two constructs influence adult's involvement in impulsive behavior suggested that both significantly influence each other in the phase of adulthood (Smith, Taylor, Brammer, & Rubia, 2004). Different experimental studies of brain functioning suggest that difficulty in accurately functioning the prefrontal cortex causes a lack of self-control, which increases Impulsivity in adults. For the research, 387 adults were assessed in tri-stages of examination to determine the relationship between self-control deficits and acting out without thinking. The results suggested that lack of self-control predicts Impulsivity and acting out behavior in young adults (Baddeley, 2012). The first clinical self-control experiment was conducted to measure impulsive behavior in smokers, where the participants had to control their breathing process, which was later used as an intervention for chain smokers. Recent research claims that Impulsivity is usually observed with a lack of emotional or physical controlling tendencies (Cyders & Coskunpinar, 2011).

In this regard, another research was conducted on the emotional and behavioral problems of college students by Bartzokis (2000) where they included 200 boys who could not perform higher-order functioning tasks such as planning and self-control after taking consent for the

study. And the study's results showed rule-breaking and socially injurious behaviors in them as they used to do impulsive acts and liked to break the rules of society (Bartzokis, 2000). Impulsivity is taken as the unending urge to complete every task quickly, and in different research, Impulsivity is suggested as a cause of sensation seeking in adults. Reynolds et al. (2007) conducted research with 800 undergraduate boys using the most commonly used measures of interpersonal intolerance scale by Harrington (2005) and the impulsivity scale by Patton, Stanford, and Barratt (1995) to find out the association between interpersonal intolerance and Impulsivity in undergraduate boys. Results of the study showed that boys with high scores on interpersonal intolerance also scored high on the impulsivity scale (Reynolds et al., 2007). However, the research by Reynolds et al. (2007) and Stanford, Greve, Boudreaux, Mathias, and L. Brumbelow (1996) showed contradictory results to the research by Kassel, Shiffman, Gnys, Paty, Zettler&Segal (1994), which showed a significant negative relationship between interpersonal intolerance and risky, impulsive behaviors. It is revealed through different research that difficulties in interpersonal lives are a continuous stressful condition with negative affective stress, which causes impulsive or fight-and-flight responses in individuals. Moreover, whose fighting mechanism activated earlier than the flight, he became indulged in behavior that would be impulsive and rule-breaking as included in basic behaviors of sensation seeking presented in worldly acknowledged measure (Spear, 2000). Moreover, Dahl (2004) has argued that risk-taking impulsive individuals scored high on difficulties in interpersonal inventory, a self-reporting measure, and are more prone to anxiety and stress than those with inhibitory self-control. He took data from 100 adolescents to measure their psychological self-control and stress in them. He further revealed that those who had lack of control showed behaviors risky and impulsive in nature. Not only this, those individuals had social ideation and were more prone to drug addiction and consumption of excessive tobacco (Dahl, 2004).

Different previous researches tried to give an explanation of impulsive behavior in reference to interpersonal difficulties and lack of self-control in a way as lack of self-control is directly related to lack of emotional recognition and regulation directly, which are the higher functioning skills in a way that impulsive behaviors are preferred by those individuals who had difficulties in emotional regulation, and they tried to use means that would give them temporary pleasure and lower down their internal stress to the state of eustress which would be positive stress for them studies of brain functioning suggests that difficulty in accurate functioning of prefrontal cortex causes lack of self-control which increase the Impulsivity in adults. For the research, comprehensive data from 1000 adolescents were taken via an online survey to find out the relationship between deficits in self-control and acting out without thinking, and the results suggested that lack of self-control predicts Impulsivity and acting out behavior in young adults (Pribram, 1973). Different studies on interpersonal stress, including its types such as negative and positive stress, tried to explain that positive stress is necessary for an individual, which is a direct outcome of high self-control in an individual. Here it is explained that interpersonal stress is a controller or moderator of self-control in individuals with different mental health problems (Quadrel, Fischhoff, & Davis, 1993). Moreover, Nigg and his colleagues tried to find the correlation between self-control, inhibition, attentiveness, planning and emotional regulation, and frustration in interpersonal life. It was correlation research with a sample of 500 students taking education in different universities in Pennsylvania. The results of their finding showed that self-control had a significant positive relationship with tolerance if a person had self-control, he would be more tolerant towards frustration. Furthermore, inhibition also had a positive correlation with frustration tolerance as the more active inhibitory control predicts more tolerance in frustration. Furthermore, planning, self-monitoring and emotional regulation also significantly correlate with interpersonal frustration. However, attentiveness is revealed to have a negative correlation with interpersonal frustration tolerance. According to the abovementioned research, an individual with attentiveness could be intolerant to interpersonal difficulties (Nigg & Nagel, 2016).

