

Wolkite University

College of Education and Behavioral science

Department of Psychology

The level of adolescent self-Regulation among high school students; in case of Abafranso secondary school

A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY IN PARTIAL FULFILMENTS FOR THE REQUIREMENT OF BACHELOR OF ARTS DEGREE IN PSYCHOLOGY

Prepared by; Ahmed Umer

ID NO; 015/11

Advisor Mr, Alebel Addis (MSc)

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APPROVAL BY BOARD OF PSYCHOLOGY

Approved by: -

_____ _____ _____

Advisor Signature Date

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CHAPTER ONE

INTRODUCTION

1.1 Background of study

Self-regulation is becoming an increasingly popular topic in psychology especially in developmental science, covering a broad age range from infancy to old age because of its theoretical importance and practical implications (Farley & Kim-Spoon, 2014; Fitim, 2017; Zimmermann & Thompson, 2014).

The term self-regulation and self-control refer to the capacity to alter or override one's responses, including thoughts emotions and actions (Baumeister, 2002). Self-regulation and self-control can be used interchangeably (Baumeister, 2002; Baumeister & Alquist, 2009); Baumeister, Vohs, & Tice, 2007). In this study, they were used interchangeably too. It is essentially a matter of altering one's responses, including thoughts, emotions, and actions. The deliberate exertion of control to alter one's response is logically quite relevant to free will, because it assumes that at least two different responses were possible for the person in that situation and the person exerted choice to bring about one rather than the other (Baumeister & Monroe, 2014). It is the ability to resist the temptation of an immediate reward in favor of a larger reward later (Casey & Caudle, 2013). In addition, self-regulation can also be defined as the ability to regulate the self strategically in response to goals, priorities, and environmental demands (Tangney, Baumeister, & Boone, 2004).

Self-regulation is the ability to flexibly activate, monitor, inhibit, persevere, and/or adapt one's behavior, attention, emotions, and cognitive strategies in response to direction from internal cues, environmental stimuli, and feedback from others, in an attempt to attain personally relevant goals. (p. 835).

Self-regulation have many advantages and the role it plays is very much important especially during the period of adolescence. Because the period of adolescence is a period of marked changes in cognitive, physical, psychological, and social aspects of the person's development and in the individual's relations with the people and institutions of the social world. Since, peoples are living in complex physical, social, cultural, and historical contexts; they are required to make decisions about how to act in a way that satisfies both personal and environmental demands. Hence, adaptation requirements are especially salient during the period of adolescence in the context of changes in family, peer group, and school, as well as vocational transitions (Gestsdottir & Lerner, 2008). Adolescents become easy prey of peer pressure for high risk activities like premarital sex, drug consumption and fighting (Diclemente *et al*. in Papalia *et al*., 2004). As regards individual factors, evidences indicate that there are gender (Hamid, 2005), and age (Katz, 1999) differences in the development of self-regulatory behavior. In most research findings age is a significant factor in predicting the possible self-control choice (Morris *et al*., 2007; Gottfredson and Hirschi, 1990).

Generally Self-regulation refers to a deliberate attempt to modulate, modify, or inhibit actions and reactions toward a more adaptive end (Barkley, 2004). It is an online positive executive functioning that directs, guides, and monitors activities of a person and unfolds itself through such behaviors as inhibition, future time orientation, consequential thinking, planning, initiation, and regulation of goal-directed behavior (Buckner *et al*., 2003).

1.2 Statement of the problem

The main purpose of this study will be to examine the level of adolescent self-regulation in Aba Feranso secondary school students.

A research conducted in Czech Republic indicated that the presence of highest deficit in adolescents' ability to regulate their emotions (Hrbackova & Petr, 2016). Regarding the self-regulatory behavior of Ethiopian adolescents, a study conducted by Belay, Abdinasir, and Mintesenot (2014) revealed that the self-regulatory behavior was significantly higher among the adolescent students. Even though these studies were not conducted with in similar country, there were contradictions in their research findings. In addition, there are studies conducted locally which shows

that the prevalence of problematic behaviors are very much high among Ethiopian adolescent students such as Drug abuse, violence, HIV/AIDS expansion, and other sexual transmitted diseases, decline in school performance, teenage pregnancy, delinquency, and adolescent streets have become common problems in ethiopia. Moreover, those problematic behaviors are very much consistent with having low/ poor/ weak self-regulation among adolescents. Hence, there is contradiction among those research findings and so that in this study attempts have been made to fill those gaps. The other reason that researcher initiated to conduct this research is that there is no any research conducted in adolescent student self-regulation in particularly in Aba Feranso secondary school. Thus, the main purpose of this study will be try to identify the levels of adolescent self-regulation behavior in Aba Feranso secondary school student.

