

EXPLORING INTENTIONAL SELF-REGULATION FACTORS INFLUENCING ON YOUTH DEVELOPMENT*

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Abstract

This study was to explore the factors of intentional self-regulation influencing on development of youth in Myanmar. In this study, a total of 25 participants, Grade 10 and Grade 11 students were selected from Basic Education Schools by using purposive sampling technique. Semi-structured interview and thematic analysis were applied. This study was conducted at 6 Regions and 4 States in Myanmar. Interview research questionnaire for intentional self-regulation was developed by researcher based on related review of literature. Interview questionnaire for youth development was developed by researcher based on Youth Interview Questions (Arnett, 2000). Based on the qualitative results, the researcher explored the role of intentional self-regulation in positive youth development of adolescents. Self-management, self-awareness, resilience and motivation were the factors that intentional self-regulation influenced on positive youth development of adolescents. Self-management is the ability to manage behaviors, thoughts and emotions in a conscious and productive way. Strong self-management skills persons have ability to set goals independently and take the initiative to achieve them. Self-awareness is the ability to look inward, think deeply about the behaviors and consider how it aligns with moral standard and values. Self-awareness also gives a deeper understanding of own attitudes, opinions and knowledge. Resilience is the capacity to remain flexible in our thoughts, feelings and behaviors when faced by life disruption, or extended periods of pressure. Motivation is an essential ingredient in effective teaching and learning. Motivated students are much more likely to achieve their potential and find success. Therefore, the reasons for possessing positive youth development were having these skills such as self-management, self-awareness, resilience and motivation related to intentional self-regulation of adolescent.

Keywords: Intentional Self-Regulation, Youth Development, Youth

Introduction

Importance of the Study

All civil societies share a common interest in promoting the development of an individual. The role of youth plays as a crucial part in society. The youth grow into healthy adults who can help improve our society and become the valuable leaders for a bright and prosperous future. Youth include roughly the second decade of life. A adolescence is a critical link between childhood and adulthood, characterized by significant physical, psychological and social transition. During adolescence, young people explore their identities and thinking about pathways into adulthood. Their increasing cognitive and behavioral capacities provide them with the tools for understanding and evaluating possible identities tasks. Many researchers pointed that the importance of having the skills to self-regulate and maintain a positive sense of future. The current study investigated the role of intentional self-regulation or youth's goal-directed skills and youth's hopeful expectations about the future in predicting positive youth development. Intentional self-regulation skills are goal-directed behaviors that maximize

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engagement in behaviors and contribute towards positive future outcomes. It describes how people make choices, plan actions to reach their goals and regulate the execution of their actions.

Aim of the Study

The main aim of this study was to explore the factors of intentional self-regulation influencing on development of youth.

Definitions of Key Terms

Intentional Self-Regulation: Intentional self-regulation is defined as goal-directed action that is aimed at harmonizing an individual's personal goals with demands and resources in the environment. (Gestsdottir & Lerner, 2008)

Youth Development: Development that promotes positive outcomes for young people by providing opportunities and supports to promote outcomes of competence, confidence, connection, character and caring. (Lerner et al., 2006)

Youth: A period of maturation and gradual transition from childhood to adulthood.

Review of Related Literature

Intentional Self-Regulation Theory

Intentional self-regulation describes how individual make choices, plan actions to reach their goals and regulate the execution of their actions, making processes of intentional self-regulation central to healthy human functioning (Lerner et al., 2001; McClelland et al., 2010). Conceptualizing self-regulation in this way implicates a person's sense of self—his or her self-definition or identity as the organizing attribute of the individual. Theories of intentional self-regulation typically focus on goal-directed behaviors, such as goal selections, goal pursuit and goal management. Theories describe how people's evaluations of their own abilities, the opportunities within their environments and the progress they are making towards a goal, directed goal selection and shape self-regulatory behaviors. Research associated with these models has sought to describe, explain and in the service of promoting mutually beneficial exchanges between people and their settings, optimize the cognitive, emotional and behavioral facets of the individual (McClelland et al., 2010). The model of Selection, Optimization and Compensation was a life-span conception. The SOC model is a comprehensive theoretical framework that discusses goal setting and goal pursuit within a life-span perspective about successful development within and across different domains of functioning (Freund & Baltes, 2002; Wiese, Freund & Baltes, 2000).

