

**FACTORS CONTRIBUTING TO ADOLESCENTS' EMOTION  
REGULATION IN SOME SELECTED SECONDARY SCHOOL OF  
HARARI REGIONAL STATE**

**MA THESIS**

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**Factors Contributing to Adolescents' Emotion Regulation in Some  
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**By**

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# HARAMAYA UNIVERSITY

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## **DEDICATION**

I dedicate this thesis to my family especially, to my Mother Miss. Birtukan Tadesse(alive).

## STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

This thesis is submitted in partial fulfillment of the requirement for a MA degree in social psychology at Haramaya University. The thesis is deposited in the Haramaya University Library and is made available to borrowers under the rules of the Library. I solemnly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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# **Factors Contributing for Adolescents' Emotion regulation in some Selected Secondary School of Harari Regional State**

**Hana Tadesse Gurmu**

## **ABSTRACT**

*This study examined factors contributing for adolescents' emotion Regulation in secondary schools of Harari Regional State. The study pursued a correlational research design where two standardized tests (Family Adaptability and Cohesion Evaluation Scale IV and Emotion Regulation for Adolescents) are employed to measure family cohesion and adolescents' emotion regulation. For this propose, data were collected from 311 grade nine and ten students using stratified random sampling technique from the total secondary school in Harari Regional State. Both descriptive and inferential statistics were used to analyze the data. The analysis employed SPSS version 20 to calculate Pearson Correlation Coefficient, one way ANOVA, two-way ANOVA and multiple regression .The Pearson correlation results indicated that family cohesion is very important variable in determining adolescents' emotion regulation. Results of the one way ANOVA also showed that adolescents' emotion regulation differ as a result of their parent's educational level. In addition, the two-way ANOVA indicated that adolescents' emotion regulation changed as a function of the combined effects of family structure and gender. The multiple regressions revealed that, family cohesion added significant value to the prediction of emotion regulation. Generally, it can be concluded that gender, family structure, family cohesion and parent's educational level contribute to adolescent's emotion regulation. Finally, the findings of this particular study would lead to a recommendation were made for Harari secondary school administrators, parents, government should create awareness, training for parents and school directors related to adolescents emotion regulation and students themselves. That government, school administrators, teachers, parents, researchers should give due emphasis to emotion regulation. School personnel's and counselors should give due emphasis to adolescent's emotion regulation and should act accordingly as this is the key for holistic development of adolescents.*

**Key Words: Emotion Regulation, Family Cohesion, Family structure**

## **1. INTRODUCTION**

This chapter deals with background of the study, statements of the problem, research questions, objective of the study, significant of the study, delimitation and limitation of the study of the and definition of key terms respectively.

### **1.1. Background of the Study**

Adolescence is a life span that is socio-culturally constructed; it is viewed as the years between the onset of puberty and the beginning of adulthood. Adolescence is a developmental stage characterized by rapid spurt in physical growth accompanied by sexual maturation, cognitive, emotional and behavioral changes. This change include in attachment patterns which can change in emotional experiences about self, parents, and peers (Cooper, Shaver, & Collins, 1998). These transitional periods can bring up issues of independence and self-identity, increased self – understanding, identity exploration and emotion changes are the hallmarks of adolescents' development. One of the fundamental socio-cognitive changes that make adolescence transition take a special developmental overtone is the emergence of heightened emotion responses. Adolescents' have a more sophisticated awareness of emotions than do children (Casey, Jones, & Hare, 2008).

Though there is no consensus among scholars as to how emotion regulation is measured and conceptualized, emotion regulation is defined as the ability to modify one's emotion responses and conforming to social norms and goal-oriented performance (Gross & John, 2003). Gottman, Conan and Swanson (1998) also viewed it as the capacity to modulate one's emotional reactions to other people and in times of stressful situations. Emotion regulation generally refers to a deliberate attempt to modulate, modify, or inhibit actions and reactions toward a more adaptive end, altering inner states actively and intentionally to more desired rational choices among alternative courses of actions (Thompson, 2010; Garner, 1995 & Barkley, 1997). Although humans have an impressive capacity for emotion-regulation, failures are common and especially adolescents lose control of their emotions in a wide variety of circumstances. Such failures are impulsivity and numerous other poor social psychological outcomes (Buckner et al., 2003 & Hamid et al., 2006).

Despite the importance of emotion regulation in adolescent's daily life situations, little is known about its development, associated factors and its overarching influence on other developmental aspects of adolescents. There are a number of factors that influence adolescent's capacity of emotion regulation. Of which, socio-demographic variables (gender, age & education level, family structure) familial situations (family cohesion and adaptability) are notably associated with adolescent's emotion regulation.

Although, the relationship between emotion regulation and gender is complex, evidences indicate that males and females differ in terms of emotion regulation as a result of the socialization process (Chaplin and Aldao, 2013). With respect to this, majority of the studies found that girls tend to be better self-regulators than boys (see Saarni et al., 1999 & Katz, 1999). Not only gender, but also age is found to be an important factor for emotion regulation. Studies indicate that age is positively correlated with emotion regulation. That is, age increases, the ability to modulate and direct emotion responses will at the same time advances (Barkley, 1997, Saarni, 1999 & Moilanen, 2007). Consistent with this idea, Barkley (1997) stated that during adolescence the prefrontal cortex experiences tremendous growth and this in turn help them to maintain awareness of their own and others emotions, engage in regulation strategies and develop plan to pursue personal goals.

Existing studies also indicated that adolescent's emotion regulation could also be determined by family structure. Family structure is a concept that indicates whether the family includes a single parent or two parents and whether the adolescent is biologically related to each parent. Studies unveil inconsistent findings as to how family structure relates with adolescent's emotion regulation. For example, Demo & Acock (1996) reported that adolescents in first-married families have slightly higher levels of emotion regulation than adolescents from single-parent families or stepfamilies. Amato (2005) also found that children growing up with two biological parents are more likely to better regulate their emotion than their peers from households with only one biological parent. In contrary, Vandewater and Lansford (1998) found no statistically significant difference in emotion regulation among groups of adolescents' with different family structure.

Moreover, family cohesion (the emotion bounding that family members have toward one another) is also associated with adolescent's emotion regulation. Families with warm bound and proper expression of affection help adolescents to function well with their social environment and develop the capacity to regulate and modulate their emotion (Eisenberg, 2005; Ward &Zabriskie, 2011; Garner & Power (1996).

Along with the arguments so far, we may need to examine emotion-regulatory behavior of adolescents in eastern parts of Ethiopia and its associated factors. Therefore, given the importance of the issue and considering the fact that there are few studies carried out on this issue, with mixed and contradicting findings, the issue of adolescents' emotion regulation triggers for a need to undertake further inquiry. Hence, the current study examined the factors contributing to adolescents' emotion regulation in some selected secondary schools of Harari Regional State.

## **1.2. Statement of the Problem**

Research on adolescent's emotion regulation to date is deficient in many respects. The gaps of prior studies can be viewed from the following important vantage points, thematic area, methodological approaches and geographical expanses. Much of the research on emotion regulation focuses either on infancy and childhood (Lewis, Jones, & Barrett, 2008). In spite of the great deal of literature concerning the acquisition of emotion skills during childhood, there are considerably less studies that analyze these regulatory processes during the adolescence period.

Moreover, the existing literature examining emotion regulation among Ethiopian adolescents' has generally not taken adolescents' socio demographic variables (gender, age, education level) and familial contexts (family structure and family cohesion) into account. Hence, considering this limitation into account, this study investigated as to how these socio demographic conditions and familial contexts would operate in determining adolescents' emotion regulation. Most studies have not focused on family cohesion but instead have examined children's engagement more broadly in activities that are considered either beneficial or detrimental to development. The few studies that have examined family

cohesion considered a relatively limited number of family activities, such as meals and household conversations.

The other most important gap that can be easily noticed in majority of the studies of adolescent's emotion regulation is the methodological gap. Majority of the studies conducted on emotion regulation are dominated by qualitative research orientations, characterized by interviews and small number of study participants. Those studies with a quantitative research approach were not comprehensive. For example, Jabeen et al, (2013) in their study of adolescent's emotion regulation took their samples solely from early adolescents, middle class families. It was very difficult to generalize the findings of these studies into the general population. Furthermore, the data was only collected from a private school excluding adolescent's public schools.

Regarding local studies, there is a very limited research that examines the associated factors of adolescent's self-regulation (Belay, et al, 2014) though not focused on family cohesion. Moreover, majority of the studies regarding adolescents' emotion regulation were carried out dominantly in western societies (Colettes et al, 2017;Jabeen, Haque & Riaz, 2013).These scholars also pin pointed that there is a latent necessity for documenting the development of emotion regulation processes in children and adolescents living in different country with a different social, psychological and economic influences. From personal observation, in Esater Hararge there is difference cultural experience which is connected different style of child rearing. Parent childe relation or ways of child rearing is matter for adolescents' emotion regulation. Regarding to this majority of community used different kind of drugs that affect the interaction of family emotional bond with adolescents', this lead to adolescents' to have low level of emotion regulation. Thus, in order to fill the gaps noted so far, this study tried to examine the factors contributing to adolescents' emotion regulation in some selected secondary schools of Harari Regional.

### **1.3. Research Question**

This section dealt with the basic research question as follows.

1. What was the relationship between family cohesion, demographic variables (gender, age and family structure) with adolescents' emotion regulation in secondary school students of Harari Regional State?
2. Which parental level of parental education makes difference on adolescents' emotion regulation?
3. What was the main and interaction effect of gender and family structure on adolescents' emotion regulation?
4. To what extent did age, gender and family cohesion predicts adolescent's emotion regulation?

#### **1.4. Objective of the Study**

Here, the researcher wants to state the general and specific objective of the study.

##### **1.4.1. General objective**

The general objective of this study was to examine factors contributing to adolescents' emotional regulation in some selected secondary schools of Harari regional state.

##### **1.4.2. Specific objectives**

The specific objectives of this study were intended to:

1. To identify which parent level of education make difference on adolescents' emotion regulation.
2. To see the relationship between socio-demographic, family structure, family cohesion and adolescents' emotion regulation.
3. To describe the main and interaction effects of gender and family structure on adolescents' emotion regulation.
4. Examine the age, gender and family cohesion on adolescents' emotion regulation.

#### **1.5. Significance of the Study**

The study is important to add a theoretical and practical knowledge on previous research. Similarity, it was use for the future publication. The study also might be significant to scholars and researchers in other higher learning institutions inside and outside the Harari

regional state by giving soft copy for further research in this area. It also contributes to the creation of conscious information to society and family system to and to minimize the risks related to problem. It also may lay a foundation for the next researchers and enables those who prepare research on this area as an input.

The studies might also providing valuable information for the concerned governmental and non-government bodies. It may give awareness for the readers about the gap exist between the adolescents emotion regulation with family cohesion.

### **1.6. Delimitation of the Study**

This study delimited to factor contributing to adolescents' emotion regulation in secondary school of in Harari Regional State. While measuring emotion regulation, the current study was delimited to certain variables of age, gender, family education level, family structure, and family cohesion. The study was also delimited to sample participant in general secondary school (9-10) student who are currently attending the class 2018/2019. Furthermore, the study was delimited to, Pearson product moment correlation, ANOVA and multiple regressions.