1.3. Research questions

AS the researcher looks, the study has been the following research questions.

1. What is the level of adolescent student self –regulation behavior?
2. How to determine the level of adolescent students self-regulation due to their sex?
3. How do adolescent student develop self-regulation behavior due to their family structure?

1.4. Objectives

1.4.1 General objectives

The objective of this study is to assess the level of self -regulation skills of adolescents in Gubre Aba franso secondary school.

1.4.2. Specific Objectives

- To describe the level of adolescent student self –regulation behavior
- To determine the development of adolescent students self-regulation due to their sex
- To identify the adolescent student self-regulation behavior due to their family structure

1.5 Significance of the Study

- Contribute for future researcher to consider the role of self-regulation behavior among adolescent.
- Investigate the problematic behaviors and their risk factors that affect self-regulation behavior in adolescent.
- Identify the level of self- regulation across age, sex and gender difference

1.6. Delimitations of the Study

The study will be delimited to Aba Franso secondary school found in Gubre city in Gurage zone, South Nation Nationalities and Peoples of region of Ethiopia. Students of grade 9 and 10 Aba Feranso secondary school were the participants of the study. Moreover, this study focused on examining the level of adolescent self-regulation among the students of Aba Franso secondary school.

1.7. Operational definitions of terms

Self-regulation: refers to students' score on the Adolescent self-regulation inventory (ASRI). Higher scores indicate higher self-regulatory behavior and lower scores indicate poor/ weak self-regulatory behavior.

Adolescence: refers to transitional period from childhood to adulthood involving, cognitive, social and emotional change ranging in age 12 to 20 Lfton (2000).

Family Structure-Stands for the type of family strata (intact and non-Intact) adolesce

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1. Definitions of Adolescence

Adolescence is a stage in life characterized by rapid growth and/or changes in the physical, cognitive and socio emotional domains. Thus, for example, adolescents typically show increasing independence from parents and assign greater importance to peer relations. All of these changes are associated with adolescents increasingly taking different decisions on their own, one of them being sexual initiation. Cunningham, McGinnis, García-Verdú, Tesliuc and Verner (2008), Adolescence as define by the World Health Organization (2006) is an evolutionary time in which young people are forced to confront choices with major implications for their status in late life.

Lfton (2000) defined adolescence as a transitional period from child hood to adulthood involving a dramatic cognitive, social and emotional change, ranging in age from 12 to 20. He described adolescence as a bridge between childhood and adulthood. Regarding the onset and end of the period of adolescence there is no clearly marked time. Determining the starting and ending period of adolescence is more of opinion instead of absolute fact (Steinberg, 1999). Assigning specific year to adolescence is difficult because there is variation from country to country and culture to culture (Aggarwal, 1994 cited in Getachew). Rather considering it as a period moving from immaturity in to maturity would give more sense rather the viewing it as having a definite beginning and ending (Steinberg, 1999).

Lipsitz (1977), Kagan and Coles (1972),cited in steinberg,1999) classified the period of adolescence in to three phases namely, early adolescence (11-14 years), middle adolescence (15-18 years) and late adolescence (18-21 years).Steinberg (1999) correspond these divisions of adolescence with educational institutions approximate age junior school, high school, college respectively.

2.2. Definition of Self-Regulation

As the present researcher tried to review literatures regarding the definition of self-regulation, there are numerous definitions. The common denominator in many of the definitions incorporates ability to change, alter, or modify one's own behavior.

