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***Levels, Dimensions and Associated Factors of
Self-regulation Behavior among Adolescent
Students: in case of Ayer Tena Secondary School***

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A Thesis Submitted to the School of Psychology in Partial Fulfillment of the Requirements for MA Degree in Developmental Psychology.

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in case of Ayer Tena Secondary School*

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Abstracts

The aim of this study was to examine adolescents' self-regulation behavior. Development of self-regulation behavior is an important personal skill that one needs to develop in the course of transition from childhood to adulthood. This is practically because lack of self-regulation behavior would expose to various risks that would risk health and life. This research also examined age, gender, family structure, parental involvement, and socio-economic status on self-regulation behavior. Total of 211 adolescent students were selected as data source with comparable sex proportion. Scales (Socio-economic status, self-regulation and parental involvement scales) and self-constructed questionnaire were used to collect data. Data were analyzed using t-test, correlation, ONE way ANOVA and regression. The results of analysis revealed that: The levels and dimensions of self-regulation behavior are high among adolescents. Parental involvement significantly increased adolescents' self-regulation behavior. Ages, Socio-economic status, Family structure (being intact and non-intact families) were not found to make significant difference, but there is a significant difference in gender towards self-regulation behavior. Parents and the school community will expect to build up and strengthen the adolescents' self-regulation behavior.

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CHAPTER ONE

1. INTRODUCTION

1.1. Background

Adolescence is a period of human development characterized by a complex set of developmental challenges which bridges childhood and young adulthood. It is a time of major changes, social, emotional, physical, and cognitive- in all developmental domains (Richwood, et al, 2005 cited in Steinberg, 1993). Developmental tasks associated with adolescence cause a unique set of stressors and strains. Among adolescents change of development self-regulation behavior is one of the main developmental tasks. In different researchers self-regulation behavior has different names such as self-control, self-management, self-discipline... etc, (Gottfredson and Hirschi, 1990). Self-regulation behavior has different dimensions (self-regulation thoughts, self-regulation feelings, self regulation actions....etc) its level of development is varies in culture, place, levels of parental education and income. The changes and demands of adolescents may develop the feelings of helplessness, confusion and pessimistic about for future and adolescents are more likely to be psychologically depressed and in need of professional help with controlling them. This indicates that adolescents have flexible tempo with their emotion, thoughts, and feelings (Steinberg, 1993).

Adolescents face two broad challenges during the transition from childhood to adult life: the entrance into production and reproduction fields of the culture and society.

Entrance Into production includes becoming an economically independent individual who is able to make his or her living in the society and economic system. This developmental trajectory consists typically a complex set of decisions concerning schooling, education.

1.2. Problem statement

Ethiopia is a country which encompasses different ethnic backgrounds, religion, beliefs, and customs. Although, Ethiopia is on the ongoing of third millennium, still entertains many general problems specifically adolescents problem.

Drug abuse, violence, HIV/AIDS expansion, and other sexual transmitted diseases, decline in school performance, teenage pregnancy, delinquency, adolescent streets, etc have become common problems in this country. These problems reflect the presence of low self-regulation behaviors (Gottfredson and Hirschi, 1990 and Hamid, 2006).

Hence, here is a need to investigate if self-regulation behavior is low among adolescent students in Addis Ababa. Although, there are many researches in adolescents in Ethiopia, this issue is never been studied specifically.

This study, as its major objective, focuses on providing appropriate insights and useful information about the selected factors on self-regulation behavior of adolescents.

1.3. Research questions

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

1. What is the status of self –regulation behavior of adolescents?
2. How do adolescent students compare across the three dimensions of self – regulation behavior (thoughts, feelings and actions)
3. Is there a relationship between self-regulation behavior and parental involvement?
4. How does self-regulation behavior compare across:
 - Ages
 - Sexes
 - Socio-economic status
 - Family structure

1.4. Objectives

The objective of this study is to assess the selected factors of self -regulation skills of adolescents in Ayer Tena secondary school.

More specifically it attempt to:-

1. Examine the status of self-regulation behavior of adolescents
2. To know adolescents self-regulation behavior across thoughts, feelings and actions.
3. To know the status of self-regulation behavior with parental involvement
4. Distinguish self-regulation behavior relationship with
 - Ages
 - Sexes
 - Socio-economic status
 - Family structure

1.5. Operational definitions of terms

Self-regulation Behavior: refers to the extent to which adolescent's behavior how they regulating their feelings thoughts and actions positively or in socially accepted ways. Otherwise stated, an adolescents acts in the intension of distant rewards at the expense of immediate pleasures.

Adolescence: in this study it refers to the stage of development between the ages fourteen up to twenty (14-20).

Parental involvement- Refers to perceived parents active engagement in the life of their children .The parental involvement scale developed by Arnklev, et al (1995) was employed to measure the perceived devotion or negligence of parents.

Family Structure-Stands for the type of family strata (intact and non-Intact) adolescents live in.

Socio-economic status –Refers to the status of parents regarding education and income, it was determined by socio economic status questionnaire.

1.6. Significance

Life is so valuable, more adorable when one has decorated with socially acceptable good qualities. Self-regulation behavior serves as the sole corner stone for quality development .Even it enhances the survival value of one in the existing world (Bandura, 1989 cited in Demeke, 2008).

The current study would purport good number of benefits; mainly it would bring this untouched, but decisive area of study in to visibility. This study paves a way for parents to understand and act upon factors that affect the level of their children’s self-regulation behaviors. How self-regulation behavior varies across ages and gender type would be clearly stated. Most importantly, it initiates school teachers, guidance and counselors and school administrators to contribute their prim shares on the learners’

self-regulation behaviors. Besides the advantages forwarded above, it would question local researchers to consider the issue of self-regulation behaviors in adolescence

1.7. Delimitation

This study was assessing the selected major factors of self regulation behaviors of adolescent students and delimited to Kolfe Keranio sub-city Ayer Tena high school.

The researcher delimited to study the effect of parental involvement, socio-economic status, family structure, age and gender on the dimensions and levels of self-regulation behavior.

CHAPTER TWO

2. REVIEW OF RELATED LITRATURE

2.1. Definitions of Adolescence

The word adolescence is a Latin in origin, derived from the word “adolescer” which means “to grow in to adult hood” (Steinberg, 1999), or “to grow in to maturity” (Gross, 2001cited in Getachew, 2006). Adolescence is roughly the second decade of the life span (Steinberg, 1999, p.4). Steinberg (1999) described adolescence as a time of growing up and moving from immaturity in to maturity in all society.

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. Fundamental Changes in Adolescence

Adolescence is considered to be the most crucial and critical period in human development. Change marks the entire life span, though it is dramatic at certain stages than at others. Adolescence is a time of profound changes in which biological factors as well as social factors exert greatest influences.

Steinberg (1999) note that most social scientists and practitioners have recognized the occurrence of so much psychological and social growth during the second decade of human development. The onset of puberty (biological change), the emergence of more advanced thinking abilities (cognitive development) and transition in to new roles in the society (social development) give the period its special flavor and distinctiveness. All adolescents in every society pass through these universal sets of changes without exception and they are called as fundamental changes of adolescence (Steinberg 1999).

2.3. Definitions of Self-Regulation Behavior

Self-regulation behavior refers to the self altering its own responses or inner states. Typically this takes the form of overriding one response or behavior and replacing it with a less common but more desired response. For example, when a dedicated smoker has an urge to smoke but does not then light up a cigarette, he self-regulates his own impulses. Self-regulation also includes the ability to delay gratification, such as when a child overrides the desire to eat the cookie on her plate and waits instead for the two in the oven. Self-regulation is one the self's major executive functions. The executive function of the self refers to its active, intentional aspects (Baumeister, 1998; Gazzaniga, Self-regulation and executive function Ivry, & Mangun, 1998 cited in Steinberg,1990) and may be thought of as that part of the self which is ultimately responsible for the actions of the individual. The other major executive function of the self is choice. Not only may a self initiate behavior or control it, but a self also is responsible for deliberating and making choices from among the universe of possible options. As we shall see, choice and self-regulation are intertwined, and they often work in concert to achieve novelty and diversity in human behavior. Technically speaking, a self does not regulate itself directly, but it may control behaviors, feelings, and thoughts that comprise it. In this sense, self-regulation refers to the regulation of processes *by* the self. Regulation *of* the self also falls under the rubric of self-regulation, but note that this may mean the regulating is done by something (or someone) else. Thus, although self-

regulation has typically implied regulation of behavior by the self in pursuit of a conscious intention or purpose, some forms of self-regulation occur without conscious awareness or active intervention by the self.