Developmental System Theory

Developmental system theory is useful in studies of adolescent development (Kiely, 2010). A core factor of developmental system theory represents the mutually influential relations between an individual and their contextual factors (Lerner & Miller, 1993). This model emphasizes that the basic process of human development involves mutually influential relations between individuals and the multiple levels of their complex and changing contexts. These theories focus on relations among variables within and across the integrated levels of organization that comprise the ecology of human development (Bronfenbrenner & Morris, 2006; Overton, 2006). Human development involves organized, systematic and successive changes within a person across life span (Lerner, 2002).

Method

Research Design

Qualitative research design and semi-structured interview were used in this study.

Participants of the Study

In quantitative study, 1110 students from 10 Basic Education High Schools participated. Among them, 25 students were selected by using purposive sampling technique for in-depth qualitative study. Due to the explanatory sequential mixed-method design, participants for the qualitative phase were determined based on the results of the initial quantitative phase. In qualitative phase, participants were classified according to their intentional self-regulation and positive youth development levels; high, moderate and low.

Adolescents were classified according to their intentional self-regulation and positive youth development levels; high, moderate and low as below. Researcher divided participants into high and low groups based on $+1$ and -1 standard deviation from the sample mean. The participants with scores above the $+1$ standard deviation from the sample mean were identified as the high group and the participants with scores below the -1 standard deviation from the sample mean were identified as the low group. And then, the participants with scores between $+1$ and -1 standard deviation from the sample mean were identified as the moderate group.

Levels of Intentional Self-Regulation and Positive Youth Development

Intentional Self- Regulation	Positive Youth Development				Total
		High	Moderate	Low	
	High	70	79	4	153
	Moderate	67	697	94	858
	Low	3	63	33	99
	Total	140	839	131	1110

The four groups such as (high intentional self-regulation, high positive youth development), (high intentional self-regulation, low positive youth development), (low intentional self-regulation, high positive youth development) and (low intentional self-regulation, low positive youth development) were identified according to the categories and presented in the following table.

Categories of Intentional Self-Regulation and Positive Youth Development

	Categories	Numbers
1	High ISR/High PYD	70
2	High ISR/Low PYD	4
3	Low ISR/ High PYD	3
4	Low ISR/ Low PYD	33
	Total	110

In above Table, levels of intentional self-regulation and positive youth development were presented by respective schools.

Levels of Intentional Self-Regulation and Positive Youth Development According to their Basic Education High Schools

Name of School	Levels of Intentional Self-Regulation (ISR) and Positive Youth Development (PYD)			
	High ISR/ High PYD	High ISR/ Low PYD	Low ISR/ High PYD	Low ISR/ Low PYD
BEHS(1), Myitkyinar, Kachin State	12	-	-	1
BEHS(1), Loikaw, Kayah State	5	-	-	7
BEHS(1), Kyeikhto, Mon State	22	1	1	2
BEHS (Kyaythie), Shan State	-	-	-	3
BEHS(25), Aung Myay Thar Zan,Mandalay Region	5	-	2	4
BEHS(1), Magway, Magway Region	5	2	-	4
BEHS (Htantapin), Bago Region	-	-	-	3
BEHS(1), Hinthata, Ayeyarwaddy Region	8	-	-	4
BEHS(1), Hmawbi, Yangon Region	12	1	-	3
BEHS(3), Naypyitaw	1	-	-	2
Total	70	4	3	33

The selected participants of the qualitative study for intentional self-regulation and positive youth development of adolescents were described in Table.