Self-regulation is essentially a matter of altering one's responses, including thoughts, emotions, and actions (Baumeister & Monroe, 2014). Self-regulation is a highly adaptive, distinctively human trait that enables people to override and alter their responses, including changing themselves to live up to social and other standards. It is an important personality process by which people seek to exert control over their thoughts, their feelings, their impulses and appetites, and their task performances (Baumeister, Gailliot, & Dewall, 2006). Self-regulation is the human capacity to override and restrain socially inappropriate behavior (Dewall et al., 2007). Self-regulation or self-control refers to the ability of altering one's own responses, especially to make them consistent with standards such as ideals, values, morals, and social expectations, and to support the pursuit of long-term goals (Baumeister et al., 2007). Self-regulation is essentially a matter of altering one's responses, including thoughts, emotions, and actions.

The deliberate exertion of control to alter one's response is logically quite relevant to free will, because it assumes that at least two different responses were possible for the person in that situation and the person exerted volition to bring about one rather than the other (Baumeister & Monroe, 2014). Self-regulation is the process by which the self-changes its thoughts, feelings, and actions, including impulsive urges and task performance (Baumeister et al., 2018). Moilanen's, (2007) definition of self-regulation is more comprehensive:

Self-regulation involves individuals' abilities to control their emotions, attention and behavior so that they may persevere and thus, attain short- or long-term goals (Gestsdottir & Lerner, 2008; Moilanen, 2007). Thus, self-regulation is an adaptive ability, which can help individuals to manage their thoughts, emotions, and behaviors as well.

2.3. Self-Regulation during Adolescence

Adolescence refers to the transition from childhood to adulthood that begins with the onset of puberty and ends with successful independence from the parent. A paradox for human adolescence is why, during a time when the individual is probably faster, stronger, of higher reasoning capacity, and more resistant to disease, there is such an increase in mortality relative to childhood. This is due not to disease but, rather, to preventable forms of death (accidental fatalities, suicide, and homicide) associated with adolescents putting themselves in harm's way, in part because of diminished self-control—the ability to suppress inappropriate emotions, desires, and actions (Casey & Caudle, 2013).

A hallmark of self-regulation is the ability to resist the temptation of an immediate reward in favor of a larger reward later, known as delay of gratification. The development of self-regulation is key to successful adaptation in childhood and adolescence. Self-regulation skills develop from childhood well into early adulthood and the study suggested that there is variability in this development from late childhood across the transition to adolescence (King et al., 2012). Self-regulation is fundamental for the successful accomplishment of adaptive developmental tasks at all stages of life (Mcclelland et al., 2018).

In the period of adolescence, children experience another sensitive period of development, especially for self-regulation. Adolescence, the second decade of life, is a period of ontogeny characterized by extraordinary biological, social, and ecological changes (Lerner and Steinberg 2009). In this case, cognitive and social development means that the capacities necessary for advanced, adult-like self-regulation may for the most part emerge in adolescence. This is in large part due to the gradual maturation of the prefrontal cortex. In particular, as the frontal lobe develops, so does higher-order, regulation- relevant cognition, such as metacognition and internalized control life (Mcclelland et al., 2018). Young teens must deal with physical, cognitive, and socio-emotional changes, and are expected to start making adult-like decisions that can tax teenagers' self-regulatory skills and carry significant consequences (Moilanen et al., 2010).

Adolescence is a stage of the lifecycle in which managing constant and daily temptations and gaining and maintaining healthy lifestyles are difficult tasks and a test of the powers of

selfregulation (Chaves, Bento, Ferreira, & Duartea, 2013). Self-regulation is important during the period of adolescence because during this period they are expected to take responsibilities in managing themselves. Thus, individuals need to have higher level of self-regulation especially during the period of adolescence.

2.4. The Advantages of Self-Regulation Behavior

The ability to control behavior enables humans to live cooperatively, achieve important goals and maintain health throughout their life span. Self-regulation enables people to make plans, choose from alternatives, control impulses, inhibit unwanted thoughts and regulate social behavior. Although humans have an impressive capacity for self-regulation, failures are common and people lose control of their behavior in a wide variety of circumstances. Such failures are an important cause of several contemporary societal problems – obesity, addiction, poor financial capacity, and sexual infidelity and so on. Indeed, it has been estimated that 40% of deaths are attributable to poor self-regulation. Conversely, those who are better able to self-regulate demonstrate improved relationships, increased job success and better mental health and are less at risk of developing alcohol abuse problems or engaging in risky sexual behavior and high school performance. An understanding of the circumstances under which people fail at self-regulation – as well as the brain mechanisms associated with those failures – can provide valuable insights into how people regulate and control their thoughts, behaviors and emotions (Steinberg,