The relationship of self-control with interpersonal difficulties in a way as in adolescence, emotional stability is predicted and lack of emotional regulation and self control is perceived in this regard where lack of self control and inhibition which is referred to as higher-order function, works as a significant mediator of interpersonal difficulties and intolerance which leads to impulse seeking behavior in them. Here, interpersonal difficulties of an individual would use the techniques like self-monitoring and inhibition to save the scenario from going verse and hold on to the situation through formal and informal training of self-control (Morris, Keane, Calkins,

Shanahan, & O'Brien, 2014). Nevertheless, a study of self-control of adolescents reveals that Impulsivity is a factor caused by risk appraisals, leading to different social issues such as Impulsivity, interpersonal conflicts, and negatively affecting one's self-controlling tendencies. Therefore, different therapeutic interventions can cause a decrease in the lack of self-controlling behavior in students. As well, risk appraisal is referred to as a distressed condition, and the explanation of the research showed that in adolescents, stressed situations and appraisal of stress causes impulsive behavior, which highlighted that a high ability to tolerate stress leads to a lack of self-control as both constructs have negative correlation (Miyake, Friedman, Emerson, Witzki, Howerter, & Wager, 2000). One potential explanation of the relationship between Impulsivity, self-control, and interpersonal difficulties is referred to as a disability to control self in decision-making causes impulsive seeking behavior, which cordially predicts interpersonal difficulties among institutionalized students. For this, Mischel, Shoda, and Peake (1988) researched adolescents aged 17 to 20. He took a sample of about 3000 high school students. The results of his studies showed that students who lacked self-control and antisocial behavioral tendencies used to get involved in involuntary behavior of Impulsivity as they were ready to endanger their social and personal life but lacked decision-making skills. Still, their respective institutes referred them with high interpersonal difficulties to therapists (Mischel, Shoda, & Peake, 1988). Previous literature claims the relationship between self-control, Impulsivity, and interpersonal difficulties in college students. As, self-control is a least explored phenomenon relevant to the nonclinical population, especially college students, and some controversial researches highlighted the role of gender in this regard as some of them claims the dominance of men and other claims about women. However, some researchers suggest that there is no gender difference at all. Other than that, self control, Impulsivity, and interpersonal difficulties in college students were not studied in Pakistani students. On the other hand, recent literature also suggests that there is no culturally specific tool to measure self-control in college students by keeping in view both boys and girls. Therefore, it was necessary to develop an indigenous tool to measure the characteristics of college students with high level of self control in Pakistani culture.

1.1. Objectives

- To identify the relationship among Self Control, Impulsivity, and Interpersonal Difficulties in College Students
- To identify the gender difference in Self Control, Impulsivity, and Interpersonal Difficulties in College Students

1.2. Hypotheses

- It is hypothesized that self-control would have a significant negative relationship with Impulsivity and interpersonal difficulties.
- It is hypothesized that there would be a significant positive correlation between Impulsivity and interpersonal difficulties.
- There is a significant role of gender among self control, Impulsivity and interpersonal difficulties in college students.

2. Method

2.1. Research Design

In the current study correlation research design was used to explore the relationship among self control, Impulsivity and interpersonal difficulties in college students.

2.2. Setting

In the current study, data was taken from private colleges of Lahore. Those students who were doing Intermediate (FA 1, FA II, I COM I & II and FSC I & II) was enrolled in this research.

2.3. Participants

Random Sampling was used. 200 boys and girls from private colleges with the age ranges of 14 to 19 were included in the study. However, physically disabled or any sensory disabled individuals were excluded due to not meeting the criteria of the research.

2.4. Inclusion Criteria

College students enrolled in intermediate and no passed-out students were included. Students who were enrolled in private colleges were only included in this study.

2.5. Exclusion Criteria

This research did not include college students enrolled in diplomas or short courses. Those students who were of below age 14 and above 19 were excluded from this research.

2.6. Measures

2.6.1. Demographic Sheet

Informed consent form and demographic sheet were given to the participants to get their information. This information was comprised of gender and age.

2.6.2. Self-Control Scale

Self control scale (Tangney et al., 2004). The scale measures the self-control in adolescents who are institutionalized for education. It is a reliable tool with a reliability value of Chronbach's Alpha .33 for college students. It is 5 point Likert scale as 0 never and 5 being very often.

2.6.3. Barratt Impulsiveness Scale (Barrat, 1994). Barratt Impulsiveness Scale

was used to find out the impulsive behaviour of the participants. There was a total of 30 items of BIS with 4 points Likert scale as 0 (never) and 3 (being very often). Moreover, there was a total of three factors of the scale including *Attentionl, Motor and Non-planning*. However, it is referred to as a reliable tool for measuring impulsive behaviour in adults. Higher scores are interpreted as indicating more impulsive behaviour in adults.