Participants of the Qualitative Study for Intentional Self-Regulation and Positive Youth Development

Intentional Self-Regulation	Positive Youth Development	
	High	Low
High	10	4
Low	3	8

Out of 110 students, twenty five students were selected from four groups of intentional self-regulation and positive youth development levels to investigate the role of intentional self-regulation in positive youth development of adolescents by using purposive sampling technique. The students were ten students of high level of intentional self-regulation and high level of positive youth development, four students of high level of intentional self-regulation and low level of positive youth development, three students of low level of intentional self-regulation and high level of positive youth development and eight students of low level of intentional self-regulation and low level of positive youth development.

Instruments

For the qualitative phase, the interview was planned to conduct individual semi-structured interview format. Interview research questionnaire for intentional self-regulation was developed by researcher based on related review of literature and interview questionnaire for positive youth

development was developed by researcher based on Youth Interview Questions (Arnett, 2000) used in the quantitative study. After preparing the measuring scale, expert review was conducted for the face validity and content validity by eight experts who have special knowledge and well experience in the field of Educational Psychology.

Data Analysis and Findings

According to the quantitative data analysis results, the intentional self-regulation influence on the positive youth development of adolescents. The intentional self-regulation was positively correlated with their positive youth development. In other words, this mean that if the adolescents' intentional self-regulation was higher, their positive youth development would be higher. Based on the quantitative data analysis results, the researcher focused to explore the factors of intentional self-regulation that influenced on youth development. Therefore, qualitative study was conducted again to capture for deeper understanding of the role of intentional self-regulation in positive youth development of adolescents. The qualitative study aims to explore the intentional self-regulation factors influencing on positive youth development of adolescents.

The interviews were conducted individually to allow each participant the maximum opportunities to express his or her views and feelings. To minimize influence on participant's opinions during the interview, the interviewer maintained the participant's responses to reach the main essence of qualitative interview questions with a little guidance. Fifteen participants were interviewed by face to face and ten participants were interviewed by phone. In addition, during the interview, the researcher consciously avoided expressing personal views that might influence participant's opinion.

The researcher also conducted thematic analysis to explore related themes. Thematic analysis is one of the most frequently used qualitative analysis approach. It was used for analyzing qualitative data that involves reading through a set of data and looking for patterns in the meaning of the data to find themes. It emphasizes identifying, analyzing and interpreting qualitative data patterns. The responses of some participants were presented as follows. Based on the responses of the participants from the groups, the researcher conducted the thematic analysis to search for themes and to capture the narrative available in the account of data sets.

Participant ID	- 01
Gender	- Male
Grade	- 11 (STEAMS-1)
Group	- High Intentional Self-Regulation and High Positive Youth Development

Being interviewed, student 01 responded about himself. He had many ambitions. Among them, the highest ambition was to become a surgeon because he would like to care the people's health. To be attainable his ambition, he thought that he must try hard very well and he must read a lot of books. He set up his own timetable to study the homework. In Grade 9, he passed the examination with the highest points and he achieved full mark in Mathematics. He was interested in mathematics and he studied well. He attended the class regularly and paid attention the teachers' instructions. He practiced the lesson and did homework regularly. When he faced the

difficulties in solving the Mathematics problems, he took advice and feedback concerning the problems from his teacher and friends. And then, he read the Mathematics journal which published from Myanmar Board of Examination. Moreover, his parents facilitated and supported the Mathematics books and journals. They encouraged and appreciated him when he achieved the success in academic. When he achieved success in school activities, his parents praised and gave the prize. He studied together the lessons with his friends. He was a leader in the classroom and he was interested and participated in school activities. He was also a good tennis player. He had high self-confidence in class works and home works. He was satisfied in his learning environment.