. 2.5. Theories of the Development of Self and Self-Regulation Behavior

Genesis three narrates the story of Adam and Eve failed to be self- regulated. With instant pleasure, they lost an ever ending happy life in heaven. Consciousness of self seems to emerge between **15** and **24** months when infants become able to make mental representation of theme selves as well as other people and things (Lewis, 1997). In the life of grown up kids this moment is so critical that they begin to recognize their existence as different beings from their immediate environment self-awareness. Then they move further to understand what their surrounding environment is. Erikson‟s 1963 stage of autonomy versus sham and doubt

underlines the burning desire of acknowledge the existence of self as a toddler. At the age of three they are just being equipped with self-evaluative emotions, such as pride, shame and guilt since they have already mastered a good deal of societal norms due to their parents‟ reaction to their behavior (Lewis, 1998).

On one study conducted by (Harter 1996 cited in papalia et al, 2004) on emotional experience, children younger than seven years old feel ashamed or proud, but they don‟t recognize what brings then on the children due to lack of developed cognitive ability. Whereas children at the age of seven or eight know precisely from where and what they feel it. This all depends on internalization of parental standards and developed cognitive skill (Lewis, 1997). The expending cognitive ability facilitates the development of self on the grownups. Researchers relying on children's self-report consider middle child hood as a time at which developed notion of self comes to visibility on the duties and thoughts of children (Harter, 1993 cited in papalia et al, 2004). However, the onset of self-observed at the age of four, the formidable form of it appears at the age of seven and eight. This self is inclusive one by considering others view on ones notion of self (Lawis, 1997).Therefore here, a team of researchers

(Stipek Grinski, and kopp, 1990) figures out the coming steps as a progressive line of the development of self. Physical self-recognition and self-awareness, self-description, and self-evaluation and emotional response to wrong doing.

The quest for true, organized and future oriented self-reach at the climax point at the adolescent stage in which parents /guardians, friend's teachers and media figures affect the direction of adolescent's sense of self development. Erikson 1963 .Elkind1998 cited in Papalia et al ,(2004), consider indecisiveness as one character of this adolescent stage in which adolescents become troubled with many equally inviting choices .To meet their ideal self, they fight in every direction to bring back this ideal self, however ,the war never seems to end. For sure, we do have losers and heroes in the fight but the success does not get its complete form by the times. Self in individualistic and collectivist culture is viewed in different forms. In

collectivist culture, like ours Ethiopia, an individual is identified in relation to his relatives where as in individualistic cultures. Like western countries a person is figured out by his personal name and his personhood derived not necessarily from his relationship with others (Geertz 1973 cited in Gardiner, 2002). Despite a few cultural dissimilarities, there are a lot of similarities; there are a lot of similarities between the two zones of cultures. As Mahler and Pine (1975) cited in Gardiner, (2001) demonstrated people in every culture perceive themselves as distinct and separate from others.

The quest self never resolves at one instance only through it reaches to the climax at the adolescence period .The quest for self goes on and on until you feel complete at some point in life. In everyday life, a person faces a lot of tantalizing choices to be made in relation to her/his short term and long term interests‟ .Obviously; most of the decisions passed can be reinforced either by small and proximal rewards or by larger and delayed benefits. The variable self-regulation mainly involves in these forms of challenging options.”To be or not to be” is shakes pear‟s famous line in the story of

Hamlet, on the same fashion “to do or not to do” is best described the possible conflict in self-control choice.

Miller (2007) defines self-regulation as an ability to make thought full choices about how one behaves and acts rather than relying on impulses. Miller further explains the importance of taking tattle break and evaluating the situation and the consequences that may result from the decision passed. What matters here most is time. Ones swiftness to act on any stimuli leads to him failure.