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. Dimensions of Self-Regulation Behavior

In our day to day relationship with other fellow members of the society we witness the existence and importance of many interrelated and interwoven behavioral factors. This of course, varies from culture to culture, meaning what one culture views as important and decisive may not be that important in another culture. Also we are both individually and developmentally different in the ways we encode and experience our environments. In every age, there are societal expectations, tasks to be accomplished and responsibilities to be shouldered. If a person couldn't properly respond to those assignments, it means there is a gap to be filled. Therefore, this issue is related to adolescents developmental characteristics, adolescents drive until age 18 (varies by state, they cannot vote, smoke, sign contract, enter military service, or get married) and thus do not consider them as responsible as adults. As compare to adults, juveniles have a lack of maturity and an under developed sense of responsibility, they are more vulnerable or susceptible to negative influences and outside pressures including peer pressure (Stephanie, 2010). Adolescence was once labeled a time of storm and stress. It is now understood that most youngsters pass through this developed period without undue stress, although many do experience difficulty. For example, a study had shown that between 15% and 30% of young people dropout of school before completing high school highest rate of any age group. And adolescents increasing numbers of consume

number of alcohol and other drugs on regular activities, without considering self control behaviors. This all are the indicators of low self regulation behaviors.

All the religions, mythologies, and fables portray the value of self control over coming temptation and living with the future. Self regulation is not an optional issue to be prefer; rather it plays immeasurable values for the survival of human species (Bandura, 1989 cited in Demeke ,2008).It mainly revolves around regulating ones feeling, thought and action. In all sorts of works of literature, the issue of how to control and why to control oneself is briefly discussed. Familiarization of societal rules and regulations begins early in infancy at the caring hand of mother and extends to the immediate surrounding and then at least to the large world. Despite the fact that it is, every moment of one's life is countered with tantalizing or challenging choices. Particularly, innumerable choices in these days are accessible here and there.

Adolescence is a time of experimentation as most people perceive. With the newly attained freedom, adolescents remain active and curios to test and check (Arnett, 1999). In fact, with proper guidance and prior socialization, these adolescents can surly manage their surrounding environment and act up on positively and ethically (Rueter and Conger, 1995 and stouthamer –Loember, 1984).

Parental concern for the development of their children brings out healthy and well developed individuals. Particularly in the case of self control skill, parents consistent dedication to socialize and monitor their children enhances the progress of self control

skill (Solomon, 2004; Nigussie, etal, 1999; Adugna, 2005).As a whole, parental involvement does bring a difference on the life of their adolescents' wholesome development, especially on self regulation skill. In addition, parents socio economic status determines adolescents self-regulation behavior (Huston, 19995; Mc Loyd, 1998 and Elias, 2005). Financial insecurity and educational in advancement at some point hampers the probability of adolescents to possess high self-regulation behavior (Brown field and Ann-Marie, 1993).

Self –regulation has also been studied in relation to opportunity and delinquency, family structure as cited Mc Lyod gender drug consumption (Hami, 2005) and age (Katz, 1999). On the other hand, development of self-regulation behavior is affected by social and cultural situations, and hence the impact of age, sex, family structure, parental involvement and socio economic status on self control skill would be given due attention in this particular study.

2.6. 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 shame 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 them 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 expanding cognitive ability facilitates the development of self on the grownups. Researchers relying on children's self report consider middle childhood 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, friends ,teachers and media figures affect the direction of adolescents 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 to positive consequences. The thoughts digested, the feelings experienced and the action performed lead a self-regulated person to a distinction 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 enumerated aspect clearly reflects where self-regulation mostly involves. Under general theory of crime, Gottfredson and Hirschi (1990) firmly asserted self-regulation remains stable after childhood. 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 (1999) cited in Katz (1998) and Hamilton (2000) clearly stated the increase of self-control as a person ages because of greater degree of social control through an adult's 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 childhood. 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 Duckworth 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 Gottfredson 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.

Gottfredson and Hirschi (1990) consider a person with low self-regulation behavior as; Impulsive, often seeking immediate gratification ,Risk taker, who tends to ignore possible negative consequences ,Unstable and unfocused, being unable to make or

keep commitments ,Impatient with a low tolerance for frustration ,Physically oriented as opposed to mentally oriented ,Self centered or insensitive to the needs of others

Furthermore, Gottfredson and Hirschi (1990) have listed out some consequences that individuals with low self-regulation behavior are more inclined to experiment

Drinking, Using drugs, Smoking, Having sex with prostitutes, Having un safe sex with others, Spending money unwisely, Having children out of wedlock, Being speedy, Having extra marital sex, Gambling, Thrill seeking.

In other study, researchers discovered more theft, fighting, vandalism, substance use, and imprudent behavior for example, gambling, among adolescents who display low self-control trait (self-control plan,(2007). on contrary, others claim that involving in risky activities does not necessarily imply impulsivity or instability rather they might reflect more mental orientation and focus (self-control plan 2007).

And most importantly, these same researchers underlined self-control trait by itself does not implicate the occurrence of deviance acts without opportunity. A pushing factor /stimulant/should be in the nearby of a person with low self-control to be tempted or engaged in risky deviant acts. Any ways, people with low self control are acquainted undisciplined and ill mannered individuals Gottfredson and Hirschi (1990).

Otherwise, stated unreliable, untruth worthy and thoughtless people become favorite groups of friends of low self-controlled individuals. This phenomenon accelerates the learning of maladaptive behavior and activates the practice of drug usage, premarital sex, lying, and the likes (Hamid, 2006). Adolescents who have low self-regulation behavior are more likely to drink, smoke, use marijuana especially those friends use these substances (Desmond 2006 and Mc Govern 2006). Here and now orientation is completely overwhelmed a poorly controlled person who in other terms is unwilling to resist delaying gratification if people didn't learn to inhibit immediate impulses and control their behavior, they would constantly be at odds with other people for violating others rights, breaking rules, and failing to display the patience and self sacrifice (Bandura, 1986 cited in Shaffer, 1994). Every life arenas of a low self controlled person is signified with problematic and full of ups and downs.

In the 21st century, unlike the past centuries maintains of equally compelling choices are easily accessible here and there. The newly declare independence of adolescents is destined to encounter the absurd reality that creates irresistible headache. There are also more family conflicts, mood swings and risky behavior in adolescence than other sections of life span (Arnett, 1999). In fact, hormonal changes too little extent influences adolescents emotional instability, but still non biological factors weigh more importantly than biological factors (Arnett, 1999). Cultural values like, roles, activities, and beliefs of the society, which facilitate for the development of

conscience, are internalized involuntarily. And this conscience leaves the child for internal conflicts to gratify immediate impulses or to extend /avoid the impulses. In order to resolve the tension between personal desire and internalized social standards, adolescents must acquire the capacity to control their own behavior. Self-regulation includes both the ability to inhibit actions and to carry through actions according to the pre established rules even when one does not like it (Self- control plan, 2007).

Self –regulation serves as an effective and reliable method of character development and it basically, is the foundation up on which all other positive traits e.g. responsibility, respectfulness, and patience and judgmental decisions are made (self control plan, 2007). Its relevance becomes more serious for students who are expected to govern their behavior in challenging school environment of theirs . Developing self control and learning to make choices that are both positive and moral will enable a person to lead a life of success , satisfaction and peace (self control plan,2007). The decision passed in life can be positive, advantageous, rewarding or moral accredited social standards. High self- control potentially forecasts high self esteem (Harter, 1990 cited in Papalia, et al., 2004) and high self efficacy (Hamid, 2006).

For acclaimed achievement , generally in ones duty and for rewarding relationship among friends ,self-control is highly regarded in clarifying what to do , how to do ,what to say and how to say it

2.7. Factors Affecting the Development of Self-Regulation Behavior

2.7.1. 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's affairs may result in low self-regulated boys and girls.