The study was delimited geographically to Harari Regional State because deciding the manageability of the study was needed in terms of resource such as, time, cost, materials and other constraints. This helps the researcher get relevant information from students. The researcher was decided to take this research area as a representative sample because of having an opportunity to get reliable information and cooperation to carry out the study, so with this benefit, it makes a good representative sample for the study.

### **1.7. Limitation of the study**

In this study some limitation were observed such as preparatory school could not be incorporated as data source although they were believed resource full information. In addition, lack of adequate internet accessibility on to find local studies, particularly on local situation was a barrier. Participants' lack of commitment to full fill the questionnaire on influence studies result.

## **1.8. Operational definition of key terms**

The following definition of terms offer the readers' context for understanding the terminology used in the current study.

**Adolescent:** refers to students between the ages of 12-19 who are currently attending their education in grade level of (9-10) in Harari Regional State.

**Emotion regulation:** in this particular study emotion regulation is viewed as adolescent's ability to modulate or control emotional reactions to other people and stressful situation. It can be measured using Shields & Cicchetti's (1995) emotion regulation index for children and adolescents.

**Family Cohesion:** is emotional bonding that family members have toward one another in the family environment. In this study, family cohesion is measured looking how open they are to discuss familial issues together, to what extent adolescents involve in the matters that concern them and to what extent family members spend their free time together and leisure activities together.

**Educational level of parents:** was categorized into five factions; not-literate (those unable to read and write), basic education (those who can read and write but with no formal education), elementary school (those who joined/completed 1-8 grade), high school and above (those who joined/completed 9-12 grade and also those who joined/completed TVET, college or university education).

**Family structure:** is family includes a single parent or two parents among two parent families whether the adolescent is biologically related to each parent.

## **2. REVIEW OF RELATED LITERATURE**

In this section, an attempt was made to address conceptual understandings of emotion regulation, local and international empirical findings about emotion regulation, framework for understanding emotion regulation and summary and implication of the chapter for particularly the current study.

### **2.1. Concept of Adolescent Emotion Regulation**

Emotion can be defined as feelings that occur when a person is in a state or on interaction that is important to the individual, especially to his or her wellbeing (Compos, Frankel & Camras, 2004). Accordingly, Thompson's (2010) stated that emotion regulation consists of the extrinsic and intrinsic processes responsible for monitoring, evaluating and modifying emotional reactions. In this emotional reaction especially there are intensive and temporal features, to accomplish one's goals. Emotion regulation in terms of processes related to modifying and influencing when and how specific emotions are expressed and how the emotions are experienced (Gross, 1993).

Now a day, emotion regulation can be understood as a series of internal and external, conscious and unconscious, voluntary and involuntary processes, responsible for evaluating and modifying emotional responses Thompson's (2010). Researchers have examined emotion regulation as both a state and a trait as the venting of frustration (Calkins and Johnson, 1998). As the propensity of toddlers to engage in self-soothing behavior (Garner, 1995). Some researchers have conceptualized optimal emotion regulation with a sole emphasis on decreasing negative affect (Garner and Power, 1996). While others have maintained that they have assessed emotion regulation through measures of coping strategies (Contreras, 2000). At variance again, the functionalist perspective conceptualizes emotion regulation in terms of the utilization of various cognitive and behavioral strategies (Thompson, 2010).

Emotion regulation involves the ability to modify one's emotion responses, emotional self-awareness. It consists of the self-reflective capacity to evaluate one's current emotional response. Situational emotional awareness is the sensitivity to the emotional surround which may require the implementation of particular goals or solutions. Each of these regulatory

facets is necessary for flexible emotional responding, yet can be problematic if present in the extreme. As one example, although emotional control allows conformance to social norms and goal-oriented performance, it is also associated with emotional disorders involving over-rigidity and denying feelings (Garner, 1995). As another illustration, emotional awareness of self and of others, although important in the construct of emotion in intelligence, can signal failures of self-regulation.

Adolescence is an opportune time to explore processes and correlates of emotion regulation for several reasons. First, the transition through adolescence is accompanied by physical, psychological, and social transformations that elicit novel experiences of emotional arousal. As studies indicate that, adolescents experience more frequent and intense emotions than younger or older individuals (Larson & Verma 1999). Second, many of the hormonal, neural, and cognitive systems thought to underlie the regulation of emotion appear to mature throughout the adolescent period (Steinberg & Silk, 2002). Third, the prevalence of various forms of psychopathology, including affective and behavioral disorders, increases dramatically during the adolescent period.

## **2.2. Theory of Emotion Regulation**

An abundance of research investigating emotional processes over the past few decades has emphasized the critical role that emotions play in emotional wellbeing and daily functioning (Strongman, 1996). The shift of emotion research from defining and measuring emotions to examining multiple modes of emotional responding brought a resurgence of interest in regulatory aspects (Garber & Dodge, 1991). Consequently, there has been a growing interest to understand the role of emotional regulation in overall well-being (Dodge, 1991).

Gross, (2003) developed a process-oriented model of Emotion regulation. According to the model, at the beginning of the emotion production process, an individual evaluates cues from emotion-eliciting situations or stimuli, and these evaluations lead to response tendencies of a behavioral or physiological nature which ultimately contribute to either adaptive or maladaptive responses to the situation or stimulus. Of theoretical emphasis is the proposition that these response tendencies can be manipulated to change the trajectory and final outcome of the emotional response.

In the model's broadest conception, Emotion regulation strategies are proposed to fall within two major categories: antecedent-focused strategies and response-focused strategies. Antecedent focused strategies refer to things one does before the emotion response. In contrast, response-focused strategies occur subsequent to the emotion response tendency, thereby limiting their impact. In addition, given their late occurrence in the temporal process, they require some degree of effort in controlling the continual occurrence of response tendencies (John and Gross, 2003). Two specific strategies met these criteria: cognitive reappraisal and expressive suppression. Cognitive reappraisal is a form of cognitive change that involves construing a potentially emotion-eliciting situation in a way that changes its emotional impact. Expressive suppression is a form of response modulation that involves inhibiting ongoing emotion-expressive behavior (Gross & Levenson, 1993).

### **2.3. Determinants of Emotion Regulation among Adolescents**

#### **2.3.1. Gender as Determinant of Emotion Regulation among Adolescents**

The relationship between emotion development and gender is complex. Some studies shown differences in male and female emotional style are due to norms and socialization process (Chaplin & Aldao, 2013). Emotional disparities are evident among male and female that females are more of having emotional awareness and empathetic, while, males are more confident, adaptable, optimistic and uses internal and cognitive drive mechanism for managing emotion (Chaplin & Aldao, 2013; Ball, 2007).

With regard to emotional disparities, different studies noted that girls tend to be better self regulators than boys (Chaplin & Aldao 2013). There is also evidence of **sex** differences in emotion regulation. For example, boys have been found to use more avoidant emotion-coping strategies than girls. There is evidence for gender-specific preferences in emotion expression and emotion regulation that seem not to start before middle childhood or adolescence (Chaplin & Aldao, 2013). Females more often report using social support, rumination, and primary control strategies. Males more often use avoidance or with increasing age passivity (Barkley, 1997). These differences may develop out of gender roles or gender differences in socialization (Saarni, 1999). However, it is not yet clear whether gender-specific emotion regulation can be replicated in a larger sample of adolescents and emerging adults. Similarly, Study's result revealed that female had higher

degree of emotion quotient than their male counterparts (Zimmermann & Iwanski, 2014). In addition, Katz, (1999) found that female students proven higher emotional maturity than their male counterparts.

Likewise, emotional disparities has been reported that female have better emotion regulatory behavior than males and male adolescents are also found to have statistically significant differences in their self-regulatory behaviors as regards frequency of negative emotions, difficulty identifying and describing emotions, primary control engagement coping, involuntary engagement responses and wishful thinking while male are good as regards frequency of positive emotions and secondary control engagement coping (Pascual, Etxebarria, Ortega & Ripalda , 2012). In addition, for female adolescents, maternal behavioral control was significantly and positively related to limited access to emotion regulatory strategies, and to difficulties engaging in goal-directed behavior (Neuman & Koot, 2011; Neuman et al., 2011).

Even though very limited in number, studies were conducted in local context. For instance, a study conducted in some selected junior secondary schools of Harari regional state, Ethiopia, by Amare (2019) evident that there is no statistically significant difference between male and females in their emotion regulation. Another study conducted in Addis Ababa, reported inconsistent finding that states as there is significant difference in emotion regulation with respect to their gender, in favor of females (Belay, et al, 2014).

### **2.3.2. Age as Determinants of Emotion among Adolescents**

Adolescence is an age period with fast and fundamental alterations in biological, cognitive, social, and emotional domains (Lerner & Steinberg, 2009). During this developmental phase, many areas of life are accompanied by intense negative emotions in daily life (Silk, Steinberg & Morris, 2003) with often unstable peer or romantic relationships (Furman & Collins, 2009), and a decrease in perceived support from parents (Furman & Buhrmester, 1992).

However, there is also variation within the adolescent period. In particular, early adolescence is characterized by a higher rate of conflicts with parents (Laursen, Coy & Collins, 1998) and a higher variability of negative emotions compared to late adolescence

(Larson, Moneta, Richards, & Wilson, 2002). In contrast to early adolescence, during middle adolescence the conflicts with parents become more emotional (Laursen et al., 1998), and agreeableness and conscientiousness both decrease whereas neuroticism increases (Soto, John, Gosling & Potter, 2011).

In particular, early adolescence is characterized by a higher rate of conflicts with parents and a higher variability of negative emotions compared to late adolescence (Larson, Moneta, Richards & Wilson, 2002). In contrast to early adolescence, during middle adolescence the conflicts with parents become more emotional agreeableness and conscientiousness both decrease whereas neuroticism increases (Soto, John, Gosling & Potter, 2011). Emotion regulation includes all processes that are involved in changing current or expected emotional states regarding their intensity, quality, duration, speed of elicitation, and recovery in the service of adaptation (Thompson, 2010).

Emotion regulatory functions begin to develop during infancy and are influenced by individual temperament and endowment; as well as social factors such as caregiver-infant interactions and attachment (Kobak & Sceery, 1988; Sroufe & Waters, 1977). Emotion regulation abilities continue to increase as children develop through to adolescence. During adolescence the prefrontal cortex experiences tremendous growth, which stimulates development of hindsight and forethought (Barkley, 1997). These reflective skills allow adolescents to evaluate past and future events and support the development of more sophisticated plans.

This advancement enables adolescents to understand the temporal elements involved in regulating emotions. Adolescents are able to regulate their emotions in the immediate or short-term time frame in order to attain long term goals (Demetriou, 2000). The evolving maturity during adolescence produces regulation skills that are developed enough to manage the complexity of emotional experiences similar to adults. Adolescents can maintain awareness of their own and others emotions and engage in regulation strategies that incorporate moral character and personal philosophy while considering their own thoughts feelings, attention and behavior as well as the social context in order to plan pursue personal goals (Moilanen, 2007; Saarni, 1999).

The increase in maturation occurs at a challenging developmental period. Adolescence signifies a shift towards adulthood with increased pressures and expectations, without yet having the capacity to be completely independent. Adolescents are usually required to demonstrate mature thought, emotion, and behavior. Their social networks begin to shift as their time and energy are spent pursuing personal interests and peer relationships while parental relationships and family goals are less emphasized.