Self–regulation is a wit choice that considers future benefits a head in the expense of momentary pleasures. Otherwise stated, self-regulation is a skill that facilitates the selection of favorable regards in the long run. Proponents of general theory of crime, Gottfredson and Hirschi (1990) defined self-regulation behavior as the degree to which a person is vulnerable to temptation of the moment. Self – regulation behavior involves in controlling thoughts, feelings and actions which

definitely accompanied with regards or positive consequences .The thoughts digested, the feelings experienced and the action performed lead a self-regulated person to a distention where his /her best interests and morally correct choices are harbored. Self-control choice ways in between of little and immediate reward and advantages or morally correct selection. Gottfredson and Hirschi (1990) in their general theory of crime interpreted self–regulation in line with the following aspects: impulsivity, carelessness, temper, risk taking, self-centeredness, and physical orientation. The numerated aspect clearly reflects where self-regulation mostly involves. Under general theory of crime, Gottfredson and Hirschi (1990) firmly asserted self-regulation remains stable after child hood. No change at all happens in the level of self control ability across ages after age seven or eight. In spite of the above propositions, most researchers disagreed with this pessimistic conclusion.

Hamilton (2000) indicated as self- regulation skill fluctuates over time due to biological, psychological, economic and situation factors. Furthermore, Laub and Sampson (1990 cited in catz (1980) and Hamilton (2000) clearly stated the increase of self- control as a person ages because of greater degree of social control through an adults attainment of a job, a family, a community and larger economic opportunity than as a young person. Even in deviant individuals self-control does not stay constant for ages /self-control plan 2007/**.**

Two points are raised as limitation of general theory of self –regulation behavior.

Primarily, it is judgmental by directly connecting all failures with low self-regulation traits.

Secondly, it pessimistically delimits any possible progress of self –regulation beyond child hood. However a host of researchers proved these points are truly incorrect Hamilton (2000), Laub and Sampson, (1999) cited in Katz (1998).

Coming to gender difference, girls are found to be more self-regulated than boys in delay of gratification measures through self-report, teacher and parents rating Duck worth and Seligman (2006).This might be due to girls biological tendency to be cautious, cognitive and verbal than boys Richer, (1988) cited in Nakhaie et al (2000). In other perspective, girls developed social networks in home, neighborhood, school and religious institutions enable them more to have favorable self-regulation ability than boys Gottfridson and Hirschi, (1990). Moreover, strict parental guidance and adults supervision imparted on females narrow females possibility to engage in risky activities than boys Nakhaie et al (2000), besides the same researchers uncover that males exhibit more traits related to low self – regulation behavior than females.

2.6. Factors Affecting the Development of Self-Regulation Behavior

2.6.1. Parental Involvement

Family is the miniature form of state government. Its smooth and calculated steps taken on every affair make the family stable and healthy. To this end, parental active involvement is immeasurable. According to (Gottfredson and Hirschi 1990), parents who do not have enough time to involve in their children staffs may result in with low self -regulated boys and girls. Another study by (Solomon 2004), (Adugna 2005 and Emana 2005) underlined the value of parental involvement to the development of self – regulation behaviors.

Naom (1998) cited in Dacey and Travers (2002) magnified the relevance of parental closer understanding and affection towards their children in order to curb the possibly coming drawbacks of parental negligence As commonly said, parents are the first teachers to their children, so they should fulfill their noble responsibility in instructing valued societal rules and supervising the applicability. In loose and inconsistent supervision, adolescents become easy pray of peer pressure and involve in highly risky activities like premarital sex, drug consumption and fighting (Diclemente, et al.., 2001 cited in Papalia 2004). Studies conducted on adolescent

boys and girls disclosed the relevance of parental involvement in the day to day life of adolescents (Rueter and Conger, 1995 and Simons, 1992) which is paid back with well synthesized self-regulation abilities and academic skills. Actually, parental physical presence is not the big deal rather their precise information regarding the where about of their children matters most (Richard, 1993).

2.6.2. Family Structures

Mostly, under family structure, intact family /presence of biological parents/, single parent family, adoptive family, step parent family and grand parent family are commonly discussed.

Dawson‟s (1991) comparative study cited in Papalia et al (2004) identified the presence of more emotional and behavioral problems in other family structures than the traditional intact family. The presence both biological parents enhances children‟s over all healthy development (Bronstein, et al, 1993 Bray and Hetherington 1993, Hetherington & et al 1998). Adolescents who live with their biological parents are less likely to consume drugs and to involve in risky activities (Johnson, Hoffman & Gerstein, 1996 cited in Papalia et al 2004, Ellies 2003). The existence of biological parents in home influences adolescents‟ behavior for good than other types of family structure. Most importantly, the presence of father and his active involvement in the family promotes smooth and satisfying relationship among family members and plays as a disciplinary agent in the intact family (Katzev, Warner & Acock, 1994, Amato,

1987).Children who live in one parent families face more behavioral and academic problems than children in the intact families (Hetherington et al,1998,Walker, and Henning 1997 and Steinberg , 1986).Owing to cumbersome responsibility, single parents do not have ample time to monitor or comfort their children . Consequently, their children become disruptive and resistant. In line with this, sons in single parent families become disruptive and unsuccessful in school works (Goldberg, et al, 1996, Heyns and Katsambis, 1986).