Participant ID	- 02
Gender	- Female
Grade	- 11 (STEAMS-1)
Group	- High Intentional Self-Regulation and Low Positive Youth Development

Student 02 answered the interviewed questions respectively. She had many ambitions in her life such as to be a doctor, a nurse, a designer, a famous painter and a beauty counselor and so on. Among them, she will choose to attend to National Cultural University to study the painting well. She thought that attending this University would be appropriate to her hobby. In Grade 8, she participated as a representative for their school in painting competition at township level. She attained the outstanding award in painting competition and she was happy and satisfied well. She was interested in painting and attended the painting training in holidays. She collected the accessories concerning the painting and studied the painting from YouTube by using her mother's hand phone. Her mother took her to the painting gallery and she studied and watched the paintings. Her parents encouraged and recognized in her painting and they supported painting pencils, books, brushes, canvas and so on. When she drew a painting, she gave strongly attention in drawing and she neglected the surrounding. She preferred to draw the painting silently. She didn't like in participating to speak more because she was silent type. She felt less confidence in presenting lessons in front of the class. She loved her friends but she had a few friends. She contacted only her close friends in classroom.

Participant ID	- 03
Gender	- Female
Grade	- 10 (STEAMS-1)
Group	- Low Intentional Self-Regulation and High Positive Youth Development

According to participant 03, she told about her ambitions. She had many ambitions but when she will pass the Matriculation exam, she will choose the university according her parents' attitudes. Her parents will choose about her profession. In Grade 5, she participated in Myanmar essay competition celebrated for Union Day. She won the second prize at township level. Her mother was a teacher and she guided and helped in writing essays. Her mother searched the books and collected the data concerning about the Union day. And then, she read the collected data and prepared the essays by using her mother's supports. When she faced the difficulties

concerning lessons and school activities, her mother helped to her by giving appropriate suggestions. She was happy in participating in class activities and school activities with her friends. Her friends loved her and they helped her class activities and homework. She thought that she was a good student for her school because she had excellent remarks from her teachers in academic achievement.

Participant ID	- 04
Gender	- Female
Grade	- 10 (STAMS-1)
Group	- Low Intentional Self-Regulation and Low Positive Youth Development

Student 04 responded the interviewed questions. She had many ambitions and hobbies but she confused that what she would like to be in future. She depended on her parents and she obeyed the parents' instructions well. Her parents directed instructions in her daily activities. And then, she had an elder sister. Her elder sister had been her guide, counselor and friend. When she faced learning difficulties, her parents and her elder sister helped to solve it. They had high expectations for her learning. She tried hard in her learning and achieved high marks in most subjects. In Grade 9, she passed the mid-term examination with the first position. Her sister planned the timetable to study the all subjects and explained the lessons well. She followed her sister's instructions. Her parents and her sister wanted her to achieve the first prize in every examination. So, she felt worry when she faced the examinations. She didn't participate in school activities such as sport competition and other competitions. She had only two best friends who were friends since the primary students. She contacted with her two friends in classroom and they shared the subject knowledge to her.

In this interview study, the twenty five participants were chosen into four groups on the results of the initial quantitative phase. Among them, the first group was high intentional self-regulation and high positive youth development (High ISR/High PYD), the second group was high intentional self-regulation and low positive youth development (High ISR/Low PYD), the third group was low intentional self-regulation and high positive youth development (Low ISR/High PYD) and the fourth group was low intentional self-regulation and low positive youth development (Low ISR/Low PYD). There were 10 participants in first group, 4 participants in second group, 3 participants in third group and 8 participants in fourth group. Based on the interview results of the four groups, thematic analysis was conducted to explore the intentional self-regulation factors affecting on positive youth development. After conducting the thematic analysis, four factors emerge that the intentional self-regulation factors affecting on positive youth development. These four factors were self-management, self-awareness, resilience and motivation.

Based on the responses of the participants from the four groups, the researcher conducted the thematic analysis to search for themes and to capture the narrative available in the account of data sets. And then, four themes were explored that intentional self-regulation influenced on positive youth development of adolescents. As the results of the semi-structured interview, there were some related factors that intentional self-regulation influenced the positive youth development of adolescents. The influencing factors of the intentional self-regulation on positive

youth development of adolescents were self-management, self-awareness, resilience and motivation.