The focus on peer relationships creates a heightened sensitivity to the evaluation of others, which may increase the intensity of certain self-conscious emotions such as pride or shame (Elkind & Bower, 1979). They also have a heightened awareness of the interpersonal consequences of certain emotional displays, which influences decisions regarding to which they express their emotions (Fuchs & Thelen, 1988). For example, a decision to express emotion is more likely for adolescents when they anticipate a supportive reaction. Adolescence is a time where increased maturation and the need to navigate complex social interactions with peers and potential romantic partners become central developmental milestones.

The ability to regulate emotions and manage emotional expression is important to establishing and maintaining relationships (Saarni, 1999; Sroufe, Schork & Motti, 1984). Therefore, the ability to recognize, label, and regulate their own emotions as well as accurately identifying emotions of others and anticipating responses to emotional displays become key skills for successful development during this period and important preparation for transition into adulthood. A prominent use of and the maturation of adolescents' capability for regulating emotions makes adolescents a logical target population when developing a measure to understand the regulation strategies that are used to navigate emotions during a time period filled with transition and increased environmental demands.

From infancy to adolescence executive functions, cognitive complexity, and emotion understanding relevant for monitoring and evaluating one's emotional reactions (Thompson, 2010) become more sophisticated with the consequence that individual emotion regulation more often also includes long-term goals. During middle childhood, studies suggest fewer age changes in the use of emotion regulation strategies compared to the general increase in strategy effectiveness (Cole, 2014). During adolescence there is also no consistent

developmental pattern. Adolescence is an age period with fast and fundamental alterations in biological, cognitive, social, and emotional domains (Lerner & Steinberg, 2009).

During this developmental phase, many areas of life are accompanied by intense negative emotions in daily life with often unstable peer or romantic relationships decrease in lack of support from parents (Furman & Buhrmester, 1992). However, there is also variation within the adolescent period. In particular, early adolescence is characterized by a higher rate of conflicts with parents with a higher variability of negative emotions compared to late adolescence (Larson, Moneta, Richards, & Wilson, 2002). In contrast to early adolescence, during middle adolescence the conflicts with parents become more emotional (Laursen et al., 1998). In relationship with personality type related to this age agreeableness and conscientiousness both decrease whereas neuroticism increases (Soto, John, Gosling, & Potter, 2011)

### **2.3.3. Parents Educational Level as Determinant of Emotion among Adolescents**

Parental level education is believed to be an important predictor so far as child development is concerned. In this respect, though not directly related to adolescents' emotion regulation, parental level of education has important implications for adolescents' educational achievements. The family is the main factor influencing the lives and outcomes of students. The educational level of a parent is a powerful factor influencing children's academic success. As Lazarus and Elizabeth, (1984) indicates that, mothers and fathers level of education is statistically and significantly correlated with the child performance. It has been established that generally, the educational level of parents is greatly connected to the educational attainment of their adolescents' (Sarigiani, 1990; cited in Elizabeth and Lazarus, 1894). This indicated that parents with more education are more involved in their adolescents' education though some of uneducated parents also involved in their children education.

There are some studies conducted in Ethiopia that support this argument. For instance, using the 2000 and 2005 Ethiopian Demographic and Health Surveys, Azeze and Huang (2014) examined the role of parental level education on adolescents' development through several pathways such as parental knowledge of health, maternal health-seeking behavior, family

planning, and reproductive behavior. Their results indicate that parental level education works through all paths except health-seeking behavior. To substantiate this further and how it might have been working with the young lives adolescents' over the last decade or so, we use parental level education as one of the most important grouping variables throughout the analysis. From the literature reviewed in this sub section, it is possible to conceive that parental level of education has played important roles in students' academic success and motivation. In fact, academic motivation and success are not similar to emotion regulation. However, the contribution of parental education that literatures noted on different variables motivates this study to consider for this particular study.

#### **2.3.4. Family structure as Determinant of Emotion Regulation among Adolescents**

Family structure is defined by whether the family includes a single parent or two parents and, among two-parent families, whether the adolescent is biologically related to each parent. These analyses consider family structure's associations with both caregiver and adolescent reports of the adolescent's concurrent physical health, behavior, and emotional well-being. In different research scholars try to see the various variable related to emotion regulation among this variables family structure was the major variables.

Accordingly, Demo and Acock (1996) reported that adolescents in first-married families have slightly higher levels of emotion regulation than adolescents from single-parent families or stepfamilies. Amato (2005) showed that children growing up with two continuously married parents are less likely to experience a wide range of cognitive, emotional, and social problems than their peers from households with only one biological parent. In contrast to the previously mentioned studies, Vandewater and Lansford (1998) found no emotional regulation differences between the investigated family structure groups.

Adolescents' may receive less parental time and attention in both single-parent families and stepfamilies. Single parents appear to exert weaker control and make fewer demands on their children than married parents which is lead adolescents' have low emotional stability in their environment (Thompson, 2010). Stepparents, on the other hand, generally provide lower levels of warmth and support to adolescents' in comparison to original parents.

Research suggests that children and adolescents who spend time in these (single parent and step family types exhibit lower average levels of emotion regulation during both childhood and adulthood than do those who spend their entire childhood living with both of their biological parents (Amato 2005). Recent investigations examine whether emotion regulation also differs by parental marital status for children living in two-parent families as well as by children's experience of family structure transitions. Research results showed that adolescents' of joint family system were more emotionally matured as compared to those who live in nuclear family system. Joint family system has a positive impact on emotionality and emotion stability increases with age.

Adolescents who are nested in intact family structures are also likely to develop emotion regulation compared with those in non-intact families (Walker and Henning, 1997). In functional terms, intact families are likely to promote emotion regulation mainly because they are likely to put at the disposal of young person a conducive environment for involved parenting. Parents who do not have enough time to involve in their children's affairs may result in low emotion regulated behaviors and these would make adolescents become easy prey of peer pressure for high risk activities like premarital sex, drug consumption and fighting (Demo & Acock, 1996).

### **2.3.5. Family Cohesion as Determinants of Emotion Adolescents**

Family cohesion is the emotional bonding that family members have toward one another (Olson, 1983). This often reflects in supportive family involvement, family bonding and family climate (Lochamn & Steenhoven, 2002). This bonding enables family and adolescent to react to daily experience in more tolerant and flexible way (Thompson, 2010). Thus, emotion regulation has an important role in social adaptation and functionality of family. Family members with this skill can discern when it is appropriate to express emotions immediately versus when it may be more appropriate to wait until the intensity of the situation is attenuated to address strong feelings.

A strong bond between the family and child is important for family cohesiveness. Children are well-served when they feel a strong bond with the adults most responsible for their physical and psychological development (Lewis, Jones, & Barrett, 2008). Strong bond with family member help teenager to function well with their social environment like peer, parent

and teachers. In different research across several countries and cultural group, family leisure is importance to strengthening families was affirmed (Ward & Zabriskie, 2011).

Research has shown that families with warm emotional environments with proper expression of affection can be model for teenager emotional coping skills. Eisenberg, (2005) found that adolescents' emotion regulation acted as a mediator between parental and adolescents' which to have family propensity to be warm and teenager low externalizing problem behavior. Different findings provide support for the important role of parental emotion socialization in child emotion regulation development and strategy.

Even though, very few local studies noted that in adolescents self-regulation is influenced by different factors like, parental involvement, gender and family structure (Belay, Abdunasir and Mintesinot, 2014). Another local finding noted by Elias, (1999) revealed that the supportive and caring parenting style likely to make adolescents to become less delinquent than negligent and authoritative parents. In addition, Abrham, (1996) stated that children's independence and social responsibility are likely to be influenced by the way their parents are raising them.

Another mechanism through which the family impacts children's emotion regulation is through the amount of emotion, both positive and negative, expressed verbally and non-verbally in the family. Most research on family expressivity has focused on parental expression of emotion. However, the emotional self-expression of each family member contributes to overall family expressiveness and the emotional climate of the family. There is a burgeoning amount of evidence suggesting that parental expression of emotion is related to children's socio-emotional development. Parental expression of positive emotion has been linked to children's pro-social behavior, social competence, emotion understanding, positive emotionality, and quality of the parent-child relationship (Eisenberg et al, 2003).

Specifically, mild and moderate degrees of negative emotional expression may actually aid children in learning about emotions and Emotion Regulation by exposing them to a variety of emotions and how emotions can be managed. In contrast, high levels of negative emotional expression likely have a deleterious impact on children's development. Because of the distress caused by this level of negative expression, children not seeing their parent's

model successful regulation. There is also evidence that children of parents who are emotionally expressive in the family are more likely to be emotionally expressive themselves (Halberstadt, 1986; Halberstadt et al., 1999).

There are very few studies that specifically examine family expressivity and emotion regulation. Of these few, findings do suggest a link between this component of the family context and children's emotion regulation. Garner and Power, (1996) found that negative maternal expressiveness was related to lower levels of children's expressed negative emotions during a disappointment task. In a study conducted by Eisenberg, Gershoff, et al. (2001), positive and negative expressed family emotion was associated with children's emotion regulation in expected directions.

It is likely that parental expressivity is linked to overall parenting style and specific parenting behaviors. Indeed, parents who express a great deal of positive emotions in the family are likely warm and supportive respond to children's emotions in accepting ways; whereas parents who display negative emotions in the family are likely hostile toward their children and are less responsive to their children's displays of emotion. Thus, parents who express positive emotions are likely authoritative parents (warm yet firm) and parents who express negative emotions may be more authoritarian (cold and firm) in nature (Halberstadt et al., 1999).

#### **2.4. Functionality of Emotion Regulation**

In terms of their functional or adaptive nature, Gross and colleagues have identified divergent physiological, affective, social, and cognitive consequences for these two particular strategies (Gross and John 2003; Richards, 2003; Richards and Gross 1999; Richards and Gross 2000). Utilizing a self report measure (i.e., the Emotion Regulation Questionnaire, ERQ; Gross and John 2003), empirical research has supported the general conclusion that reappraisal is an adaptive strategy while suppression is a maladaptive strategy (John and Gross, 2004). Evidence has indicated that suppressors generally express less positive emotion, have low self-esteem, low life satisfaction and greater depressive symptomatology than do reappraisers (Gross & John, 2003). Nevertheless, it is important to note that the maladaptive consequences of suppression may be contextually relative. For

example, both reappraisal and suppression use are positively associated with perceptions of successful regulation (Gross & John, 2003).

Recent neuron imaging studies in adolescents between 11 and 18 years of age have confirmed that when observed by peers, young adolescents. This shows a weaker activation of brain areas associated with cognitive control and instead show higher neuronal activity in regions associated with rewards, which explains the youngsters' need to actively seek acceptance of their social group (Brodbeck, 2013). The phenomenon of regulatory difficulty before social stimuli has also proved to be associated with a higher occurrence in risk behaviors such as substance use, and risky sex behaviors, among others (Brodbeck et al, 2013)

## 2.5. Conceptual Framework

The framework presented below is developed based on the theoretical explanations and empirical findings reviewed so far in this chapter. Thus, this particular study has tested the determinants of emotion regulation among adolescents in Harari regional state secondary schools.