Most findings regarding blended family are mixed in their presentation (park and Buriel, 1998). Some disclose the supportive role of step fathers and mothers on the children in home. Nevertheless, most of the researchers demonstrate the existing invisible turmoil among adolescents and step fathers or step mothers. Even, most step fathers prefer to assume "hand off" attitude towards the children. This leads the adolescent to be undisciplined (Hetherington, et al 1989, Hetherington, et al 1998, Park and Buries, 1998). In the same fashion Mc Donald and De Mories (1996) shared this view that adolescents living with their step parents experience more problems than younger children in home (cited in Papalia, et al 2004).In the presence of this Phenomenon, it becomes naiveté to expect discipliner or order lines from adolescents. Adopted adolescents may not experience emotional or behavioral problem greater than non-adopted children if the adoption takes place soon after birth (Sharma, Mc Gue, and Benson, 1996).This aged phenomenon is known by providing inviting atmosphere for the disadvantaged children in life.

The final family structure, grand parent family, is commonly available in collective societies where extended family values are highly regarded. As stated by Crowley (1993) cited in Papalia, et al (2004) some findings state that adolescents who live with their grandparents feel at times as they were traditional or out dated. As a result, adolescents encounter a lot of particularly unspecified problems.

Wherever family structure it is the harmonious and comforting homes facilitate healthy development (Hetheringston, et al., 1998). Parental support is the one that makes a difference in the life of adolescents in different family structure.

In all cases, children‟s personal characteristics matter most, their intelligence, social competence and their sense of control over their lives help them to cop better whatever the circumstance is ((Hetherington, et al., 1998). In spite of the fact that it is family structure still plays dominate role in shaping adolescents behavior.

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CHAPTER THREE

RESEARCH METHODS

3.1. Research Design

The research design that will be employed by researcher is descriptive survey method. Since the purpose of this study will be to examine the level of adolescent self -regulation among Aba Franso secondary school adolescent students.

3.2 Study Area

The study will conducted southern Ethiopia, Gurage zone in Gubre town. Because the data will be collected daily. Gubrye is one of the special towns in the southern nation nationalities and peoples region (SNNPR) of Ethiopia. Gubrye is located 12km from Wolkite Town, and located 155 km and 255km far from the capital city of Addis Ababa, Ethiopia and regional city of Hawasa respectively.

3.3. Data Sources

To achieve the purpose of the study the study use employing both primary and secondary data sources.

3.3.1. Primary Data source

The primary sources of this study to be collecting from Aba Franso secondary school students through questionnaires.

3.3.2. Secondary data source

The researcher will be use secondary data collection for better understanding about an issue. Hence, different books, journals and internet source that are related with the topic were used as secondary source of data.

3.4 Target Population

The target population of this study will all grade 9 and 10 students who enrolled and attending class in 2013 /2021 academic year and also whose ages range from14-20 in Abafrinso secondary school. The total number of grade 9 and 10 students in Aba franso secondary school are 1276, among those 772 and 504 are male and female respectively.

3.5. Sample Size and Sampling Techniques

The study will be use type of simple random sampling. uses to select participants because to give equal chance for all members of the population to be select and make study free from different biases and minimize sampling error. So that the study will be used for sample size take 14% from total population by using percentage formula that is total population is "N" with proportion "n" sample size (Daniel, W.1995).

n=P (N)/100% =14 %(1276)/100% n= 178

SO that the study will be the sample size 178. Then, the study employee simple random sampling technique, the sample size will be select 178 from total population by using lottery methods.