Comparison of Intentional Self-Regulation and Positive Youth Development of among Four Groups for Each Level

Factors of Intentional Self-Regulation Influencing on Positive Youth Development	Group 1 (High ISR/ High PYD)	Group 2 (High ISR/ Low PYD)	Group 3 (Low ISR/ High PYD)	Group 4 (Low ISR/ Low PYD)
Self-Management	- had the ability to set personal goals for them- selves. - could manage time for their learning. - could adapt to new challenges and embrace their strengths in learning. -could solve the problems when they face it. -understood their emotions and prioritized their wellbeing. -could create positive learning environment.	- collected goals and prioritized appropriate goals - could identify and use manage ment strategies in learning. -collected the required resources for learning. - did managing time effectively.	- couldn't set the personal goals for themselves -usually depend on others in doing most activities -weren't interested in thinking and doing initiative things. -always follow others'instructio ns and guidelines. - were weak in planning and organizing in their learning	- couldn't identify and confused concerning the personal goals. -canbe influenced by close persons. -couldn't attempt to find out their strengths and weakness. - usually worry about their actions and less confidence themselves.
Self-Awareness	- accepted and recognized the strengths and weakness themselves. -objectively evaluated their actions themselves and manage their emotions. -had make good decision grounded in	- realized their feelings and hobbies. - thought that what their actions impact their surroundings. - assessed what they want to do and track their	- had less attention themselves and others' feelings. - didn't think deeply what they needs and desires to improve their learning. - had less	- ignored their hobbies and feelings. - rarely paid attention to their duties and responsibilities. - didn't realize their

Factors of Intentional Self-Regulation Influencing on Positive Youth Development	Group 1 (High ISR/ High PYD)	Group 2 (High ISR/ Low PYD)	Group 3 (Low ISR/ High PYD)	Group 4 (Low ISR/ Low PYD)
	their own value	progress.	confidence in making hard decisions	roles in participating in activities.
Resilience	-when they met with an obstacle, they were able to adapt and adjust quickly. -didn't let obstacles or failure stand in the way of accomplishing their goals. -had the power to make the changes necessary. -focused on the good in their life.	-acknowledged past mistakes and found ways to do better moving forward. -searched for the value of having a support system. - controlled their emotions and behaviors that delayed to their goals. - had the power to navigate unpredictable situations.	-couldn't overcome the problems and difficulties. - couldn't adapt to change positively recovered from difficulties. -gave up easily when they face the difficulties and new challenges.	- couldn't accept failure and mistakes. - had worry and anxiety about their misconception . - easily gave up and never find out the solutions concerning their learning problems.
Motivation	-had got supporting from parents and family members. -received praising and encouraged to try better again. -had opportunities to explore their desires independently	- received positive suggestions and feedbacks from their parents and peers. - got the supportive words when they faced failures and depression.	- got strict instructions from their family members. - didn't have positive encouraging from parents.	- had worry about their weakness and mistakes because their parents didn't like to failure.

Self-management is the ability to manage behaviors, thoughts and emotions in a conscious and productive way. People with strong self-management skills know what to do and how to act in