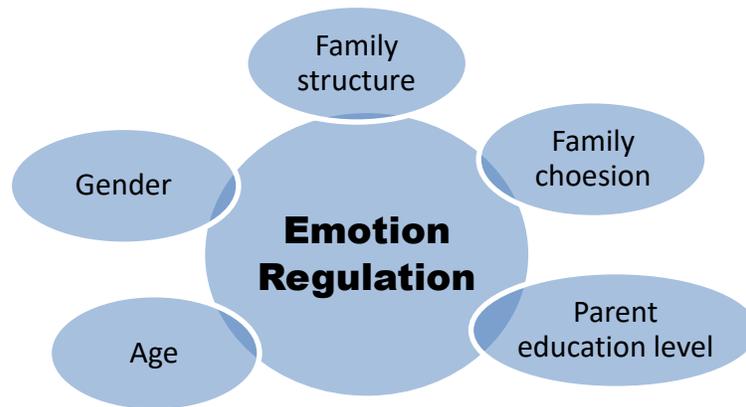


Figure 1. Factors contributing to adolescents' emotion regulation 8

## 2.6. Summary and Implications

The issue of emotion regulation becomes an issue especially in the period of adolescence. It could be because of they are experiencing extensive physical, emotional, cognitive and social changes. Emotion regulation is an important human functioning skills that needs to be

developed especially in the period of adolescence since they are emotionally vulnerable than other period of development (Larson & Verma 1999). In all stage of adolescents' period, it is characterized by higher rate of conflict with parent, friends and teacher. Particular, early adolescence is characterized a higher variability of negative emotions compared to late adolescence (Larson & Verma 1999). In contrast to early adolescence, during middle adolescence the conflicts with parents become more emotional agreeableness and conscientiousness both decrease whereas neuroticism increases (Soto, John, Gosling, & Potter, 2011). However, pervious literature reviews shows majority studies have focused of emotion regulation in childhood and adulthood (Rubin et al., 2012). Beside to this, some research try to studies emotion regulation on adolescents' but this is not enough and most studies done outside context or western country.

The paper reviewed findings that show emotion regulation in adolescents significantly predicted behavioral problems (Eisenberg, 1996). Beyond this, it listed evidence that adolescents identified as at high risk for disruptive behavior disorders, as well as children suffering from maltreatment, appear to have emotion regulation difficulties (Cole, 1994; Shields & Cicchetti, 1998).

With regard to gender, studies found that girls tend to be better self-regulators than boys. There also is evidence of sex differences in emotion regulation. For example, boys have been found to use more avoidant emotion-coping strategies than girls. There is evidence for gender-specific preferences in emotion expression and emotion regulation that seem not to start before middle childhood or adolescence (Chaplin & Aldao, 2013).

According to Demo and Acock (1996), family structure is reported as it is an important predictor of adolescent's emotion regulation that they stated as adolescents in first-married families have slightly higher levels of emotion regulation than adolescents from single-parent families or stepfamilies. On the other hand, Amato's (2005) finding showed that children growing up with two continuously married parents are less likely to experience a wide range of cognitive, emotional, and social problems than their peers from households with only one biological parent.

Family cohesion is the emotional bonding that family members have toward one another (Olson, 1983). Research has shown that families with warm emotional environments with proper expression of affection can be model for teenager emotional coping skills. Eisenberg, (2003) found that adolescents' emotion regulation acted as a mediator between parental and adolescents' which to have family propensity to be warm and teenager low externalizing problem behavior. Different findings provide support for the important role of parental emotion socialization in child emotion regulation development and strategy.

Over all, it is the researcher's firm interest to uncover the important predictors of adolescent's emotion regulation in Ethiopian context that is not the area where there is dearth of findings. As in the review above, most of the evidences presented are conducted elsewhere which means facts accumulated in the area may not necessarily predict the context where this study is conducted. For this reason, this study takes initiative in this respect to examine adolescent's emotion regulations and the contributing factors.

### **3. RESEARCH DESIGN AND METHODOLOGY**

In this section, the research design, the study site, the target population, the sample size, data collection instruments, data collection procedures, data analysis techniques and ethical consideration are presented.

#### **3.1. Research Design**

This study was based on quantitative research approach more specifically, a correlational research design were employed the relationship between variable that contributing to adolescents' emotion regulation in Harari Regional State's secondary schools. Thinking that, this was best help fill the methodological gap inherent in existing literature and serve as a stepping stone to meaningful, address practical problems pertinent to the area.

As many scholars in the field suggested , that there are multitude of issues that researchers need to consider while determining on a research design, since it is a glue print that holds all elements of the research together (Kothari, 2004). Accordingly, in this particular study there is no way that the researcher assigns participants randomly to different groups, as there is no any treatment component to be tested. This research design was chosen for its' appropriateness of the topic that primarily aims at examining the relationship between variables of interest. In terms of data collection, a cross- sectional approach was used.

#### **3.2. Description of the Study Area**

The studies were conducted in secondary schools of Harari Regional State which is located in the Eastern part of Ethiopia surrounded by Oromia Regional State. Harar is city of Harari Regional State of Ethiopia. Harari Regional State was has a diversified people of are living together with tolerance and respect with different language. Total number of secondary school in Harari regional state is 15 including public and private. The spoken language in Harari regional state is Harari, Afan-oromo and Amharic. Based on the CSA (2007), Harari has the total population of 183,415 with an estimated area of 340 square kilometers this region has estimated density of 589.05 people per square kilometer. Major economic activity is farming, civil service and commerce. Topography and climate of Harari is, 51 kilometers to the south east of Dire Dawa. It is located in eastern wall of the Great Rift

Valley looking over the vast Danakil desert to the north. The annual temperature of the Harari ranges between 17.1 °C – 20.2 °C throughout the year.

### **3.3. Data Source**

In this part the researcher was try to discuss the source of data for the study. The source of data for the study was primary that has been collected from secondary school students of Harari regional state.

#### **3.3.1. Primary Source of Data**

Primary data was collected from student from some selected school of Harari regional state by using closed ended questionnaires.

### **3.4. Population, Sample Size and Sampling Technique**

The target populations of these studies were secondary school students who are enrolled and attending classes in 2018/19 academic year. The total number of secondary schools in Harari regional state is 15. From fifteen general secondary schools (9-10), seven were selected by using simple random sampling because simple random sampling gives equal chance to all the schools. The total numbers of students from the seven selected schools are 1689. Thus, the researcher was taken 323 (19 %) students once after the researcher determines the sampling frame from all schools by using Yamane's formula. As the total number of participants to be included in the study, the population was stratified by gender. With regard to the selection of individual participants, a , systematic random sampling technique was used to choose respondents from each stratum (males and females) because of comprehensive and representative of population.

According to Creswell's (2002), recommendation, it possible to use minimum sample size that is detecting moderate effect size with at the 5-10 % level of significance for most research. In addition, the sample size by using a simplified formula of population proportion based on a 95% confidence level (Yamane, 1967).

$$n_i = \frac{N_i}{1 + N_i(e^2)}$$

Where: n= sample N= population e = margin of error (0.05)

Hence, N=1689, e = 0.05

$$n_i = \frac{1689}{1 + 1689(0.05^2)}$$

$$n_i = \frac{1689}{1 + 1689(0.0025)}$$

$$n_i = \frac{1689}{5.225}$$

$$n_i = 323$$

Out of the total target population, 1689, a total of 323 respondents were selected from randomly selected secondary schools of Harari Regional State as summarized below.

Table 3.1: summary of participants selected from secondary schools

Name of school	Total population			Sample size	Sample Techniques
	M	F	T		
Alhabesha	29	39	68	13	Stratified random sampling
Bethelhem	76	99	175	34	
Hamersa	308	217	525	101	
Hira	18	37	55	11	
Hi – tech	63	75	138	26	
Luthran	12	26	38	7	
Shekib	356	334	690	132	
Total	862	827	1689	323	

### 3.5. Data collection Instrument

The researcher was used questionnaire as means of data gathering.

### **3.5.1. Questionnaire**

Self reporting questionnaire was used as major data collecting instrument due to its convenience to collect adequate information on the relationship between family cohesion and adolescent emotion regulation. The questionnaire has three major parts. The first part is composed of series of questions prepared to assess the demographic variables; the second part is the family cohesion and adaptability scale that was used examines family cohesion as perceived by adolescents and the third part is the emotion regulation questionnaire.

Before the actual data was collected from the selected participant preliminary test was made. This test used to check the reliability and the validity of item. As part of the research process, validating, standardizing and contextualizing the instruments will be employed before trying to collect data from the actual study population.

FACES III (Family Adaptability and Cohesion Evaluation Scales III) is a measure of family functioning in terms of family cohesion and family flexibility. The instrument contains 19 statements. Each item has five alternative responses: from (Never to always).FACE III has internal consistencies on previous studies that are fairly high  $r=.68$  as well as high test-retest reliability  $r=.80$

The Emotional Regulation Index for Children and Adolescents is a 17 item is composed of three subscales. These are Emotional self-awareness, emotional control and Situational Awareness of emotion. Respondents answer each item on a 5 –point Linker type scale ranging from 1(strongly disagree) to 5 (strongly agree). In order to get the emotion regulation and family cohesion scores of the participants the ratings of each item were computed.

### **3.5.2. Contextualization and Modification of Measuring Instruments**

As part of the research process, validating, standardizing and contextualizing the instruments to be employed was found to be vital before trying to collect data from the actual study population. Thus, the item selection process in the current study had gone through three important stages. First, judges (individuals with the required skill and exposure) were involved to rate items in the two instruments, so that the degree of

homogeneity or consensus among raters was seriously taken in purifying the instruments.

Second, result of the inter-rater reliability instrument analysis was administered in a pilot study and hence items poorly contributing to the reliability of the instrument were withdrawn. Finally, if there is an item found to have poor psychometric properties such as, items with poor and negative correlations were once again dropped off after data was collected from the actual study population. Below is a detailed presentation on each of the item selection phases

### 3.5.3. Inter-rater Reliability Analysis

The original instruments in English version were given for four judges from different backgrounds and educational qualifications. Before letting judges rate the items, raters were informed to think over two important points. One of which was do the pools of items incorporated in the instrument really measure the constructs under scrutiny (factors contributing to adolescents' emotion regulation). Therefore, for this particular question, respondents were requested to respond YES or NO. After, speculating on this, they were also informed to think over the strength of the items in measuring the aforementioned variables of interest

**Table 5: Judges Who Participated in Rating Measuring Instruments**

Judges	Position	Sex	Field of study	Qualification
1.	Lecturer	Male	Social psychology	MA holder
2.	Lecturer	Female	Social Psychology	MA holder
3.	Lecturer	Male	Counseling psychology	MA holder
4.	Lecturer	Male	Counseling psychology	MA holder

After raters make sure that the items in the two instruments measure the variables of interest, they were requested to rate items in a four point likert scale ranging from (Poor/1) to (excellent/4). Before, selecting best items which are believed to be measuring the constructs, inter rater reliability among the judges was checked to see how consistent the items were in the eye of the different judges. In addition, item statistics for all of the raters

was computed to determine which items are relatively stronger in measuring the construct under scrutiny.