Another study by (Solomon 2004), (Adugna 2005 and Emanu 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 prey 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 whereabouts of their children matters most (Richard, 1993).

2.7.2. 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 (Hetherington, 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.

2.7.3. Socio-Economic Status

Parents' standard with regard to educational level or financial security effects their children development either for good or for bad. A good number of researchers correlate socio economic status of parents with their Children self-regulation behaviors (Mc Loyd, 1998, Niaz, et al, 2005, Gottredson and Hirschi, 1990).

Students from affluent background have easy access to experiment what is around .Particularly, study from Pakistan supports this proposition as most students attending in elite schools are signified by their loose of self-regulation skill (Niaz, et al, 2005).

Coming from higher class family provides the child with the opportunity of having everything in excess which by itself, in addition to other factors, enhances the pupil to test whatever amounts they wish. As a result, they lack the sense of governing their behavior. The result of self control inventory indicated drug users have low self control skill (Niaz, et al, 2005 and Gottfredson & Hirschi, 1990).

Coming to the other extreme, poverty also affects the development of children and the expected harmonious family life (Mc Loyd, 1998). Otherwise stated, poverty weakens parents confidence in their ability to affect and monitor their children behavior and loosens family ties among themselves. Adolescents from economically disadvantaged homes score lower in self-regulation test than adolescents from middle class homes (Elias, 2005). Most probably, lower class homes experience marital breakdown, violence, negligence and the likes that negatively influence the development of adolescents self-regulation behavior (Gottfredson and Hirschi, 1990). Adolescents in this sort of homes are short term benefits oriented since there are no predictable long term benefits. Gottfredson and Hirschi, (1990) discovered that middle class homes have conducive atmosphere for the development of self-regulation behavior. Poor parents follow inconsistent and harsh disciplinary measures and ignore to reward good behavior (Dcliment, et al, 2001 cited in Papalia, et al 2004). Actually, parents under poverty mostly punish and abuse their children unknowingly (Mc Loyd, et al, 1994). In effect, children raised in this sort of family become rebellious,

unpredictable, self –indulgent or hostile (Harris, 1993). Brown field and Sorenson (1993) demonstrated the impact of low socio economic status on adolescents’ inability to regulate their actions properly (Brown field and Sorenson, 1993). The scarcity of resources in poverty – stricken homes makes the people so impulsive that they demand to satisfy their needs here and now due to fear of loss whenever there is a delay. By any means, adolescents in poor families do not like to miss any coming opportunity regardless of its consequences. Despite financial break down, poor parents do have the possibility to raise well mannered children if they work hand in hand with neighbors in socializing their children properly (Ceballo & Loyd, 2002 cited in Papalia, et al, 2004). Above all, adolescents’ temperament /resilience capacity may secure them from the possible costs of poverty. General speaking, poverty neglects the opportunity to access ample resources, but on contrary wealth imparts excesses resources. And surprisingly, in both cases adolescents become either impulsive or self indulgent.

2.8. Adolescents in Ethiopia

Of all developmental stages , adolescence is identified with its dynamic nature in regard to rapid physiological and psycho social changes which have been resulted in a host of crises and dilemmas (Santrock,1999;Yusuf,1998,Mathewo,1996).

Mulunesh (2005) reported that over 52.3% of adolescence in Gondar experienced unpleasant emotional situations. Moreover, the same researcher disclosed that more

than 56% of adolescents reported their negative relationship with their parents'. As to Yusuf (1998) and Deme (1997), Ethiopian high school students (adolescents) are the most neglected and least understood age group, so they are at risk everywhere. According to youth net assessment team /YNAT/(2004) a good proportion of Ethiopian adolescents are highly involved in risk taking behaviors like unsafe sex, drug abuse, alcoholism, delinquency, etc (CAYAO,1995;yusuf ,1998;FDRE-MHO,2002) which is backed up by a finding released from youth net assessment team (2004) that the highest prevalence of HIV/AIDS spread is observed among adolescents. However, Muluneshes' (2005) finding in Gondar adolescents showed that a segment of adolescents 15% were only engaged in risk taking activities. The remaining majority were found out to be self-regulated. Similarly, Martha,(2005) stated that 50% Of secondary school students in Addis Ababa perceive as they have received parental warmth and monitoring in their relationship with their parents.

CHAPTER THREE

3. METHODS

3.1. Study Design

This research employed cross-sectional quantitative design technique to answer the proposed objectives regarding on the selected major factors of self-regulation behavior of adolescents.

3.2. Study site

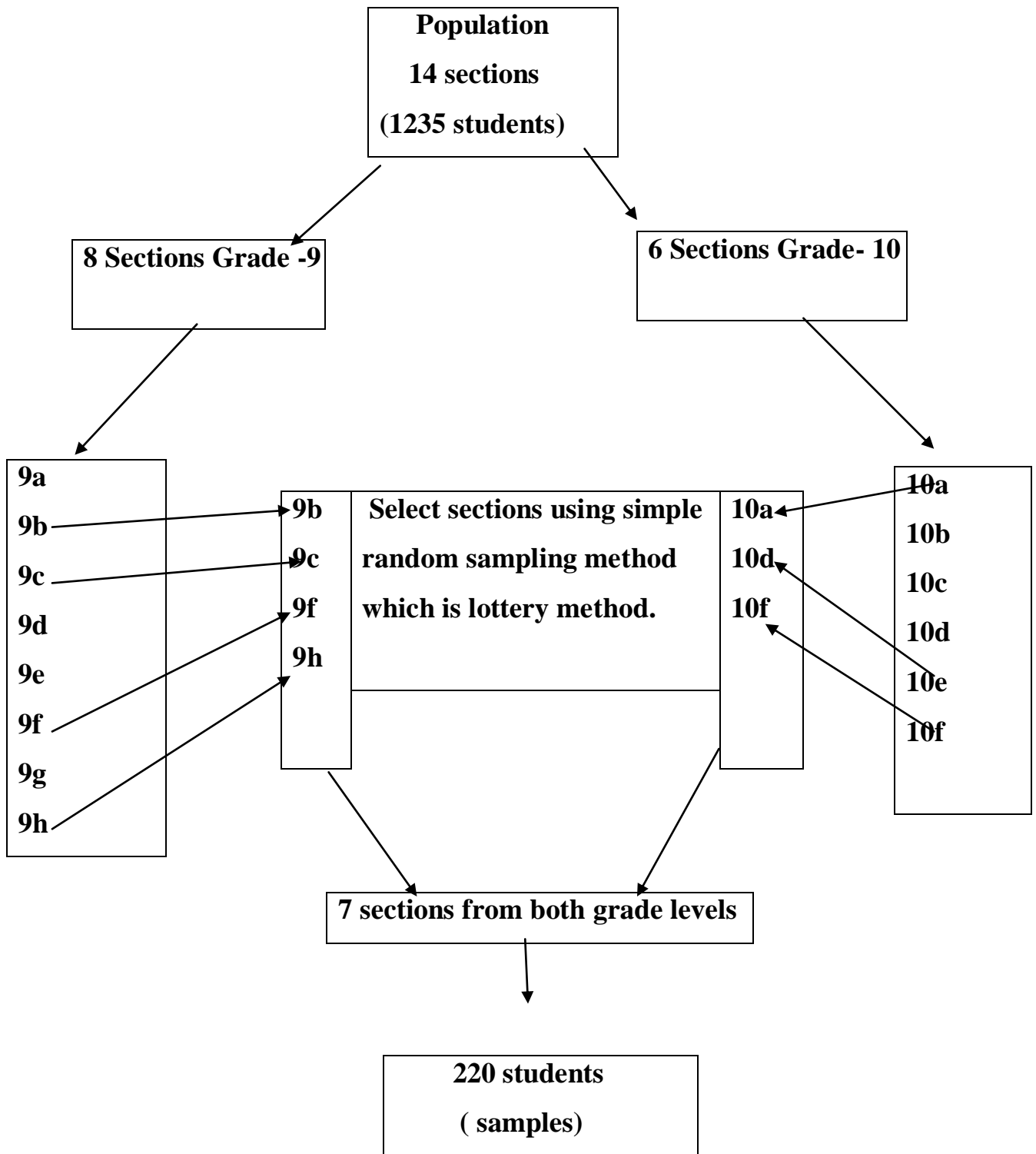
The study was carried out in Kolfe, which is one of the sub cities of Addis Ababa. The sub- city is organized into 15 woredas. Currently, there are 8 government high schools in this sub-city. However, the researcher purposely considered government high schools with belief that the three dimensions of socio economic status groups can be found in a better mix here. Therefore the researcher intentionally selected government schools to get the three classes of the society in one place [school]. From the stated eight government schools [Ayer Tena high school] was chosen through lottery method /technique. Hence, the research site is delimited to Ayer Tena high school.