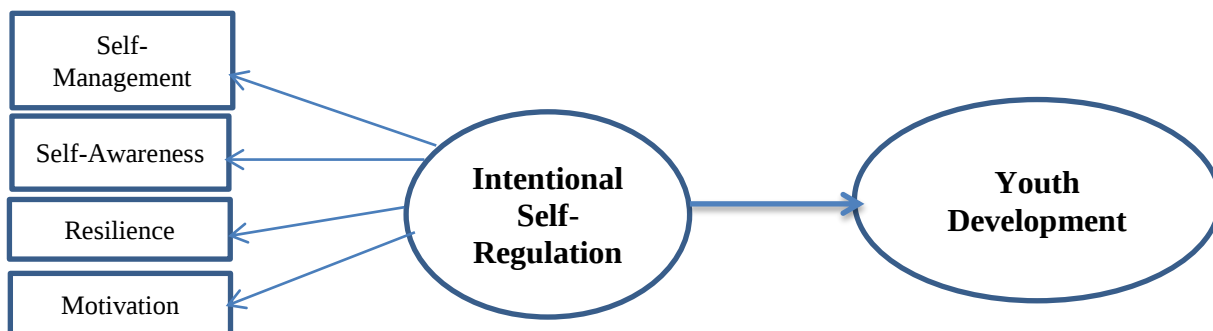
different situations. They know how to handle their anger, how to avoid distractions and what they need to do to achieve their goals. Strong self-management skills persons have ability to set goals independently and take the initiative to achieve their goals. Self-management skills allow adolescents to maximize productivity, improve workplace performance and efficiently achieve professional goals (Jennifer Herrity, 2023).

Self-awareness is the ability to think deeply about your behavior and consider how it aligns with moral standards and values (Shelly Duval & Robert Wicklund, 1970). They argued that when your behavior is out of alignment with your standards, you feel uncomfortable, unhappy and negative. By contrast, when your behavior and values are aligned, you feel positive and self-confident. Self-awareness also provides a deeper understanding of own attitudes, opinions and knowledge. It brings benefits in both personal and professional life. If adolescents are aware of their own strengths and weaknesses, they have the power to use their strengths intentionally and to manage or eliminate their weaknesses. Knowing their strengths and weaknesses also has positive long-term benefits for their career as well as for their long-term health and happiness in life.

Resilience is the capacity to remain flexible in our thoughts, feelings and behaviors when faced by life disruption, or extended periods of pressure, so that we emerge from difficulty stronger, wiser and more able (Pemberton, 2015). Resilient individuals are typically more adaptable, open to new changes and experiences and adopt a healthy perspective they see setbacks as opportunities for learning (Neenan, 2018). Moreover, resilient adolescents generally display four personal characteristics: social competence, problem-solving skills, autonomy and a sense of purpose. The students who possessed resiliency characteristics such as high academic outcomes and social self-confidence were more likely to stay in school and have higher grades than their peers. The most resilient students also reported relatively higher connections with peers, teachers and perceived family support (Howard & Jones, 2007).

Because adolescence is a time of change and preparation for adulthood and because academic achievement at this time can have significant implications on employment or career opportunities is vital to ensuring students achieve their potential in school. Motivated students are much more likely to achieve their potential and find success. Motivation is an essential ingredient in effective teaching and learning. It not only more positive behavior in students but it also contributes to a greater sense of wellbeing (Hannah Hawthorne, 2021). Understanding how to motivate children and adolescents in education is crucial, if the parents and teachers provide them with the best possible start in life.

Based on the qualitative results, the researcher explored the role of intentional self-regulation and optimal attachment in positive youth development of adolescents. Self-management, self-awareness, resilience and motivation were the factors that intentional self-regulation influenced on positive youth development of adolescents.



Results of Intentional Self-Regulation Factors Influencing on Positive Youth Development

Discussion and Suggestions

There are some related factors that emerged from the qualitative analysis of the semi-structured interview. As the findings of the qualitative study, there were some related factors that intentional self-regulation influenced the positive youth development of adolescents. The influencing factors of the intentional self-regulation on positive youth development of adolescents were self-management, self-awareness, resilience and motivation. Adolescents who have high intentional self-regulation possess good self-management and self-awareness skills. Moreover, adolescents also have resiliency skills to overcome various problems and difficulties in their learning process. Besides, adolescents get motivation from their parents and peers when they have success or failure in their learning process. Then, the reasons for possessing positive youth development of adolescents were having these skills such as self-management, self-awareness, resilience and motivation related with intentional self-regulation of adolescent.

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