#### **3.5.4. Back Translation**

After selecting best items from both of the instruments (the FACE III and ERI), back translation was made. As the items are found in English version, the researcher herself and professional person who work in English department translated in to Amharic version in a way that keeps its original flavor. Each Amharic version was translated back to English by a those professional person to the original tests. Then the two instruments with different version were compared and any inconsistency with regard to wording and meaning was resolved in consultation with the person who did the back translation

#### **3.5.5. Test try-out**

In addition to enabling judges' rate items, a pilot test was conducted in a population that resembles the actual study population. By incorporating comments provided by the four judges, a relatively modified scale was prepared and administered to high school students (9-10) in Harari regional state .Participants in the pilot study were not selected from the total sampling frame, rather from other school. Accordingly, for this polite study 30 participant were selected. Since, students were called to fulfill these questionnaires in selected place in school compound with assistance of one teacher. It was a good opportunity for the researcher to carefully fill the questionnaire herself and communicate participants in person rather than letting them fill the questionnaire and this greatly helped her to carefully identify ambiguous and unclear wordings, irrelevant items and redundancies. To this end, internal consistency among items, both consistency of items in the overall scales and subscales was computed.

### **3.6. Results of the pilot test and Inter-Rater Reliability Analysis**

In the inter-reliability analysis, it is indicated by almost all the judges that items in them family cohesion and emotion regulation scale can measure the construct under scrutiny. In scale measure of item if it is poor or not based on judged raters was taken or dropped out. Based on this item in both scale were good in judge rater result so all items were taken by

the researcher. Finally, as a result of the inter-rater reliability analysis, the original item of both scale were taken.

Then the family cohesion scale, containing 19 items and emotion regulation scale containing 17 items was piloted in 30 students in Harari secondary school. Accordingly, the reliability coefficient both for the family cohesion scale and emotion regulation was calculated. Item purification was not limited to only inter-rater analysis rather corrected item correlation was computed after data was collected from the actual study population. Internal consistency reliability of the Amharic versions of the instrument was determined for the scale using Cronbach's alpha. The reliability coefficient of Cronbach's alpha was calculated for both scale in actual study. Accordingly, the Cronbach's alpha result for the emotion regulation scale was .72 and for family cohesion scale was .76.

### **3.7. Procedures of Data Collections**

A number of procedures were followed before and while data collection. First and foremost, the instruments collected from a website were contextualized and modified in a way that measures the construct in Ethiopian case. In doing these, the instruments were subjected to back translation and pilot-test. After making sure that the instruments are contextualized to the Ethiopian reality and inappropriate wordings are corrected, then it was administered in the actual study participants.

Before collecting data, the department of psychology wrote a support letter to the concerned institution (for selected seven secondary school to get my participant in Harari regional state), requesting it to help the researcher in every way possible. Then the researcher discussed all the things which they want to be aware of, including the purpose, rationale, the anticipated duration of data collection, the ethical issues and some of the things I need them to do. Then with all this, officials in selected school allowed the researcher to access the list of student.

### **3.8. Method of Data Analysis**

After the required data is collected, it was analyzed using SPSS version 20. The data analysis was involved both descriptive and inferential statistics. More specifically, the following methods of data analysis were employed. To organize and summarize data

tabulation, mean, standard deviation and percentage were used. To see the relationship between socio-demographic, family structure, family cohesion and adolescent emotion regulation, Pearson product moment correlation was used. Then to examine the effect of gender and family structure on adolescents' emotion regulation two ways ANOVA and one way ANOVA was used compare the mean difference with parental level of education and emotion regulation. To examine the effect size of variables (age, gender and family cohesion) of interest on adolescents' emotion regulation multiple regressions was employed.

### **3.9. Ethical considerations**

Respecting and treating participants is ethical and by which researchers need to be abided by. In clarifying this scenario Dawson (2002) explained that as researchers we are unable to conduct our projects successfully if we do not receive the help of other people." if we expect them to give up their valuable time to help us, it follows that we should offer them something in return".

To let participants engage voluntarily, knowingly and intelligently, the researcher informed about them about the purpose of the study, how their information is valuable for the successful completion of the study, for how long they will be participating, the reason they were selected, possible benefits and risks they will get out of participation and the name & affiliation of the researcher. The other most important ethical issue that was given great emphasis as stipulated by APA (2010) and Dawson (2002) is the issue of confidentiality and anonymity.

## **4. RESULTS AND DISCUSSIONS**

### **Introduction**

This chapter presents the major results of the study and discussions which was organized in major sections. The research objectives are used for organizing sub topics of the finding section. The first section illustrates about, management of data and the sample characteristics. The two sections present the relationship between the socio demographic variables (gender, age, educational, status, family structure and family cohesion) and emotion regulation.

In the third section of the chapter, interaction effects of the socio demographic variables and emotion regulation. In all the process of presenting and analyzing the data both descriptive and inferential statistics were employed. As part of the descriptive statistics, mean, median, standard deviation, frequency, percentage, Skewness and Kurtosis Z values were used and as part of the inferential statistics, Pearson's product moment correlation, one way ANOVA and two way ANOVA and Multiple regression analysis were utilized.

### **4.1. Results**

#### **4.1.1. Cleaning and Managing Missing Data**

According to Creswell (2012) before a data analysis progresses making sure that outliers were checked out and missing data were managed is the very initial step. Accordingly, before immediately embarking on analyzing any of the data fed to the software, the data was cleaned up and missing data was appropriately managed. Although there were different mechanisms to clean data in a software grid, like visual inspection and soon (Creswell, 2012), the researcher used the SPSS software itself to sort out cases or outliers, as the encoded data was relatively large to visually inspect. In doing this, the data in each of the items and sub scales were arranged in ascending order, from the smallest to the largest. Thus, numbers out of the predetermined ranges were easily sorted out and cleaned. For example, in the emotion regulation scale, all items were rated in five point scale ranging from 5 (strong disagree) to 1 (strongly agree). Therefore, anyone who responds out of this range was easily detected and cleaned.

#### 4.1.2. Socio-demographic Variables and Emotion Regulation

Examining the association between socio demographic variables (gender, age, educational level and family structure) and emotion regulation were one of the major objectives of the current study. Accordingly, in the following subsequent sections of the chapter, the emotion regulation score was statistically compared across the different levels of the independent variables (gender, age, educational level ) were collected and below was a tabular presentation of this socio demographic characteristics of the participants

#### 4.1.3. Personal information of participant

After the data clearance were made, the first thing that the researcher was done summarizing the socio-demographic features of the participants. In doing so, a total of 311(96.28%) cases were included among 323 (100%) in the current study; whereas, 12 (5.72%) cases were excluded because of the incompleteness of the returned questionnaires. As part of the socio-demographic variables, sample characteristic other than the study variables (gender, age, parents' educational status, and family structure) were collected and below is a tabular presentation of these socio demographic characteristics of the study participants.

Table 3: Summary of participants' personal information (N=311)

Variable		Gender					
		Male		Female		Total	
		N	%	N	%	N	%
Parental education	Basic education	43	13.83	30	9.65	73	23.47
	Elementary school	22	7.07	35	11.25	61	19.61
	Secondary school & above	86	27.65	95	30.55	181	58.20
	Total	151	48.55	160	51.45	311	100.00
Family structure	Nuclear Family	79	25.40	87	27.97	166	53.38
	Single parent family	40	12.86	27	8.68	67	21.54
	Step Family	16	5.14	18	5.79	34	10.93
	Extended Family	16	5.14	28	9.00	44	14.15
	Total	151	48.55	160	51.45	311	100.00

As it was depicted in Table 3, total number of participants were 311 among these 160 (51.45%) and 151 (48.55%) of them were female and male respondents respectively. Among all parents' level of education, the majority of them 181 (58.20%) were in

Secondary and above followed by basic education 73 (23.47%) and elementary school 61 (19.61%). Regarding the family structure, participants of this study were from nuclear family 166 (53.38%), single parent 67 (21.54%), extended family 44 (14.15%) and step family 34 (10.93). With regard to age of participants, the average age of the participants was 15.93 with standard deviation of .98 and range 4 (14-18).

#### 4.1.4. Emotion Regulation Condition of Adolescents

Table 4: descriptive statistics of overall emotion regulation scale and its sub scale the study variables (N=311)

Variables	Items	Range	Minimum	Maximum	Mean	SD
Emotion regulation (ER)	17	33	43	76	52.26	8.62
Emotional control (EC)	8	27	9	36	21.07	4.99
Emotional awareness (EA)	5	20	6	26	16.31	3.58
Environmental response (Env.R)	4	20	5	25	13.50	3.60

Table 4 indicated that, the variables of interest of this study was emotion regulation (17 items) and its sub scales (emotional control, 8- items; emotional awareness, 5-items; and environmental awareness, 4- items) with a five point Likert scale. For all, a descriptive statistics were computed and presented here in table 4. As it could be seen there, the mean score of participants in overall emotion regulation measure (M=52.26, SD=8.62) was almost equal compared with the expected average ( $3 \times 17 = 51$ ), maximum ( $5 \times 17 = 85$ ) and minimum ( $1 \times 17 = 17$ ) scores. Therefore, visually inspecting the magnitude, emotion regulation score among participants were similar. This means, participants' level of emotion regulation is fairly good. Unlike in the overall emotion regulation measure, a slight mean difference was observed on the sub scales. Participants mean score on emotional awareness (M=16.31; SD =3.58) and environmental response (M= 13.50; SD=3.60) found to be slightly higher than the expected mean whilst a slightly lower score was observed on emotional control (M=21.07, SD=4.99) compared to their expected means ( $3 \times 5 = 15$ ), ( $3 \times 4 = 12$ ) and ( $3 \times 8 = 24$ ) respectively. This result suggests that participants are better on emotional awareness and environmental response than emotional control.

#### 4.1.5. Gender and Emotion Regulation

Before any parametric statistics was run, the dependent variable (emotion regulation) was tested whether or not it complies with the assumption of normality. In an effort to check this out, skewness and kurtosis z-values, Shapiro Wilk test p-value, histograms and box plots were numerically and visually inspected. Hence the skewness and kurtosis z-values (the statistics divided by the standard error) were somewhere between -1.96 and +1.96. Accordingly, the emotion regulation scores were approximately normally distributed for both males and females, with a skewness of 1.53 (SE 0.197) and kurtosis of 1.19 (SE .179) for males and a skewness of 0.47 (SE 0.192) and a kurtosis of 0.20 (SE=.891) for females. Moreover, the Shapiro Wilk test indicated that emotion regulation scores were approximately normally distributed, as the p-values for both males and females were above .05. It was also visually inspected in box plots and histogram that emotion regulation score was approximately normally distributed across gender, as the box plots were almost symmetrical and the curve in the histogram was bell shaped.

#### 4.1.6. Parental Level of Education and Adolescents' Emotion Regulation

**Table 5:** Comparison of emotion regulation scores across the parental level of education

Variables	N	M	SD		Sum of squares	Df	MS	F	Sig.
Basic Ed.	73	49.55	8.11	Between Groups	860.57	2	430.29	5.16	0.006
Elementary	57	51.54	9.45						
Sec & abv	181	55.70	8.30	Within Groups	25687.26	308	83.40		
Total	311	52.26	8.62						
				Total	26547.83	310			

After making sure that the assumption of normality is met, a one way analysis of variance was computed to see if there exists a significant difference among the different educational level of parents of the participants' (Basic elementary, elementary and Secondary education and above) in terms of overall emotion regulation. As table 5 shown that, educational level is considered to be a factor for adolescents emotion regulation,  $F_{(2, 308)}$ ,  $p < 0.05$ , one tailed.