3.3. Population

Ayer Tena high school adolescent students (n=1235), **588** males and **642** females were considered as the population of the study.

3.4. Participants

Out of the total population, **1235** grade nine and ten students were regularly attending their class in Ayer Tena secondary school. There were **8** sections grade nine and **6** sections grade ten, a total of **14** sections, and had been taken from grade nine **4** sections and **3** sections from grade ten through lottery technique. And then, to select participants from both sexes, first participants have been stratified based on sex, following that simple random sampling technique applied and the required **220** participants, **110** male and **110** female adolescent students had been selected to see gender differences if any and participants of this study were selected accordingly. To show this diagrammatically the following diagram is briefly explained the participants' classification sampling, See the next page.



3.5. Tool of Data Collection

In this particular study, three widely used instruments were utilized such as the self – regulation scale, the parental involvement scale, and the socio economic status Inventory .Questions on background information and family structure were also directed in appropriate manner.

3.5.1. Description

In this study, the questionnaire includes the socio-demographic characteristics, such as sex, age, level of education, monthly income and family size.

A. The Socio-Economic Status Inventory

In this research the present socio-economic status was adopted from Nuredin (2006) with some modification particular concern to the present economic status conditions. The adopted inventory constituted of four aspects social and economic regards namely: Educational Status Index (ESI), House Index (HOI), Earning Index (EAI) and Major Property Index (MPI). In aggregate, ten questions were directing regarding each aspects of the inventory. Father and Mother Level of education were measured with two items .And the average of the two was if both of them are living together whole as on a single parent house hold the available rating was used.

B. The Self-regulation Scale

The current research employed the Grasmic, et al (1993) Self-regulation scale which is comprised 39 items. The scale consists of three sub-scales such as Self –regulation of thought (11 items), Self-regulation of feeling (13 items) and Self-regulation of actions

(15items). Likert responses ranging from 3 (agree), 2 (disagree) and 1(not sure) was employed. This scale is the most widely used measure of self-regulation and has been established as valid and reliable across representative nations of each continent (Tittele, et al 2007 and Rebellon 2007), all themselves found out Cronbach Alpha of .81.

C. The Parental Involvement Scale

Parental involvement measure was adapted from the work of Admasu (2004).There were **19** items adapted from these researcher, the reliability was Alpha .76. The items in this scale were designed on the basis of activities that can reflect parents' direct and indirect involvement in their children's schooling at home as well as at school. These activities are described as parental help, time management, resources for intellectual development, initiation and reward for better academic performance, support and supervision and reducing work load at home.

3.5.2. Construction

Basically, instruments used for the present study was standardized scale used by different scholars for the same purpose. However some items which were not support for this study were modified with help of expert from the department of Psychology. Accordingly, items which were not considered for this study were discarded and items which lacked clarity were revised with the intensive support of the researcher advisor, after the comments 65 items were accepted for the first draft and it was translated in to Amharic language by the researcher and crosscheck was done by two TEFL graduate students. Following this, the researcher was also discussed with the advisor and some modifications were given. After all, the Amharic version was accepted and ready for piloting.

The data obtained from piloting were analyzed by using SPSS version 20.0 to see the reliability. This can be explaining in the following table which shows the reliability of each scales, numbers of items discarded and improved, see at the back.

3.5.3. Piloting

The objective of the pilot test was discarded when the items are very low relation with other items and improve the instruments. Since, items of the measurement are taken from scales, checking their reliability is considered important. The pilot study was made to check the reliability of the instrument. In doing so, **40** adolescent students (**20** male and **20** female) respondents participated in the pilot study. For all participants, self –regulation scale, Parental Involvement scale were distributed for participants. After the scales were distributed, orientation was given to the participants about the purpose of the study and how they had to fill out the scales. There were no time limits to fill the scales; almost all were finished in **45** minutes. All the scales have three response categories (agree, disagree and not sure).

The responses were scored and the reliability of the scales was computed and the pilot study reliability coefficient shows a cronbach Alpha **0.78**. This is almost similar with original reliability **0.81**.

Regarding parental involvement scale computed reliability was **.73** which is almost similar with original reliability result. **.76**.

Table-1. Summary Reliability Indices of the Scales.

Scales	No items	Reliability indices	No of items rejected	No of items modified	No of items accepted	Reason for deleting or modifying
Self –regulation scale	39	.78	3	5	34	Low-level of correlation
Socio economic status	7	-	-	-	all	-
Parental involvement scale	19	.73	2	3	16	Due to lack of clearance

Reliability found from the pilot test was accepted to conduct a study because the reliability value was considered to be reasonable to conduct the study. Items which were discarded and improved based on their value of items total correlation (items with low correlations).

3.6. Procedure

3.6.1 Administration

At the onset of data collection, how participants will give response for the questionnaire, adequate orientation was provided by the researcher. In addition, the

respondents were encouraged to respond honestly to all personal information and their response was kept confidential.

3.6.2. Analysis

This research was employed both descriptive and inferential statistics. For descriptive statistics frequency, percent mean and Standard Deviation were used. Regarding to the inferential statistics One sample t-test (to see the mean difference between expected and calculated mean), ANOVA (to see if there is statistical significant difference within subjects of the three dimension of self-regulation behavior), Pearson product movement correlation (to examine the relationship between socio-demographic and self-regulation behaviors) and regression coefficient (to identify the significant predictor of self regulation behaviors) were used.

3.7. Ethical consideration

To begin the study, formal letter was written to Ayer Tena high school in order to get permission from the school administrators. The information sheet was also prepared which includes the purpose of the study, the objective of the study, the benefit of the study, right of the participants, confidentiality and other requirements. Informed consent prepared and provided for participants to read the questionnaire. Finally, the

researcher will ask for their permission to participate the study, confidentiality and privacy were maintained by omitting their names and by keeping their answers.

CHAPTER FOUR

4. FINDINGS

The analysis to be conducted as follows. First; descriptive statistics are presented for all the variables under the study. Then, the result of one sample t-test is conducted. ONE way analysis of variance ANOVA is displayed to determine differences among the groups. Finally step wise regression analysis was manipulated.

4.1. Back ground of participants

Table-1. Background Characteristics of the Respondents

Variables	Categories	Frequency	Percent (%)
sex	Male	101	47.9
	Female	110	52.1
	Total	211	100
Age	14 - 16	168	79.6
	17 -20	43	20.4
	Total	211	100
Family structure	Intact	173	82
	Non intact	38	18
	Total	211	100

As indicated on Table-2 above, the total number of respondents (N=211) 47.9% were females and 52.1% were males. The respondent total number was equally distributed, but nine respondents (seven female and two male) were missed in the report.

As we can see from the above table, the respondents' age is classified in to two groups .The first group consists (14-16) of 168 and (79.6%) of the total respondents. The second group is (17-20) consist of 43 and (20.4%) of total respondents .To generalize this report majority age were (14-16) age. As we know family structure is divided into two parts, these are intact and non- intact family structure. So as the respondents who come from intact family structure (alive with one or both of biological parents) 173 (82%) from the total population and in other side the non-intact family structure respondents' 38 and (18%) were from non-intact family structure (alive without biological parents).

Table - 3. Descriptive Summary of Variables

Variables	N	Minimum	Maximum	Mean	S D
Age	211	14	20	17.00	0.404
Self regulation	211	63	112	95.47	7.959
Parental involvement	211	24	74	49.46	7.814
Socio economic status	211	<500	>5000	2117	92.25
Educational status	211	0	5	2.34	0.26

Note: (0= illiterate, 1= primary, 2= high school, 3= certificate 4, diploma 5, degree and above)

This above table presents the descriptive summary of each variable under the study. Hopefully, this table provides a clear picture regarding preliminary information about each variable. The number of participants and their maximum and minimum scores purport the gap of respondents score for each variable. Based on the items directed the computed standard deviation indicates the existed fair dispersion of respondents score from the mean.