2.6.4. Interpersonal Difficulty Scale

Interpersonal difficulty scale (Saleem, Ihsan & Mahmood, 2014) of 61 items was used to measure the level of interpersonal difficulties of the students. It was an indigenously developed self-report measure. The response points for this scale were (never=0, very often=1, often=2, mostly =3, and always=4). There are 6 factors of the scale namely, Dominated by Others, Low Self-confidence, Mistrust, Lack of Assertiveness, Lack of Boundaries, and Instability in Relationships. The scale found to have high internal consistency, convergent validity, and test-retest reliability with the value of α ranging from 0.91 to 0.96. Moreover, higher scores are interpreted as indicating greater interpersonal difficulties in those college students.

2.6.5. Ethical Considerations

To collect the data from the private colleges, a permission letter was first obtained from the department and presented to relevant institutes and departments for approval. Permissions were sought from the author's of the scales that were used to gather data. Before handing out the questionnaires, consent was taken from each participant. They were informed about the purpose and importance of the research. Right to withdraw from the research at anytime without any penalty was explained to all the participants. Questionnaire content and information sensitivity was taken into account before administering the research questionnaire.

2.7. Procedure

Permission from the authority of the colleges was taken to obtain data. The authorities were explained about the research aims and objectives, and confidentiality was ensured. Participants were approached individually and informed about the aims and objectives of the research. Verbal informed consent was taken and ethical issues were explained to all of the participants. Before handing out the research protocol, detailed instruction regarding research was given to the participants. Participants nearly took 15-20 minutes to fill out the entire questionnaire. The participants were encouraged to ask question regarding any confusion.

3. Results

3.1. Demographical Description

The Table below includes the descriptive expression of percentage and frequency of the demographics of the participants. The results of Table 1 show that there were about 99 students with the age range 14-16 and 101 students that were in age range of 17 to 19. Both boys and girls were taken in equal proportion as there were 100 boys and 100 girls with respective 50%. Moreover, the results of the study also claimed that there were 100 students who were enrolled in 1st year of college and 100 belong to 2nd year of intermediate.

Table 1: Frequency and Percentage of the Demographic Characteristics of Participants namely Age and f Year of Education (N=200)

Demographics	F	%
Age	200	100
14-16	99	49.4
17-19	101	51.6
Gender	170	100
Boys		
Girls	100	50
Year of Education		
1 st year	100	50
2 nd year	100	50

Note. F= frequency, %= percentage

3.2. Correlation Analysis

Table 2 shows the findings of the Pearson Product Moment Correlation that was conducted to explore the association between Self-control, Impulsivity and Interpersonal difficulties among college students. The findings of the study indicated a significant negative correlation of self-control with Impulsivity and interpersonal difficulties. However, results showed a significant positive correlation among Impulsivity the three variables Impulsivity and Interpersonal difficulties.

Table 2: Pearson Correlation, Mean and Standard Deviation of Self-Control, Impulsivity and Interpersonal Difficulties in College Students (N = 200)

Variables	1	2	3	4
1. Self-Control	-	-.45***	-.46***	.44***
2. Impulsivity		-	-	-.45***
3. Interpersonal Difficulties			-	-
M	62.98	36.42	51.35	54.44
SD	20.69	14.01	16.99	15.94

*** p < .001

Table 3: Hierarchical Regression on Predictors of Interpersonal Difficulties (N=200)

Variables	B	95% CI for B		SEB	β	R ²	ΔR ²
		LL	UL				
Step I						.01	.00
Constant	76.67***	53.07	100.26	11.99			
Gender	.16	-3.61	3.94	1.92	.001		
Age	.08	-2.13	2.44	1.28	.001		
Step II						.10***	.07***
Constant	70.52***	43.27	97.77	13.84			
Self-control	5.75***	3.23	8.28	1.28	.25***		
Step III						.19***	.16***
Constant	52.34***	22.23	82.45	15.29			
Impulsivity	.08	-.10	.26	.09	.05		
Variables	B	95% CI for B		SEB	β	R ²	ΔR ²
		LL	UL				
Step IV						.25***	.22***
Constant	61.26***	31.75	90.78	14.99			
Self-control	-.18	-.48	.12	.15	-.08		
Impulsivity	-.60**	-.93	-.26	.17	-.26**		
Interpersonal Difficulties	.16	-.31	.65	.24	.04		

*p < .05, **p < .01, ***p < .001

The results of the hierarchical regression analysis showed that in Step I; gender and age served as a significant predictor of interpersonal difficulties in college students. It suggests that a young individual will have more interpersonal difficulties as compared to older college students enrolled in 2nd year of intermediate. However, in Step II; self-control served as a significant predictor of interpersonal difficulties in college students. In Step III, impulsive behavior emerged as a significant predictor of interpersonal difficulties. The results also suggest that if a person shows impulsive behavior, then he is prone to have more interpersonal difficulties in his life.