As variances and group sizes were unequal, Games-Howell post hoc test was used to know where exactly the difference lies at. Accordingly, post hoc comparisons of Games-Howell test indicated that participants whose parents have secondary education above (M=52.26, SD=8.329) were different in emotion regulation scores compared with participants from basic education (M=48.36, SD=10.547) and elementary education (M=49.93, SD=9.629). In contrary, the difference was not statistically significant for participants from basic education (M=48.36, SD=10.547) and elementary education (M=49.93, SD=9.629). Thus, from this post hoc result it is concluded that adolescents whose parents have secondary education and above scored higher in the emotion regulation measure, which in turn is an indication that these groups of participants had better emotion regulatory skills.

#### 4.1.7. Relationship among variables (gender, Age, Family Cohesion and Emotion Regulation)

Table 6: inter-correlations among variables of interest

Variables	1	2	3	4	5	6	7
Gender <sup>1</sup> (male <sup>1</sup> , female <sup>2</sup> )	1						
Age <sup>2</sup>	.133*	1					
FC <sup>3</sup>	.019		1				
ER <sup>4</sup>	-.082	.061	.836**	1			
EC <sup>5</sup>	.148	.286	.000	.728**	1		
EA <sup>6</sup>	-.195*	.062	.588**	.837**	.372**	1	
Env.R <sup>7</sup>	.043	.273	.000	.000	.000	.642**	1
	-.095	.095	.000	.000	.000	.000	.893
	.096	.096	.000	.000	.000	.000	.398
	-.039	-.009	.718**	.837**	.372**	1	.008
	.494	.878	.000	.000	.000	.000	.048
	.008	.048	.603**	.719**	.151**	.642**	.008
	.893	.398	.000	.000	.008	.000	.000

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

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

In Table 6 shown that Pearson product moment correlation was used computed to relationship among variables. Accordingly, predictors such as, age do not have statistically

significant relationship with emotion regulation. However, family cohesion and gender found to have positive and significant relationship with emotion regulation ( $r_{(310)}=0.836^{**}$ ,  $p<0.05$ , two tailed). This means, the higher level of cohesiveness that a family develops would probably facilitate the likelihood adolescents' to have higher emotion regulatory skills. In conclusion, it is possible to infer from this result that family cohesion may have a predictive value on emotion regulation but in contrary, age and gender do not have significant relationship with emotion regulation.

#### 4.1.8. Male and female adolescents' emotion regulation scores by their family structure

Table 7: Male and Female Adolescents' Emotion regulation scores by their Family Structure

Family structure	Emotion Regulation								
	Male			Female			Gender		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Nuclear	79	62.01	8.63	87	64.51	7.82	166	63.26	8.23
Single parent	40	50.76	8.82	27	53.04	10.89	67	51.90	9.86
Step family	16	43.94	7.02	18	46.75	8.55	34	45.36	7.79
Extended family	16	47.13	7.09	28	49.71	10.12	44	48.42	8.61
Total	151	50.96	7.89	160	53.50	9.35	311	52.26	8.62

As it could be seen in the table 7, gender and family structure, the mean emotion regulation score of males from nuclear family structure ( $M=62.01$ ,  $SD=8.63$ ) is highest followed by single family ( $M=50.76$ ,  $SD= 8.82$ ), extended family ( $M=47.13$ ,  $SD=7.09$ ) , while, step family ( $M=43.94$ ,  $SD=7.02$ ), is at the lowest. Like males, females emotion regulation score from nuclear family ( $M=64.51$ ,  $SD=7.82$ ) is the highest one followed single parent ( $M=53.04$ ,  $SD=10.89$ ) and extended family ( $M=49.71$ ,  $SD=10.12$ ). In order to determine whether this difference is significant or not and to see interaction effect of the two main effects, two-way ANOVA was computed (Table 8).

#### 4.1.9. Main and Interaction Effects of gender and Family Structure on Adolescent's Emotion Regulation

Table 8: ANOVA Summary of the Effects of family structure and gender on Adolescents' emotion regulation

Source	Sum squares	<i>Df</i>	Mean squares	<i>F</i>	<i>P</i>
Corrected Model	2046.155a	7	292.308	3.615	.001
Intercept	532941.330	1	532941.330	6590.621	.000
Gender	367.616	1	367.616	4.546	.034
Family structure	1057.238	3	352.413	4.358	.005
Gender * family structure	1354.744	3	451.581	5.584	.001
Error	24501.671	303	80.864		
Total	832809.000	311			
Corrected Total	26547.826	310			

a R Squared = .077 (Adjusted R Squared = .056)

As the two-way ANOVA results showed in Table 4.6, there is statistically significant gender difference ( $F_{(1, 310)}, p < 0.05$ ) on the mean scores of male (50.96) and female (53.50) participants' emotion regulation in favor of females. The result suggests that gender really has an effect on adolescents' emotion regulation. Similarly, a statistically significant difference ( $F_{(3,310)}; p < 0.05$ ) was also found on the mean score of participants' emotion regulation from Nuclear (62.26) single parent (51.90), step parent (45.36) and extended family (48.42) family structure. This indicates family structure have really significant effect on participants emotion regulation. Likewise, as the factors (main effects) are significantly influencing emotion regulation, those factors are also producing significant interaction effect ( $F_{(3,310)} p < 0.05$ ) on emotion regulation.

Table 9: Scheffe's Pair Wise Comparison Test Results in Emotion regulation among Adolescents' from Divers Family Structure

(I) family structure	(J) family structure	Mean Difference (I-J)	Std. Error	Sig.
Nuclear	Single parent	11.36	1.302	.000
	Step family	17.90	1.693	.001
	extended family	14.84	1.525	.012
Single parent	Nuclear	-11.36	1.302	.000
	Step family	6.54	1.893	.650
	extended family	3.48	1.745	.995
Step family	Nuclear	-17.90	1.693	.001
	Single parent	-6.50	1.893	.227
	extended family	-3.00	2.053	.296
extended family	Nuclear	-14.8	1.525	.012
	Single parent	-3.48	1.745	.101
	Step family	3.06	2.053	.295

As it can be seen in Table 9, significant mean difference on adolescents' emotion regulation was found on adolescents from nuclear and single family structure. Likewise there was a statistically significant mean difference in adolescents' emotion regulation from nuclear family and adolescents from step family favoring nuclear family. Furthermore, statistically significant mean difference was found on adolescents' emotion regulation from nuclear and extended family in favor of again nuclear family. In general, as observed in the above pair wise comparison tests, the direction of group mean difference favors adolescents from nuclear family structure.

#### 4.1.10. Contributions of Variables on Emotion Regulation

Table 10: Results of Multiple Regressions (stepwise)

Effects	Standardized coefficients (Beta)	R	R <sup>2</sup>	t	Sig.
Family Cohesion	.836	.836	.700	26.575	0.00

Multiple regressions were conducted to determine the combined effects of all the predictor variables on emotion regulation. It was found that about 70.0% ( $R^2 = .700$ ) of the variance in emotion regulation is explained by family cohesion. Thus, the variables other than those studied in this study accounted for by 30.0% of the variability in adolescents' emotion regulation. In fact, the test of beta weights indicates among others, only family cohesion ( $F_{(3, 310)} = 238, p < .004$ ) makes a significant contribution in emotion regulation. In conclusion, family cohesion has a positive effect on emotion regulation. Family bound and family togetherness is important for adolescent emotion regulation. No other variable could enter in the further steps.

## **4.2. Discussions**

This part deals with the discussion of the results of the study in comparison with other studies reviewed so far. It also provides general possible explanations for the findings. The major discussion topics are basically related with the research questions raised in the study. These include seeing the relationship between family cohesion and demographic variables, the main interaction effect of gender and family structure and the predication vale of age, gender and family structure in emotion regulation.

### **4.2.1. Relationship between Family Cohesion, Demographic Variable and Adolescent Emotion Regulation**

Among the research question one of the present studies posed that, seeing the relationship between family cohesion, demographic variable and emotion regulation. Pearson's product moment correlation was calculated to examine the relationship between the predictor variables (gender, age, family cohesion) and criterion variable (emotion regulation).

### **4.2.2. Family Cohesion and Adolescents Emotion Regulation**

In current study family cohesion found to have statistical significant relationship with emotion regulation .This means, the higher level of cohesiveness in the family system would probably facilitate the likelihood adolescents' to have higher emotion regulatory skills .Regarding family cohesion which is mostly described by family context indicted it has effect on adolescent emotion regulation. As, Aucoin, Morris&Terranova, (2007); Volling,

McElwain & Miller, (2002) shows parental bond has an effect on emotion regulation. Furthermore, Volling, McElwain, et al., (2002); Zeman Penza, Shipman, & Young, (2002), noted that most research on emotion regulation and the family context has focused primarily on the mother child relationship; however, fathers and siblings play an important role in children's development of Emotion Regulation. Therefore, showing the present study there is statistically significant relationships between family cohesion to adolescent emotion regulation. This implies, family context or togetherness have an effect on adolescent emotion regulation.

#### **4.2.3. Gender and Adolescent Emotion Regulation**

In the current study gender do have statistically significant relationship with emotion regulation. In comparing the means score female have better emotion regulation than male. Likewise, gender was found to make significant difference in emotion regulation; supporting this study showing females being more emotion regulated than males (Gottfredson and Hirschi, 1990). Furthermore, research stated studies found that girls tend to be better emotion regulators than boys. As mentioned, there is some variability in how female and male regulate their emotions, for example female use different emotion regulation strategies to a larger degree than male (Shields & Cicchetti, 1997). Female have also been found to use both putatively adaptive and maladaptive emotion regulation strategies to a larger degree than male (Shields & Cicchetti, 1997). In contrary, boys are likely to have more regulation difficulties and display more externalizing behavior compared to girls (Larson & Vermeiren, 1999).

#### **4.2.4. Age and Emotion Regulation**

In the present study age has no statically significant relationship with adolescents' emotion regulation. This shows age has no contribution to adolescent emotion regulation. In contrary as (Laursen, Coy, & Collins, 1998) shows adolescence is characterized by a higher rate of conflicts with parents and a higher variability of negative emotions compared to adulthood. Emotional stability seems to be low during adolescence and is still not yet established during emerging adulthood. This emotionality change shows during early and middle adolescence maybe caused by biological changes with an increased reward dependency and intense hormonal influences (Somerville, Jones, & Casey, 2010). In supporting the findings

Silk, Steinberg, and Morris (2003) found no age differences in the use of emotion regulation strategies from early to middle adolescence, whereas Zeman and Shipman (1996) reported more use of emotion regulation in 14-year-olds compared to 11- and 17-year-olds.

#### **4.2.5. Family Structure and Emotion Regulation**

The result of the study indicated that family structure have really statistical significant effect on participants emotion regulation. Likewise, as the factors (main effects) are significantly influencing emotion regulation, those factors are also producing significant interaction effect on emotion regulation.

In support of this study, Demo and Acock (1996) has also stated adolescents in nuclear families have higher levels of emotion regulation than adolescents from single-parent families or stepfamilies. Similarly, Amato (2005) showed that children growing up with two continuously married parents are less likely to experience a wide range of cognitive, emotional, and social problems than their peers from single –parent families. It might be because of adolescents' may receive less parental time and attention in both single-parent families and stepfamilies. Single parents appear to exert weaker control and make fewer demands on their children than married parents (e.g., Amato, 2005). In contrast to the previously mentioned studies, Belay et al, (2014) and Vandewater and Lansford (1998) found no differences between the investigated family structure groups.