4.2. The Prevalence of Self -Regulation Behavior

Table- 4. Result of One Sample t-test

Minimum	63
Maximum	112
Mean	95.47
SD	7.95
Expected mean	78
One sample t-test	174.24
Sig	000

As can illustrate in the above table the computed mean of self–regulation behavior (95.47) is greater than the expected mean (78) with standard deviation of (7.95). The observed mean aggregate mean result indicates that most adolescents have high self-

regulation behavior. The result is statistically significant from the reading of one sample t -test outcome ($t = 174, p < .05$).

4.3. Dimensions of Self-Regulation Behavior

Table-5. One Sample t-test result on the Dimension of Self -Regulation Behavior among Adolescents

Dimension of self-regulation	Expected mean	Observed mean					
		Minimum	Maximum	Mean	S d	T-values	Sig.
Self-regulation thoughts	22	20	33	28.02	2.725	149.33	.000
Self-regulation feelings	26	22	39	32.2	3.67	126.90	.000
Self-regulation actions	30	19	45	35.36	4.33	118.57	.000

As indicated in the above table, the computed mean of self- regulation of thought (28.02) is greater than the expected mean (22) with standard deviation of (2.72). The observed mean aggregate mean result indicates that most adolescents' have high self-regulation of thought, the result is statistically significant from the reading of one sample t- test outcome ($t = 149.33, p < .05$).

Similarly, the table also illustrated that the computed mean of self-regulation of feeling (32.2) is greater than the expected mean (26) with standard deviation of (3.67). The observed mean and aggregate mean result indicates that most adolescents have high self-regulation feelings, the result is statistically significant from the reading of one sample t- test outcome ($t = 126.90, p < .05$).

Furthermore, the table also indicated that computed mean of self -regulation of action (35.36) is greater than the expected mean (30) with standard deviation of (4.33). The observed mean and aggregate mean result indicates that most adolescents have high self-regulation of actions. The result is statistically significant from the reading of one sample t -test outcome ($t = 118.57, p < .05$).

Table-6. Inter Correlation among Variables of Interests.

	1	2	3	4	5	6	7
Sex (male -1, female -0) (1)	1						
Age(2)	.037	1					
Family structure (intact -1 non intact- 0) (3)	-.094	.161*	1				
Self-regulation skill (4)	-.173*	.014	-.008	1			
Parentalinvolvement (5)	-.177*	-.049	-.225**	.147*	1		
Socio-economic status(6)	.195**	.062	.058	.045	.143*	1	
Education status(7)	-.022	.106	.029	.046	.093	.402**	1

***. Correlation is significant at the 0.05 level (2-tailed).**

As can be observed from the above table-7, there is statistically significant negative relationship between sex and self-regulation behavior ($r = -.173$, $P < .05$). This means females are outperformed in their self regulation behavior than their male adolescent counter parts. In addition, there is also statistically significant relationship between parental involvement and adolescents self regulation behavior ($r = .143$, $p < .05$). This means as parental involvement increases adolescents' self-regulation also increases

too. Significant relationship between age and self-regulation behavior were not observed

($r = .014$, $p < .05$). It means age doesn't influence adolescents' self-regulation behavior. In addition, there is no significant relationship between parental educational status and adolescents self-regulation behavior ($r = .046$, $p < .05$). Furthermore, there is no significant relationship between socio-economic status and adolescents self-regulation behavior ($r = .045$, $p < .05$). Thus parental educational and socio-economic status doesn't influence adolescents' self-regulation behavior.

4.4. The Impact of Factor Variables on Adolescents Self-Regulation Behaviors

The predictor variables such as sex, family structure, socio economic status, age and parental involvement all in total contributed 3.1% for the variation of adolescents' self-regulation behavior. The remaining large proportion might be predicted by different factors other than the above predictor variables.

Table-7 Multiple Regression Analysis

variables	Regression coefficient	Standard Error	Beta coefficient	t-value	Sig
sex	-2.748	1.128	-.173	-2.436	.016
age	-.067	1.367	-.003	-.049	.961
family structure	.224	1.477	.011	.152	.879
Parental involvement	.132	.073	.130	1.803	.073
Socioeconomic status	-.367	.215	-.130	-1.710	.089
Education status	.029	.027	.082	1.100	.272
R square	.031				
R	.242				

Table- 8. Step wise Regression Analysis

Predictor variables	Regression coefficient	Std E.	Standard regression coefficient	R square	Prediction level by percent
age					
Sex	-2.75	1.08	-.173	.025	2.5 %

As can be seen from the table -8 above, out of 3.1% accounted for variations in adolescents self control skill 2.5% were contributed only by sex of adolescents. The other predictor variables such as parental involvement, family structure, socio economic status and age in aggregate contributed the rest proportion.

CHAPTER FIVE

5. DISCUSSION

The analysis section has displayed the following findings

- ◆ there is significant sex difference in self-regulation behavior
- ◆ there is no significance age difference in self-regulation behavior
- ◆ there is no significance family structure difference in self -regulation behavior
- ◆ there is no significance socio economic status difference in self -regulation behavior
- ◆ there is significant parental involvement difference in self -regulation behavior

5.1. The Prevalence of Self-Regulation Behavior

Having from the finding out come, self-regulation behavior is higher among adolescents, from the comparison of computed mean and expected mean. This is consistent with Mulunesh (2005), but in disagreement with CAYAO, 1995, FDRE-MOH, (2007). These have a number of results which presented the existence of low self-regulation behavior among Ethiopian adolescents. Perhaps there might be confusions among adolescents who may not direful to ask for clarification at the time of data administration.

5.2. Sex Differences and Self –Regulation Behavior

The one sample t-test result of the study indicates that there is statistically significant sex difference in their self –regulation behavior.

The mean difference of the two sexes did have indicated for the statistical differences between them concerning self-regulation behaviors. Accordingly females are more self-regulated than their male adolescent counter parts.

The issue of self-regulation behavior and sex were studied by different researchers. Even though this, they were found different findings in their studies. Previous studies on gender and self–regulation behavior were mixed. As Duck worth and Seligman (2006), Nakhaie, et al, (2000) and Gottfredson and Hirschi, (1990) reported in their findings the degree of gender difference showing females due to biological and social factors .However, Tittle, et al (2003) and Vozsonyi and cross white (2004) firmly stated for their were not have significant gender difference.

Now this finding (the current research)finding is grouped in the previous groups, but the new finding (this research) report is given the opposite of the previous finding with statistical significance difference .This means males have less self–regulation behavior than their counter part female adolescent students.

Studies and legends, culture shows that, the poorest countries like Ethiopia, every member of the family had shouldered house hold or outside responsibility. In doing this, both females and males were more or less experienced the same social

environment. But, in our context in compare to female adolescents, males have more freedom, they have been given for male adolescents which gave may be for them to govern their activities over female adolescents, or in our traditional community females are more controlled by their family, which might be implicitly or explicitly negatively influence female adolescents on their self-regulation behaviors. Besides to the developed worlds, social control is higher here in Ethiopia which directly influences adolescents' self-regulation ability towards of gender (Gardiner and Kosmitzki, 2002).

5.3. Family Structure and Self- Regulation Behavior

In the previous chapter report shows that there is no statistical significant mean difference between both intact and non intact family structure groups. As to the current finding, children's raised in intact family (presence of biological parents) or non intact (non presence of biological parents) family structure settings did not show any significant difference in adolescents' self-regulation ability. As explained by Ellis , et al, (2003) and Bronstein, et al, (1993) studied the dominant role of family structure especially the value of intact family in adolescents restraining ability from drug consumption and engaging in risky activities. Whereas, in the other side of argument, Hetherington, et al, (1995) and Hetherington and stanly-Hagon (1999) emphasized the existed relationship in the home than the structure of the family.