Table 4: Independent Sample t –test for Gender Difference on Self-control, Impulsivity and Interpersonal Difficulties among College Students

Variable	Girls (n = 100)	Boys (n = 100)	t(169)	P	CI		Cohen's d
	M(SD)	M(SD)			LL	UL	
Self-control	26.74 (8.63)	45.22 (12.01)	11.41	.005***	21.6	15.3	.07
Impulsivity	31.34 (8.74)	44.28 (9.11)	14.44	.005***	19.6	11.4	.08
Interpersonal Difficulties	33.46 (12.33)	38.22 (12.02)	10.01	.005***	22.2	14.5	.07

Note. M= mean and SD=Standard Deviation. * $p < .05$, ** $p < .01$, *** $p < .001$.

The above table 4 indicates that boys and girls college students are significantly different on Self-control, Impulsivity and interpersonal difficulties. Moreover, results further reveals that boys score higher than girls on Self-control, Impulsivity and interpersonal difficulties. Cohen's effect size ranges from .01 to .07 suggesting a moderate significance of mean difference of boys and girls.

4. Discussion

The present study was conducted to assess the relationship between self-control, Impulsivity and interpersonal difficulties in college students which brings about a significant correction among these variables. A sample of 200 college-going students was recruited in the study that belonged to private colleges of a city of Pakistan. Stratified sample of 100 boys and 100 girls was taken. Purposive sampling technique was employed for this, and data was collected by keeping in view the ethical standards of the research. The results of the study claimed significant negative correction of self-control with Impulsivity and interpersonal difficulties. The role of age was also highlighted in this regard, where the age and gender served as significant predictors of self-control, Impulsivity and interpersonal difficulties. In this regard, researches conducted in the past also supported the results of the present study that claimed that self control is an important aspect of human life necessary for the achievement of goals however it is directly related to impulsiveness as lack of ability to control self leads to impulsive behavior which directly endangered one's interpersonal life (Metzger et al., 2000). A comprehensive study was carried out on 1000 adolescents aged 14 to 23 years old for the abovementioned research. It gave direction to the present research and suggested a significant negative correlation between Impulsivity and self-control. It means that those college students who possess more self-control show less impulsive behavior.

Metzger et al. (2000) also conducted a research on self- inhibition and impulsive behavior which also verify the present study in a way as it suggested that self inhibition or Specifically, it is examined through researches that lack of self control is independently predict impulsive behavior, taking into account an individual's interpersonal life. Therefore, the present research possesses a significant stature which claims the relationship among self control, Impulsivity and interpersonal difficulties in college students. The researches conducted in the past also supports the results of the present study as it claimed in the results that interpersonal difficulties in adolescent college students is linked with pubertal changes in adolescents college going students as Impulsivity is a behavior leads to bohemian, risky and avoiding impulsive behavior in adolescents linked with emotional regulation and intolerance to the boredom of daily schedule and hard choices of academics and curriculum of college besides other extracurricular and curricular activities in young students which is needed to be rescued at an initial level in different colleges so that the worse coming failures and obstacles should be avoided such as difficulties in emotional and interpersonal lives of those students (Stanford et al., 1996). The results of the current study also claim the similar results in a very significant manner. In past, a research by Gibbons and his colleagues (2003) also supports the present research which explained that self control is a basic essence of human functioning through comprehensive research that the accuracy of self control significantly predict impulsive behavior in young students. The research was conducted on 400 participants from different educational institutes of Australia (Gibbons et al., 2003). Another such research by Harrington (2006) also supports the present research in a clearer manner which claimed a direct association between lack of self-control and impulsive behavior in adults. However, it was not studied before in college students falling in the criteria of adolescents (Harrington, 2006).

4.1. Limitations and Suggestions

Despite the topic's novelty, the sample size is too small to generalize its results at the national level. Moreover, data of college students was collected from private colleges only. Not only were the data taken from one city of the Punjab. Might be that from diverse cities would bring about more diverse results. Therefore, in future researches it is suggested to take data from various institutes like public or private sector colleges and from diverse cities so that there would be a deviation in data set.

5. Conclusion

The current research is a groundbreaking work to explore the relationship among self-control, Impulsivity and interpersonal difficulties in college students. A sample of 200 college going students was recruited in the study that belonged to private colleges of a city of Pakistan. Stratified sample of 100 boys and 100 girls was taken. Purposive sampling technique was employed for this and data was collected by keeping in view the ethical standards of the research. The results of the study claimed significant negative correction of self-control with Impulsivity and interpersonal difficulties. The role of age was also highlighted in this regard where the age and gender served as significant predictors of self-control, Impulsivity and interpersonal difficulties.

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