Furthermore, Stepparents, on the other hand, generally provide lower levels of warmth and support to children, in comparison to original parents and may therefore not fully substitute for the original parent. Research suggests that children and adolescents who spend time in these( single parent and step family types exhibit lower average levels of emotion regulation during both childhood and adulthood than do those who spend their entire childhood living with both of their biological parents (Amato 2005).

#### **4.2.6. Parents Level of Education and Emotion Regulation**

Parental level education is believed to be an important predictor so far as child development is concerned. In this respect, though not directly related to adolescents' emotion regulation, parental level of education has important implications for adolescents' educational achievements. The family is the main factor influencing the lives and outcomes of students.

The educational level of a parent is a powerful factor influencing children's academic success. As Lazarus and Elizabeth, (1984) indicates that, mothers and fathers level of education is statistically and significantly correlated with the child performance. It has been established that generally, the educational level of parents is greatly connected to the educational attainment of their adolescents' (Elizabeth and Lazarus, 1894). This indicated that parents with more education are more involved in their adolescents' education though some of uneducated parents also involved in their children education. From the literature reviewed in this sub section, it is possible to conceive that parental level of education has played important roles in students' academic success and motivation. In fact, academic motivation and success are not similar to emotion regulation. However, the contribution of parental education that literatures noted on different variables motivates this study to consider for this particular study.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This section deals with major summary the study, conclusion and recommendation regarding the result of findings.

### **5.1. Summary**

The major objective of this study was examining factor contributing to adolescent emotional regulation in some selected secondary schools of Harari regional state. Objective of this study are first, identify which parent level of education make difference on adolescents' emotion regulation. Second, to see the relationship between socio-demographic and family structure, family cohesion with adolescents' emotion regulation. Third, to describe the main and interaction effect of gender and family structure on cohesion and adolescents' emotion regulation and last to see effect of age ,gender and family cohesion on adolescents' emotion regulation. The study utilized correlation research design, with which the associations of certain socio demographic variables (gender, age, educational level, family cohesion and family structure with adolescent emotion regulation. Stratified random sampling technique was employed to select 311adlosecnt student. Sample size for the current study was determined using Yamane's (1967) formula for a known population, where population size and margin of error was taken in account to determine the sample size. Data was collected using three data collection instruments, items included to assess socio-demographic characteristics of participants, the family cohesion (FACE III) and emotion regulation (ERICA).

Two of the instruments, the family cohesion scale (originally containing 19 items) and emotion regulation scale (originally containing 17 items) were contextualized and modified for use in the current study. Originally, these instruments are proven to have good psycho-metric properties. However, to make the instruments applicable to the participant contextualization and modification of the items had gone through three important phases. One five judges believed to have expertise and proximity to the area were involved to rate items. Second, incorporating the comments and judgments of the raters, relatively modified versions of the instruments were piloted in 30 samples that resemble the actual study population. Then the data from the pilot study was subjected to further psychometric

analysis. Accordingly, best items having good internal consistency were included in final instrument, whereas, items having negative and poor correlation were withdrawn. With all this, a total of 19 items from the family cohesion scale and 17 items from the emotion regulation scale measure were administered in the actual study population. Third, reliability of the data from the actual study population was checked. In analyzing the data both descriptive and inferential statistics were employed. For instance, to answer the first research question (determining social demographic variable) descriptive statistics, such as, frequency distributions, mean and standard deviation were used. While analyzing the rest two research questions, inferential statistics such as, Pearson's product moment correlation, one way ANOVA, two way ANOVA and Multiple regression were utilized.

Results of the current study indicated that emotion regulation among adolescent Harari regional state is observed in various variables. In current study family cohesion found to have positive and statically significant relationship with emotion regulation. Moreover, emotion regulation in different variable is dependent up on certain socio-demographic conditions and family cohesion.

The current study showed that means score of male emotion regulation was not have significantly different on females mean score. This shows in observed their mean scores emotion regulation female is better than of male. In addition, ages also do not have significant effect on emotion regulation. Furthermore, family structure has significant effect on participants' emotion regulation. Likewise, as the factors (main effects) are significantly infuelsing emotion regulation, those factors are also producing significant interaction effect on emotion regulation. Moreover, the present study indicated that family cohesion found to is an important predictor of adolescents' emotion regulation.

## **5.2.Conclusion**

From the results of the descriptive and inferential statistics, the following major points can be inferred.

- 1) Among parental levels of education being a family member of high school and above, including grade nine to twelve through university degree, makes difference on adolescents' emotion regulation score.

- 2) Females are more likely have better emotion regulatory skills than their male counterparts. Whereas, age do not have significant relationship with adolescents' emotion regulation.
- 3) Adolescents' whose families are cohesive enough in their lives are likely having higher emotion regulatory skills than that of families who are not.
- 4) Gender and family structure are important factors that could produce important effect both separately and jointly together on adolescents' emotion regulation. It is because of females and nuclear family structure that the main effects produce separate and interaction effect on adolescents' emotion regulation scores.
- 5) Family cohesion alone is an important variable among others that add up the majority of the variability on adolescents' emotion regulation while age and gender are not able to predict emotion regulation. This means, family bound and family togetherness is important for adolescent emotion regulation.

### **5.3. Recommendation**

1. During adolescence family cohesion are essential for healthy emotional regulation. In this study family cohesion highly contribute to adolescent emotion regulation. Stake holder like (school, government and communities) should work on creating awareness on family bong in home environment contributing for adolescent emotion regulation. So, stake holders better to create an opportunity in family development by giving training on specific area for better adolescents' emotion regulation in family context.
2. Future research on associations between emotion regulation and the family structure needs to be expanded for further investigation. Family structure is one of the contribution factors on adolescents' emotion regulation. Specifically nuclear and step family structure contributing adolescents' emotion regulation which indicated adolescents' who live in this family structure have better emotion regulation. Furthermore, in the future it is better to focus in developing this two family structure for good adolescents'' emotion regulation. In addition to School, government should work to enhance the two family structures by shows the gabs in this area by preparing convinced document to give knowledgeable information for different stake holder. So this research paper could be one of the documents that can be show the gab which lead the stake holder to work for better function. In further

recommendation the researcher suggest to studies in deep on this area which is not examined by current studies.

3. For the future it is better to focus on gender because of the contributing factor for adolescents' emotion regulation. Based on this finding it recommended giving supporting training related to emotion regulations strategy for adolescents' for better function in their environment .In addition, school directors, teacher and family should seriously follow up adolescents' emotional status in school setting and home how they well function in a given environment.

4. It is also recommended that further research be carried out employing mixed research designs to thoroughly examine emotion regulation (through qualitative techniques) and the associated factors using quantitative approaches that draw data from varied sources and samples including from private schools to introduce wider variability in sample characteristics.

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## **APPENDIXES**

### **Appendix One: An English Version Questionnaire**

**Haramaya University**

**Postgraduate program directorate**

**Department of Psychology**

**Questionnaire to be filled by student grade (9-10) who are attending 2018/2019**

**Dear, Respondent**

The purpose of this questionnaire is to collect data for the study entitled “*Factor Contributing to Adolescents’ Emotion Regulation in Some General Secondary School in Harari Regional State*”, for the partial fulfillment of the requirements for the Masters of Arts Degree in social Psychology. This study will only be used for educational purpose that respondents are requested to give genuine answer to the best of their knowledge. You should not write your name anywhere on the questionnaire. This will mean that your name will not be known to the researcher or revealed in the publication of the results. Your participation in this study is purely voluntary and you are free to grant or refuse your consent to participate any time you want. I promise to treat all information you provide as strictly confidential and will not disclose individualized information to anyone. Please read the directions given in each of the item in the questionnaire carefully before you respond to it. If you want to change any of your response, make sure that you have cancelled the unwanted ones. Discussion on the given questionnaire is strictly forbidden as it is an individual task.

**Thank you in Advance for your kind cooperation!**

**Part one: Personal Information**

*Instruction:* please read the instruction of the questionnaire very carefully and give your own answer by circle mark on your best answer.

1. Sex                                      A. Male                                      B. Female
  
2. Age in year's \_\_\_\_\_
  
3. Educational level of parents
 

A. Cannot read and write	D. Grade 9 -10 /High school Completed
B. Basic Education (Writing and Reading)	E. College /University Graduate
C. Grade 1-8 /Primary school Completed	F. Grade 11-12/preparatory school
  
4. With whom do you live?
 

A. Both parent	C. Mother only	E. Mother and step father
B. Father only	D. Other relatives	F. Father and step mother

**Part Two: Family Cohesion**

**The following items are prepared to gather information about the family cohesion of participants. Then, would you mind please putting a tick mark (√) for the alternative response in the given box.**

	Item	Alternative response				
		Never	Rarely	Sometimes	Usually	Always
1	My family members ask each other for help.					
2	In solving problem, my suggestion is include.					
3	My family approves each other friends.					
4	I have a say in their discipline					
5	I like to do things with just our immediate family					
6	Different persons act a leader in our family member.					
7	My family member feels closer to each other.					
8	My family member change it way of handling task.					
9	I and my family member like to spend free time together.					
10	My family members discuss punishment together.					
11	I can make a discussion with family					
12	When our family get together for activity everybody present					

13	Rule change in our family					
14	We can easily think of things to do together as family					
15	We shift household things person to person					
16	Family member consult other family member for their decision					
17	It hard to identify the family leader in our family					
18	Family togetherness is very important					
19	It hard to tell who does which household chores					

### Part Three: Emotion Regulation Self-Report Scale

Item		Alternatives response				
		Strongly disagree	disagree	Undecided	agree	strongly agree
<b>Factor I: Emotional Control</b>						
1.	I have trouble waiting for something I want					
2.	I am impatient					
3.	I annoy others by not minding my own business					
4.	I have angry outbursts					
5.	I can be disruptive at the wrong times					
6.	I get angry when adults tell me what I can and cannot do					
7.	I do things without thinking about them first					
8.	When things don't go my way I get upset easily					
<b>Factor II: Emotional Self-Awareness</b>						
9	I am a sad person					
10	I am a happy person					
11	When I get upset, I can get over it quickly					
12	am quiet and shy, and I don't show my feelings					
13	I handle it well when things change or I have to try something new					
<b>Factor III: Situational Responsiveness</b>						
14	When other kids are friendly to me, I am friendly to them					
15	When others are upset, I become sad or concerned for them					
16	When adults are friendly to me, I am friendly to them					
17	I enjoy seeing others hurt or upset.					