They stated that harmonious and comforting homes facilitate healthy development. More over the same researchers (Hetherington, et al, 1995, Htherington and Stanly – Hagon, 1999) valued most adolescent’s personal characteristics like intelligence, social competence and sense of control enhances their self-regulation behaviors. In addition Cashion (1982) found insignificant differences between the nuclear and non-nuclear family structures in adolescents’ self-regulation behaviors. A high number of researchers cited in chapter two (literature review part) magnifies the undeniable impact of intact family structure over adolescents regulating behaviors comparing with the other family structure types. Even though these western research findings could not similar to fit Ethiopian contextual type. It might be due to religion, diversified social norms, traditionalism, societal taboos, etc. Normally, family members are not the only people to guide and supervise adolescents carefully. Almost the whole villagers are responsible in developing/inculcating the social norms and diverting adolescents whenever they are moving in wrong tracks.

As the African proverb states that “it takes a village to raise a child” (Sachs, 2008 in Time magazine). This is the same is true.

5.4. Parental Involvement and Self-Regulation Behavior

The correlation coefficient in the previous finding brings directly shows, there is statistically significant difference between parental involvement on adolescents self-

regulation behavior. This finding opposite or in agreement with most of the research findings explained in the literature review part in the previous chapter two.

Gottfredson and Hirschi (1990) findings was consistent with the current results by underlying the major impact of high parental involvement in adolescents self-regulation behavior. As the current finding states adolescent males and females who come from highly involved parents are more self-regulated than those who come from non involved parents.

Rutter and Conger (1995) and Simons, et al, (1992) strengthened the present finding by supporting the significance of high parental engagement in adolescents self-regulation behavior development. Paterson and Stouthamer-Loeber, (1994) supported the predictive power of parental involvement for the development of well sensitized self- regulation ability.

5.5. Age and Self-Regulation Behavior

From the correlation coefficient in previous findings, people who read this, there is no statistical significance difference among adolescents self- regulation behavior between both age groups that are (14-16) and (17-20). These age groups are middle and late adolescent category. Middle and late adolescents were found to be no relation with self-regulation behaviors which is inconsistent with the theoretical assumption of these area experts, specifically late adolescents are the most uncontrolled age group

(Gottfredson and Hirschi, 1990). In this research there is possible reason for non variation of self-regulation behavior among the two categories of adolescents is that, their age is school life age, so Ethiopian parents control their children highly. This so, due to these two age groups are biologically, psychologically, changing time to test things either positive or negatively. At that time parents, younger sisters and brothers directly and indirectly controlled them. May be that is the main reason to be non difference between both age groups. In most research findings age is a significant factor in predicting the possible self-control choice (Morris, et al, 2007, Gottfredson and Hirschi, 1990)

5.6. Socio-Economic Status and Self-Regulation Behavior

The significant F-value shows there is no existed variation of self- regulation behaviors across the levels of socio-economic status. In this research socio economic status groups leveled in to three groups. As (Gottfredson and Hirschi, 1990) adolescents who come from middle socio-economic status homes were the best self-regulated groups comparing with the remaining low and high socio-economic family groups.

Those adolescents who come from higher socio-economic status parents (guardians) are low self-regulation behaviors (Niaz, et al 2005) and again adolescents have grown up in low socio-economic status homes are again found to be low self-regulated

(Gottfredson and Hirschi, 1990, Mc Lyold, 1998, Brooks-Gunn and Duncun, 1997), beside middle socio-economic parent adolescents have higher self-regulation behavior. But the current finding is opposite to the previous findings. The current finding shows there is no significance difference which means no difference in socio-economic status group parents.

5.7. The Impact of all Factor Variables on Self-Regulation Behavior

In this research findings all predictor variables (age, gender, family structure, parental involvement and socio-economic status) on self-regulation behaviors. The one most significant predictor out of 3.1% of all, sex was 2.5% found out as their combined predictive value explaining adolescents' self-regulation level. Sex that was analyzed under stepwise regression method and as a result, but the rest of predictors counts only 0.6%.

Most probably, parenting style (Gottfredson and Hirschi, 1990) and peer association (Evans, et al., 1997 cited in Rebellon and Straus, 2007) can contribute some percentages in the prediction of self-regulation behavior which are not included in this particular study.

CHAPTER SIX

6. SUMMARY, CONCLUSION AND RECOMMENDATION

6.1. Summary

The purpose of this particular study was to show the prevalence level and impact of selected major factors (sex, age, family structure, parental involvement, and socio economic status) on adolescent students' self-regulation behavior particularly in Ayer Tena high school in Kolfe Keranio sub city.

In this research, there were a total of 211 high school adolescent students selected through simple random sampling method were complied the prepared questionnaire.

Demographic characteristic questions, socio-economic status inventory, self-regulation scale, parental involvement scale, questionnaires were forwarded accordingly. The collected data were analyzed by using SPSS (statistical package for social science) version 20.00 programs in using particularly descriptive and inferential, one sample t-test, ONE way ANOVA, correlation techniques' and step wise regression.

6.2. Conclusion

From this research the following below results were investigated.

1. Males and females were found out to be different in their self-regulation behavior; females are greater than male counter parts. The variation attained from the mean difference was significantly announcing gender difference in self-regulation behavior.
2. Adolescents' self-regulation behavior was not varied across age groups (middle and late adolescents) in their self-regulation behavior. Statistically there is no significant difference.
3. The intact and non-intact family structure groups were not showed significantly different towards self-regulation behavior.
4. Parental involvement predicts the presence of notable differences in self-regulation behaviors. It also predicted self-regulation behavior significantly difference when the contribution of parents are higher.
5. Self-regulation behavior was not found to differ among the levels of socio-economic status.

6.3. Recommendations

The following suggestions are forwarded based on the previous discussion and conclusions.

- 1.** Parents' give closer attention for their children interacted positively with both sex groups.
- 2.** Teachers in school should emphasis the issue of self-regulation behaviors and indicate the practical mechanisms for the adolescents how they improve temptations regarding schooling and seem like it.
- 3.** School administrators, guidance and counselors should promote adolescents to participate in different school clubs in order to increase participatory social networking to make better controlling.
- 4.** Self control/regulation is widely believed to be established actively at child hood period, so parents should give attention for this specific period and test at times their children self control ability in order to strengthen the controlling skill.
- 5.** Further studies should be conducted regarding gender difference and the impact level of other predictor variables like parenting and peer group.
- 6.** For healthy living style controlling self from an wanted situation is better, so the researcher recommend everybody should develop this skill.

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Questionnaire description

Dear respondents, the aim of this study is to assess regarding self-regulation behavior. We describe your response is used for this specific research work; the questionnaire needs your Owen response so please indicate yours.

Part-1. Personal data

1. Sex-----

2. Age-----

3. Grade-----

4. With whom are you living now?

- with both parents
- Only mother
- Only father
- Mother and step father
- Father and step mother
- Aunt/uncle
- Grand parent
- Sister/brother
- Guardians
- Lonely
- If other specify-----

5. Fathers or male guardians' education status

1. Can't read and write
2. Basic education
3. Elementary
4. Junior school

5. High school
6. Certificate and diploma
7. Degree and above

6. Mother or female guardian education status

1. Can't read and write
2. Basic education
3. Elementary
4. Junior school
5. High school
6. Certificate and diploma
7. Degree and above

7. Write the salary of your parents (please write your estimation, if you don't know exactly)

mother-----father-----

8. Write the salary of your parents including other incomes. -----

9. How many rooms does your house have including kitchen?

1. 1
2. 2-3
3. 4 and above

10. From which your house made up of?

1. Mud without paint
2. Mud with paint
3. Stone /bricks
4. Flour

11. House owner ship

1. Rental
2. Privet
3. Temporary
4. List if other-----

12. How many family members are there in the family?

1. 3
2. 4
3. 5
4. 6 and above

13. From where do you get water?

1. from social bono
2. from privet bono
3. from river source

4. from hole 5. If other-----

Part-2.main questions

Please read each items separately and direct your response as you being expressed yourself. Based on your perception, put tick mark (✓) on the choices you prefer at the left side of the questionnaire paper.