3.6 Data Collection Instrument

A set of questions will be prepare by English language and used to gather information from participants of the study. That means questionnaires will be prepared and administer to the participants. The questionnaires will be containing closed ended items. The researcher will be check the reliability and validity before distributing the questionnaire that developed by researcher the appropriateness of reliability and validity of the questionnaire will be achieve by adviser, then after getting the correctness of the item from adviser and the researcher will be explain the purpose of the study and instruction orally the questionnaire will be distribute and make ready for analysis.

3.7 Data Collection Procedure

Before distributing the questionnaire to the subjects the researcher has clearly identified the purpose and aim of the study and request the subjects to honestly fill the questioner and after filling the questionnaire to put it at the cornor of the class. The data collected from primary source were first edited certainly that is to detect errors and mission for further investigations.

3.8 Method of Data Analysis

Depending on the gender difference in the case of students at Aba Feranso secondary school in Gubrye town the nature of the problem and collecting the data. Different statistical methods will employee in the study. The data will be using both qualitative and quantitative approach. In the qualitative data will be analysis considering the research question, using framework coding, which is a deductive approach. After analysis of the quantitative and qualitative data separately, results will be merges and there will be a common interpretation phase to look for answers to the research questions and to yield insights for the discussion and conclusion of this study.

3.9 Ethical Consideration

The require ethical issue that the American psychological association (APA) ethics of code will apply accordingly.

- Informed consent took place about the purpose of the study.
- The data obtained from the participant will used only use for the purpose of the study .
- Before administrating the item the participant willingness will be asked and administer collaborate.

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APPENDIX

Part I- General Background Information

Direction: Here are some items about you and your parents' background information. For some of the items, you are required to write the necessary information in the blank space provided and for the items in the form of choices, you are required to indicate your response by encircling the letter of your appropriate answer.

1. Sex: (A) Female _____ (B) Male_____
2. Age_____
3. Grade: (A) 9th _____ (B) 10th _____
4. With whom you were growing up _____

(A) With both father and mother
(B) With father
(C) With mother
(D) With mother and step father
(E) With father and step mother
(F) Others specify_____

5. Your father's/male guardian's
6. Your mother's/female guardian's level of level of education is _____ education is _____

(A) No formal education	(A) No formal education
(B) Primary	(B) Primary
(C) Secondary	(C) Secondary
(D) Certificate/Diploma	(D) Certificate/Diploma

(E) First degree and above (E) First degree and above

Part II- The Parenting Dimension Questionnaire

Direction: Please read each of the following statements carefully and think about your parents'/guardians' attitudes and behaviors in raising you, and rate them using the scale below by putting a check mark (√) on the alternative numbers which you believe best describes your parents' style of parenting.

The numbers represent 1= Strongly Disagree, 2= Disagree, 3 = Undecided, 4 = Agree,

5 = Strongly Agree.

How much do you agree or disagree with the following statements?

SN	Statements	Father/male Guardian					Mother/female Guardian				
		1	2	3	4	5	1	2	3	4	5
1	Listens to my ideas and opinions.										
2	Gives me freedom to select the subject for study.										
3	Appreciates me when I try to become independent.										
4	Enjoys talking and playing with me.										

5	Discusses responsibilities in line with my growth.										
6	Celebrates in my successes with me.										
7	Makes me aware that what I do is for me myself.										
8	Rewards me for good doings.										
9	Expects me to do something immediately.										
10	Punishes me when I do not meet expectations.										

Part III- Adolescent Self-regulatory Inventory (ASRI)

Direction: Please read each of the following statements carefully and for each item, think about your self-regulatory behavior. Then, choose one of the five alternative numbers by putting a check mark (√) on the alternative numbers, which you believe best describes your parents' style of parenting.

The numbers represent 1= Strongly Disagree, 2= Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree.

SN	Statements	1	2	3	4	5
1	When I am sad, I can usually start doing something that will make me feel better.					
2	3 I can usually act normal around everybody if I am upset with Someone.					
3	I can calm myself down when I am excited or all wound up.					
4	If something is not going according to my plans, I change my actions to try and reach my goal.					

5	I can find ways to make myself study even when my friends want to go out.					
6	I lose control whenever I don’t get my way.					
7	I can stay focused on my work even when it is dull.					
8	When I have a serious disagreement with someone, I can talk calmly about it without losing control.					
9	If I really want something, I have to have it right away.					
10	I can find ways to make myself study even when my friends want to go out.					