አባሪዎች

ሐረማያ ዩኒቨርሲቲ

የትምህርትና ስነ ባህሪ ሳይንስ ኮሌጅ

የሳይኮሎጂ ት/ክ

የድህረ-ምረቃ ፕሮግራም

**መግቢያ:** በሐረማያ ዩኒቨርሲቲ በስነልቦና ት/ት ክፍል የሁለተኛ ዲግሪ (ድህረ-ምረቃ) ተማሪ ስሆን፤ የትምህርት ፕሮግራሙን ለማጠናቀቅ ማምያ ይሆን ዘንድ በሀረር ከተማ ለሚገኙ ዘጠኝ እና አስር ክፍል ለሚገኙ ተማሪዎች ላይ ለ ወጣቶች ስሜት መቆጣጠር ምክኒያቶችን በማጥናት ላይ እገኛለው የቤተሰብ ፡፡ይህ ጥናት ሙሉ በሙሉ ትምህርት ፍጆታ የሚውል ሲሆን፤ ከዚህ ውጭ በርስዎ ላይ ምንም አይነት አላታዊ ውጤት አይኖረውም፡፡ በጥናት ስራው ላይ አውቀው ለመሳተፍ የእርሶ ፈቃደኝነት ብቻ በቂ ነው ፡፡ መረጃ በመስጠት ሂደቱ ላይ ግልጽ ያልሆነልዎትን በመጠየቅ እዲብራራሎት ማድረግ ይችላሉ፡፡በዚህ ጥናት የሚሰጠው ምላሽ በማንኛውም መልኩ የጥናቱ መረጃ በስም የማይገለጽ ከመሆኑም በተጨማሪ ተሳታፊን ለ ሚጎደ አካል ተላልፎ አይሰጥም፡፡ በጥናቱ የሚሰበሰቡ መረጃ የጥናቱን መርሆዎች ተከትሎ የሚሰራ ነው፡፡ በተጨማሪ ይህን መጠይቅ ስትሞሉ መመሪያዎችን በማንበብ እና ጥያቄዎች በመረዳት እድትሞሉት ስል በትህትና እጠይቃለው፡፡በመጠይቆች ላይ አብሮ መወያየት የተከለከለ ነው፡፡የእርሶ እውነኛ መልስ ለ ጥናቱ ውጤት ትልቅ አስተዋጽኦ አለው፡፡

ስለ ትብብር አመስግናለው!

**በተሳታፊው የሚሞላ መጠይቅ**

**መመሪያ:-** ይህ መጠይቅ ሶስት ዋና ዋና ክፍሎች አሉት። የመጀመሪያው ክፍል የርስዎን የግል መረጃዎች የሚጠይቅ ሲሆን በጠቅላላው 4 ጥያቄዎች ተካተዋል። በዚህ ክፍል ስር ለሚገኙ ሁሉም ጥያቄዎች የተለያዩ አማራጭ መልሶች የተቀመጡ ሲሆን ከተቀመጡት አማራጮች አንዱን ያክብቡ።

ሁለተኛው ክፍል ደግሞ ልጆች ከ ቤተሰብ ጋር ያላቸውን አብሮነት ለማወቅ የሚያስችል ጥያቄዎች የተካተቱበት ሲሆን፤ በጠቅላላው 19 ጥያቄዎች ያካተቱ ናቸው። በዚህ ክፍል ስር ለሚገኙ ሁሉም ጥያቄዎች አምስት አማራጭ መልሶች ማለትም፡- 1) በጭራሽ 2) አልፎ አልፎ 3) በከፊል 4) አብዛኛውን ጊዜ 5) ሁልጊዜ የቀረቡ ሲሆን ከነዚህ አማራጮች ውስጥ በተሰጣቸው ቁጥር መሰረት በሁሉም ጥያቄዎች ፊት ለፊት የርስዎን ምርጫ(✓) ያስቀምጡ።

ሶስተኛውና የመጨረሻው ክፍል ልጆች የራስ ስሜት ከመቆጣጠር አካያ ለማወቅ የተዘገጀ ጥያቄዎች ናቸው። በዚህ ስር ሶስት ንዑስ ክፍሎች አሉ። የመጀመሪያው ክፍል ስምንት ጥያቄዎችን የያዘ ሲሆን ልጆች ስሜትን መቆጣጠር የሚዳስሱ ሲሆን፤ ሁለተኛው ንዑስ ክፍል ደግሞ የራስን ስሜት ከማወቅ ጋር ተያይዞ የተካተቱ ጥያቄዎች ይይዛል። የመጨረሻው ክፍል ደግሞ ለሁኔታዎች መልስ አሰጣጥ ሂደት የሚዳስስ መጠይቅ ክፍል ነው። በዚህ አብይ ክፍል ስር ለሚገኙ ጥያቄዎች አራት አማራጭ መልሶች ማሆትም፡- 1) በጭራሽ አልስማማም 2) አልስማማም 3) በመጠኑ 4) እስማማለሁ 5) እጅግ በጣም እስማማለሁ ሲሆን ከነዚህ አማራጮች በአንድ ስር (✓) ምልክት ያስቀምጡ።

**ክፍል አንድ:- የተሳታፊው የግል መረጃ**

**ማሳሰቢያ:-** በዚህ ክፍል ስር ለሚገኙ ሁሉም ጥያቄዎች የተለያዩ አማራጭ መልሶች የተቀመጡ ሲሆን ከተቀመጡት አማራጮች አንዱን ያክብቡ።

1. ጾታ ሀ. ወንድ ለ. ሴት

2. እድሜ -----

3. የቤተሰብ ትምህርት ደረጃ?

ሀ. ማንበብና መጻፍ የማይችል ለ. መሰረታዊ ት/ት (ማንበብና መጻፍ የሚችል)

ሐ. ከ 1-8/የመጀመሪያ ደረጃ ት/ት ያጠናቀቀ መ. ከ 9-12/የሁለተኛ ደረጃ ት/ት ያጠናቀቀ

4. አሁን ከማን ጋር ነው የምትኖረው/ረው?

ሀ. ከ እናት እና አባቴ ጋር ለ. ከ እናቴ ጋር በቻ ሐ. ከ አባቴ ጋር ብቻ

መ. ከ እናት እና እጅራ አባቴ ጋር ሠ. ከ አባት እና እጅራ እናቴ ጋር ረ. ከ ዘመድ ጋር

**ክፍል ሁለት፡-ተሳታፊው የቤተሰብ አብሮነት የሚዳስስ መጠይቅ**

**ማሳሰቢያ፡-**በዚህ ክፍል ስር ለሚገኙት ሁሉም ጥያቄዎች የሚከተሉትን አማራጭ መልሶች ማለትም፡- (1) በጭራሽ (2) አልፎ አልፎ (3) በከፊል (4) አብዛኛውን ጊዜ አና (5) ሁልጊዜ የተቀመጡ ሲሆን ከነዚህ አማራጮች በአንድ ስር (✓) ምልክት ያስቀምጡ።

	ጥያቄዎች	አማራች መልሶች				ሁል ጊዜ
		በጭራሽ	አልፎ አልፎ	በከፊል	አብዛኛውን ጊዜ	
1.	የኔ ቤተሰብ አባላት በችግር ጊዜ ይረዳሉ።					
2.	ችግሮችን ለመፍታት የምሰጠው ሀሳብ ይካተታል።					
3.	ቤተሰቦቼ የእያንዳንዳቸውን ጋደኞች ያጸድቃሉ።					
4.	ስለ ቤተሰቦቼ ስርአት መናገር እችላለሁ።					
5.	ከ ቅርብ የቤተሰብ አባላት ጋር አብሮ ስራዎችን መስራት እወዳለሁ።					
6.	በኔ ቤተሰብ አባላት ውስጥ የተለያዩ አባላቶች እደመራ ይሆናሉ።					
7.	የቤተሰብ አባላቶች ውስጥ መቀራረብ ስሜት አለ።					
8.	የቤተሰብ አባላቱ ነገሮችን የሚይዙበትን መንገድ ይቀይራሉ።					
9.	እኔ ና የቤተሰብ አባላት አብረን የትርፍ ጊዜያችንን ማሳለፍ እነወዳለን።					
10.	የቤተሰብ አባላት አንድ ላይ ተቀምጠን ስለ ቅጣጥ እነወያያለን።					
11.	ከቤተሰቦቼ ጋር ውይይት ማድረግ እችላለሁ።					
12.	በቤተሰባችን ውስጥ አንድ ላይ የሚሰሩ ስራዎች ሲኖሩ ሁሉም አባላት ይሳተፋሉ።					
13.	እኛ ቤተሰብ ውስጥ መመሪያዎች ይቀያየራሉ።					
14.	እንደቤተሰብ የሚሰሩ ስራዎችን በቀላሉ አብረን እናስባልን ።					
15.	የቤት ስራዎች ከቤተሰብ አባላት ከአንዱ ወደ ሌላው ይቀያየራል።					
16.	አንዱ የቤተሰብ አባላት ልላኛውን የቤተሰብ አባል ለዉሳኔ ያማክራል።					
17.	በእኛ ቤተሰብ አባላት ውስጥ መሪውን መለየት ከባድ ነው።					
18.	የቤተሰብ አብሮነት በጣም አስፈላጊ ነው።					
19.	በቤተሰብ አባላት ውስጥ የትኛው ስራ ማን እደሚሰራ					

መናገር ይከብዳል።					
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**ክፍል ሶስት፡-** ልጆች የራሳቸው ስሜት ከመመቆጣጠ አኳያ የሚዳስስ የተዘጋጀ

መጠይቅ ማሳሰቢያ፡- በዚህ አብይ ክፍል ስር ለሚገኙ ጥያቄዎች አራት አማራጭ መልሶች

ማለትም፡- 1) በጣም አልስማማም 2) አልስማማም 3) በመጠኑ 4) እስማማለሁ 5) እጅግ

እስማማለሁ ተቀመጡ ሲሆን ከነዚህ አማራጮች በአንድ ስር (✓) ምልክት ያስቀምጡ።

ጥያቄዎች		አማራጭ መልሶች				
		በጣም አልስማማም	እስማማለሁ	በመጠኑ	እስማማለሁ	በጣም እስማማለሁ
<b>ጎዑስ ክፍል አንድ ፡ ስሜት መቆጣጠር</b>						
1.	የምፈልገውን ነገር በትግስት ለመጠበቅ እችላለሁ።					
2.	ቸኩል ወይም ትግዕስት አልባ ነኝ።					
3.	የራሴን ጉዳይ ልብ ባለማለት ሌሎችን አናድዳለሁ።					
4.	ቁጡና ተናዳጅ ነኝ።					
5.	ተገቢ ባልሆነ ጊዜ እረብሻለሁ።					
6.	ታላላቆች ማድረግ ያለብኝ እና የሌለብኝን ነገር ሲነግሩኝ እናደዳለሁ።					
7.	ነገሮችን ያለምንም ቅድመ ውሳኔ ወይም ሀሳብ እተገብራለሁ።					
8.	ነገሮች እዳሰብካቸው ሳይሄዱ ሲቀር በቀላሉ እናደዳለሁ።					
<b>ኑዑስ ክፍል ሁለት፡የራስን ስሜት ከማወቅ</b>						
9.	የማዘን ሰው ነኝ።					
10.	ደስተኛ ሰው ነኝ።					
11.	ስናደድ በፍጥነት ቁጣዬን ማብረድ እችላለሁ።					
12.	ዝምተኛ እና አይን አፋር ስለሆንክ ስሜተን አላሳይም።					
13.	ነገሮች ሲቀየሩ በተገቢው ሁኔታ እቆጣጠራቸዋለሁ ፤ አዲስ ነገርም ለማረጋገጥ እሞክራለሁ።					

	<b>ኑዑስ ክፍል ሶስት :ለሁኔታዎች መልስ የመስጠጥ</b>					
14	ሌሎች ልጆች እደጋደኛ ሲቀርቡኝ እኔም እቀርባቸዋለሁ።					
15	ሌሎች ልጆች ሲያዝኑ እኔም ለነሱ እጨነቃለሁ አዝናለሁ።					
16	ታላላቆቼ ሲቀርቡኝ እኔም እቀርባቸዋለሁ።					
17	የሌሎች ሃዘን እና ጉዳት እኔን ያስደስተኛለ።					