No	Items	Agree	disagree	not sure
A	Questions concerning Thought			
1	I don't bother for the future			
2	I'm more concerned with what happens to me in the short run than in the long run			
3	I'm more concerned with what happens to me in the long run rather than the short run			
4	I try to look out for myself first ,even if it means making things difficult for other people			
5	I will try to get the things I want even when I know it's causing problems for other people			
6	I find it exiting to do things for which I might get in trouble			
7	If I had money, I used it recklessly			
8	I will try almost anything regardless of the consequences			
9	Most of the time I don't accept others view			
10	Before I made decision ,I take to think too much			
11	I don't see back to do what I thought			
B	Questions concerning feelings			
12	I don't lose my temper			
13	If I feel sad on something, it is difficult to backup easily			
14	When I'm rely angry, other people better stay away from me			

15	When I have a serious disagreement ,it's usually hard for me to talk calmly about it without getting upset			
16	I am not very sympathetic to other people when they are having problems			
17	When I am feeling nervous, I breakout materials			
18	I often do whatever brings me pleasure here and now, even at the cost of some distant goals			
19	Though I feel something bad , I don't bother it			
20	I seem to have more flexible mood than my age mates			
21	Emotionality and loneliness affect/govern me			
22	I feel happy when I do something dangerous			
23	I feel regress what I did before			
24	When I feel sad,I went to do bad			
C	Questions concerning actions			
25	I am deadline worker rather on time completed work			
26	I like to get out and do things more than I like to read or contemplate idea			
27	I try to avoid projects that I know will be difficult			
28	I don't have care for my learning materials			
29	I devote much time on playing			
30	When I feel upset I hit my friends			
31	I make out myself from adventure and conflict leading issues			
32	When my friends do something bad, I make alone my self			
33	When I get money, I expend for undesirable things			
34	I use my asset carefully and wisely			
35	Most of the time quit my work before finished			
36	If things I do upset people, it's their problem not mine			

37	As things complicated, I controlled myself to make decision			
38	Always I feel restlessness			
39	I almost always feel better when I am on the move than when I'm sitting			

D Questions concerning parental involvement				
40	In many ways I discussed with my family			
41	I have good relationship with my family			
42	Other than my learning, if I need help I discuss with my father/male guardian			
43	Other than my learning, if I need help I discuss with my mother /female guardian			
44	I can count on my parents/guardians to help me out if I have some kind of problem			
45	When I commit mistakes, my parents/guardians advised me not to do it again than being hostile			
46	My parents/guardians always speak to me with warm and friendly choice			
47	My parents/guardians keep close track of how well I am doing in school			
48	My parents/guardians know who my friends are			
49	My parents/guardians spend time just talking with me			
50	My parents/guardians really know where I am after school			
51	My parents/guardians encourage me to do the things I do appropriately			
52	When my parents/guardians want me to do something, they explain why			
53	My parents/guardians believe that any person should work hard			
54	My parents/guardians usually encourage children for independent work			
55	My parents/guardians usually consider me as knowledge able individual			
56	I feel free to participate in major family decisions			
57	My parents/guardians appreciate attempts to solve problems on my own			
58	My parents/guardians usually advise me what shall I do			
59	When I did something bad my parents help me to come out of it			

አዲስ አበባ ዩኒቨርሲቲ
የትምህርትና ባህሪ ጥናት ኮሌጅ
የሳይክሎጂ ትምህርት ቤት

የዚህ መጠይቅ ዋና ዐላማ የተማሪዎችን ራስን መምራት-ህመቆጣጠር አስመልክቶ ያላቸውን አስተያየት ምን እንደሚመስል ለማጥናት ነው። የሚሰበሰበው መረጃ ለዚህ ዐላማ ብቻ የሚወልድ መሆኑንም ከወዲሁ ማስገንዘብ እንፈልጋለን። የሚጠየቁት ጥያቄዎች የግል አመለካከትን የሚመለከቱ ስለሆነ የሚመለከታችሁን መልስ ብቻ አመልክቱ።

በቅድሚያ መጠይቁን ለመሙላት ስለተባበራችሁኝ እናመሰግናለን።

ክፍል 1. ግለሰባዊ መረጃዎች

ከዚህ ቀጥሎ የቀረቡት 13 ጥያቄዎች የአናንተን ግለሰባዊ ጉዳዮች የሚመለከቱ ሲሆኑ አንዳንዶቹን በመምረጥ ሌሎቹን ደግሞ የራስን መልስ በመጻፍ የሚመለሱ ናቸው። ስለዚህ የጥያቄዎቹን አይነት በጥሞና እያነበባችሁ መልሳችሁን በተሰጠሪ ስፍራ አስቀምጡ

1. ጾታ
2. ዕድሜ.....
3. ክፍል.....
4. ያደግከው ወይም ለብዙ ጊዜ የኖርከው ሽው ከማን ጋር ነው

1. ከወላጅ አባቴና እ ጋር

2. ከእናቴ ጋር

3. ከአባቴ ጋር ቻ

4. ከእናቴ እና ከእንጅራ አባ ጋር

5. ከአባቴና ከእንጅራ እና ፤

6. ከአኅጉቴ ወይም ከአክሱ ጋር

7. ከአያ ጋር

8. ከእህቴ ወይም ከወንድ ጋር

9. ከአሳዳጊዎቹ

10. ብቻዬን

11. ሌላ ካለ ጥቀስ.....

5. የአባትዎ ወይም የወንድ አሳዳጊዎ የትምህርት ደረጃ

1. መግር እና መጻፍ ማይችሉ

2. መሰረት ትምህርት የተማሩ

3. የአንደኛ ደረጃ ትምህርት የተማሩ

4. መለስተኛ ሁለተኛ ደረጃ ትምህርት የተማሩ

- 5.የሁለተኛ ደረጃ የተማሩ
- 6.ሰርተፍኬት እና ዲፕሎማ
- 7.የመጀመሪያ ዲግሪና ከዛ በላይ

6.የእናት ወይም የሌት አላዳጊዎ የትምህርት ደረጃ

- 1.መማር እና መጻፍ ማይችሉ
- 2.መሰረት ትምህርት የተማሩ
- 3.የአንደኛ ደረጃ ትምህርት የተማሩ
- 4.መለስተኛ ሁለተኛ ደረጃ ትምህርት የተማሩ
- 5.የሁለተኛ ደረጃ የተማሩ
- 6.ሰርተፍኬት እና ዲፕሎማ
- 7.የመጀመሪያ ዲግሪና ከዛ በላይ

7.የወላጆች የወር ገቢ ምን ያህል ነው ትክክለኛውን ካላወቁ ተቀራራቢ ነው የሚሉትን በግምት ይመልሱ

- 1. የአባት.....
- 2. የእናት.....

8.የወላጆች የወር ገቢ ደመወዛቸውና ሌላ የገቢ ምንጮችን ጨምሮ በጠር ምን ያህል ይሆናል.....

9.መኖሪያ ቤታችሁ ስንት ክፍል ቤት አለው ማድቤቱን ጨምሮ

- 1. 1 ክፍል
- 2. ከ2-3 ክፍል
- 3. 4 እና ከዛ በላይ

10.መኖሪያ ቤታችሁ ምን ዓይነት ነው

- 1. የጭቃ ልጥፍ፣ የጭቃ ልስን ሆኖ ቀለም ያልተቀባ
- 2. የጭቃ ልስን ሆኖ ቀለም የተቀባ አሸዋ ግርፍ
- 3. ከድንጋይ ወይም ከሽክላ ጡብ የተሰራ
- 4. ፎቅ ቤት

11.መኖሪያ ቤታችሁ የማን ነው

- 1. የኪራይ ነው
- 2. የግል ነው
- 3. የአደራ ነው
- 4.ሌላ ካለ.....

12.የቤተሰብ አባላት ብዛት

- 1. 3
- 2. 4
- 3. 5
- 4. 6 እና በላይ

13.ቤተሰባችሁ ውሃ የሚያገኘው ከየት ነው

- 1. ከማህበራዊ ቧንቧ ለከሮኖ ቧንቧ
- 2. ከግል ቧንቧ
- 3. ከምንጭ ወይም ከግንብ
- 4. ከጉድጓድ
- 5. ሌላ ካለ.....

ክፍል 2. ዋናዎና ጥያቄዎች

ከዚህ በታች የተዘረዘሩትን ጥያቄዎች በሚገባ ካነበባችሁ በኋላ መልሳችሁን በስተቀኝ ከተሰጡት 3 አማራጮች በአንዱ ላይ ብቻ የጭረት ምልክት ማስቀመጥ መልሳችሁን አመልክቱ።

ተዘፋ	ጥያቄዎች	እስማማለሁ	አልስማምም	እርግጠኛ አይደለሁም
ሀ.	አስተሳሰብን የሚመለከቱ ጥያቄዎች			
1	ስለወደፊቱ ዓላማዬ ብዙም አላስብም			
2	ወደፊት ከሚሆኑ ነገሮች የበለጠ አሁን ስለሚሆኑ ነገሮች ትኩረት እሰጣለሁ			
3	በአብዛኛው ውጤቱን አሁን የማገኘው ወይም የማየው ነገር ከምስራው ይልቅ ወደፊት የማገኘው ወይም የማየው ነገር ላይ አተኩራለሁ			
4	ምንም እንኳን ሌሎችን እንደሚጎዳ ባስብም ለራሴ ቅድሚያ እሰጣለሁ			
5	ማግኘት የምፈልገውን ነገር በሌሎች ኪሳራም ወይም ጉዳትም ቢሆን ማግኘት አለብኝ ብዬ አምናለሁ			
6	በምሰራቸው ሥራዎች አስቸጋሪ ሁኔታ ውስጥ የሚከቱኝ ቢሆኑም እዝናናለሁ			
7	ሀብት ቢኖረኝ ኖሮ ሳልቆጥብ እጠቀምበት ነበር			
8	ኃላ የሚመጣውን መዘዝ ዚውጤቱን ወይም ውስጥ ሳላስገባ ማንኛውንም እሞክራለሁ			
9	ብዙ ጊዜ የሌሎች ሀሳብ አይዋጥልኝም			
10	ለነገሮች ወሳኔ ስለጥ በጥጥና ካሰብኩ በኋላ ነው			
11	ያሰብኩትን ነገር ከመፈጸም ወደ ኋላ አልልም			

ሌ.	ስሜትን የሚመለከቱ ጥያቄዎች			
12	በቀላሉ እደሰታለሁ እንዲሁም በቀላሉ እከፋለሁ			
13	በሆነ ነገር ስበሳጭ በቶሎ ለመረጋጋት ያዳግተኛል			
14	በጣም ስናደድ ሰዎች ከአጠገቤ ቢርቁ ይሻለኛል			
15	ከረር ያለ አለመስማማት ሲፈጠር ነገሩን ያለ ቁጣ በርጋታ መግለጽ ያዳግተኛል			
16	የሌሎች ችግር የሀዘን ስሜት አይፈጥርብኝም			
17	ስሜታዊ ስሆን እቃ እሰብራለሁ			
18	ምንም እንኳን ከወደፊት ዓላማዬ እንደሚያዘናጉኝ ባስብም አሁንና እዚሁ ሚያስደስተኝን ነገር ማድረግ ያስደስተኛል			
19	አሰቸጋሪ ሁኔታ ቢገጥመኝም በጣም ግድየለሽ ነኝ			
20	ከአድሜ አቻዎቼ የተሻለ ጉልበት እና እንቅስቃሴ ተኮር ተግባራት ላይ ጥሩ ፍላጎት አለኝ			
21	ስሜታዊነት ና ግልፍተኝነት ያጠቃኛል			
22	አደገኛ የሆኑ ነገሮችን መስራት ደስታ ይሰጠኛል			
23	ብዙ ጊዜ በወሰድኩት እረምጃ እጸጸታለሁ			
24	ስናደድ ወደ አላስፈላጊ ቦታዎች እሄዳለሁ			
መ.	ድርጊትን የሚመለከቱ ጥያቄዎች			
25	በሰዑቱ ሊከናወን የሚችል ስራ ይጎተትብኛል፤ መጨረስም እቸገራለሁ			
26	ሃሳቦችን ከማብላላት ወይም ከማንበብ ይልቅ እንደመጣልኝ እናገራለሁ			
27	አብዛኛውን ጊዜ ከባድ መሰለው የሚታዩኝን የቤት ሥራዎች አልሰራም			
28	የትምህርት መሳሪያዎቼን በዘፈቀደ አስቀምጣለሁ			
29	ያለኝን ጊዜ ሳልቆጥብ በጨዋታ አሳልፋለሁ			
30	በሆነ ነገር ስበሳጭ ጉደኞቼን እማታለሁ			
31	ከጀብደኝነት ና ፀባጫሪነት ራሴን አገላለሁ			
32	ገደኞቼ መጥፎ ስራ ሲሰሩ ራሴን አገላለሁ			
33	ገንዘብ ሳገኝ ለአላስፈላጊ ነገሮች አወጣለሁ			
34	ያሉኝን ቁሳቁሶች በቁጠባ እና በጥንቃቄ እጠቀማለሁ			
35	ብዙ ጊዜ የጀመርኩትን ስራ ሳልጨርስ አተወዋለሁ			
36	የማደርገው ነገር ሌሎችን ካስቆጣ ችግሩ የራሳቸው እንጂ የእኔ እንዳልሆነ			

	አምናለሁ			
37	ነገሮች በተወሳሰቡ ቁጥር እርምጃ ከመወሰድ እቆጠባለሁ			
38	አብዛኛውን ጊዜ የመንቀሻቸውን የመንቀልቀልህ ባህሪ ይታይብኛል			
39	የተወሰነ ቦታ ከመቀመጥ ይልቅ እንቀሳቀሳለሁ			
ሠ.	የቤተሰብ ተሳትፎን የሚመለከቱ ጥያቄዎች			
40	በብዙ ርዕሰ ጉዳዮች ዙሪያ ከቤተሰቦቼ ጋር እወያያለሁ			
41	ከቤተሰቦቼ ጋር መልካም ግንኙነት አለኝ			
42	ከትሁት ነክ ጉዳይ ውጭ ምክር ስፈልግ አባቴን ለወንድ አሳዳጊዬንዝ አወያያለሁ			
43	ከትሁት ነክ ከጉዳይ ውጭ ምክር ስፈልግ እናቴን ለሌት አሳዳጊዬንዝ አወያያለሁ			
44	ችግር ሲያጋጥመኝ ወላጆቼ እንዲረዱኝ እጠይቃቸዋለሁ			
45	ጥፋት ሳጠፋ ወላጆቼ ከቁጣ ይልቅ ከአጠፋሁት ጥፋት እንድታረም ይመክሩኛል			
46	ሁልጊዜ ወላጆቼ ሲያወሩኝ በጓደኝነትና ሞቅ ባለ ግንኙነት ነው			
47	ወላጆቼ በትምህርቱ ላይ ክትትል ያደርጉልኛል			
48	ወላጆቼ ጓደኞቼ እነማን እንደሆኑ ያውቃሉ			
49	ወላጆቼ ከእኔ ጋር በመወያየት ጊዜአቸውን ያሳልፋሉ			
50	ወላጆቼ ከትምህርት ቤት መልስ በኋላ የት እንደምሆን ያውቃሉ			
51	ወላጆቼ የምሰራውን ስራ በትክክል እንድሰራ ያበረታቱኛል			
52	ወላጆቼ አንድ ሥራ እንድሰራ ሲያዙኝ ምክንያቱንም አብረው ይነግሩኛል			
53	ወላጆቼ ማንኛውም ሰው የተሰጠውን ሥራ በርትቶ መስራት እንዳለበት አጥብቀው ያምናሉ			
54	ወላጆቼ ራሴን እንድችል ያበረታቱኛል			
55	ወላጆቼ ብዙ ጊዜ እንደአዋቂ ሰው አድርገው ይቆጥሩኛል			
56	ወላጅ በሆኑ የቤተሰብ ጉዳዮች ላይ ውሳኔ በመስጠት ተሳትፎ አደርጋለሁ			
57	ችግር ሲያጋጥመኝ ቤተሰቦቼ በራሴ ጥረት ችግሩን እንድፈታ ያበረታቱኛል			
58	ወላጆቼ ምን መስራት እንዳለብኝ ይመክሩኛል			
59	ወላጆቼ መጥፎ ስራ ስሰራ ከችግሩ እንድወጣ ያግዙኛል			

በድጋሜ እናመሰግናለን።