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ONTOGENETIC CHARACTERISTICS OF SELF-REGULATION DEVELOPMENT IN ADOLESCENCE

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The article presents a theoretical and empirical study of the ontogenetic development of the emotional and behavioural-reflective components of self-regulation in adolescence. Self-regulation is viewed as a multidimensional system that supports awareness of emotional states, control of impulsive reactions, maintenance of goal-directed behaviour, self-monitoring, self-evaluation, and adjustment of one's actions. The study aimed to identify age-related differences in the structure of self-regulation among adolescents aged 12–14 and 15–16 years. The sample comprised 144 students from general secondary education institutions in Zaporizhzhia, with 72 participants in each age group. Emotional regulation was assessed using the Ukrainian version of the Difficulties in Emotion Regulation Scale (DERS), whereas the behavioural-reflective component was examined using the Ukrainian version of the Self-Control and Self-Management Scale (SCMS). Statistical analysis included Welch's t-test, Hedges' g, Holm correction, and Spearman's correlation coefficient. Adolescents aged 15–16 demonstrated lower levels of emotion regulation difficulties and higher levels of self-control and self-management than participants aged 12–14. The most robust age-related difference within the DERS structure concerned impulse control. On the SCMS, older adolescents showed higher levels of self-monitoring, self-evaluation, and self-reinforcement. An inverse association was found between emotion regulation difficulties and self-control and self-management. The findings indicate a heterochronous pattern of self-regulation development, in which behavioural control and conscious management of activity may show more pronounced age-related changes than awareness, acceptance, and differentiation of emotional experience.

Keywords: self-regulation, adolescence, emotion regulation, behavioural control, self-monitoring, self-evaluation, self-reinforcement, ontogenetic development.

Relevance of the Study. Adolescence is characterised by substantial changes in the cognitive, emotional, motivational, and behavioural domains. Increasing autonomy, more complex learning demands, the growing importance of peer interaction, and the formation of life plans place greater demands on adolescents' ability to recognise their experiences, control impulsive reactions, remain goal-directed, and adjust their behaviour to situational requirements. The 2021-2022 Health Behaviour in School-aged Children (HBSC) study, which included 279,117 students aged 11, 13, and 15 years from 44 countries and regions, documented



an age-related decline in family and teacher support and an increase in school-related pressure, particularly among girls [1, pp. 4, 20, 23, 37].

In Ukraine, the normative developmental tasks of adolescence are being negotiated under conditions of prolonged war-related stress. The threat of attacks, forced displacement, bereavement, family separation, and disruption of education increase both emotional and regulatory demands. Research involving Ukrainian adolescents exposed to the war has confirmed the prevalence of emotional and behavioural difficulties and the need for age-sensitive psychological support [2, pp. 480-488]. Under these conditions, self-regulation should be understood not merely as behavioural restraint, but as a system of emotional, behavioural, and reflective processes whose development may proceed unevenly.

Analysis of Recent Research and Publications. Self-regulation is a broader construct than self-control or executive functioning because it involves coordinating emotions, cognitive activity, motivation, and behaviour with current demands and longer-term goals [3, pp. 361-366]. An ontogenetic approach requires attention not only to age-related improvements in regulatory abilities, but also to changes in goals, motivation, and the social conditions in which these abilities are used. A meta-review of 136 reviews and meta-analyses showed that self-regulation develops through the interaction of individual capacities with influences from parents, teachers, and peers and does not follow a single linear trajectory [4, pp. 2-7]. Emotion regulation during adolescence is associated with a broader repertoire of strategies, increased sensitivity to context, and a gradual shift towards more deliberate selection of responses. However, having a larger number of strategies does not guarantee effective regulation; effectiveness continues to depend on whether a strategy is appropriate to the type and intensity of the emotion, whether the situation can be changed, and the longer-term consequences of behaviour [5, pp. 1229-1235]. The social environment also performs a co-regulatory function: adverse peer experiences are associated with heightened emotional reactivity and greater difficulty regulating emotional experiences [6, pp. 141-163].

Contemporary approaches to emotion regulation emphasise the contextual appropriateness of strategies rather than a universal distinction between adaptive and maladaptive strategies. Regulatory flexibility involves recognising situational demands, selecting a response, evaluating its effectiveness, and changing the strategy when necessary. For adolescents, this process is complicated by the intensity of emotional experiences, sensitivity to social evaluation, and dependence on available support. Consequently, outwardly controlled behaviour may coexist with non-acceptance of emotions, limited emotional clarity, or a restricted repertoire of regulation strategies.

Self-regulation develops within a system of co-regulation. Predictable rules, adults' emotional availability, and support for autonomy are gradually internalised as resources for organising behaviour. By contrast, prolonged uncertainty, inconsistent demands, and negative interpersonal experiences may increase the regulatory burden. This principle is particularly relevant in wartime, when the age-related expansion of autonomy occurs alongside the need to respond to threats, changes in educational arrangements, and disruption of established social relationships.

The multidimensional model proposed by K. Gratz and L. Roemer defines emotion regulation in terms of emotional awareness, understanding and acceptance, impulse control, the ability to remain goal-directed under negative affect, and access to effective regulation strategies [7, pp. 41-54]. This model informed the development of the Difficulties in Emotion Regulation Scale (DERS), whose Ukrainian-language version has been adapted and psychometrically evaluated with adolescents [8, pp. 38-45]. The behavioural-reflective dimension of self-regulation is represented in P. Mezo's model, in which self-management

comprises a cycle of self-monitoring, self-evaluation, and self-reinforcement [9, pp. 83-93]. The Ukrainian-language adaptation of the Self-Control and Self-Management Scale (SCMS) supported the use of its total score for research purposes, although individual subscales should be interpreted cautiously in adolescent samples [10, pp. 845-865].

Thus, the relationship between emotion-regulatory and behavioural-reflective processes at different stages of adolescence remains insufficiently understood, particularly in the context of the war in Ukraine. Comparing age groups on both total scores and specific components makes it possible to identify not only the general direction of age-related differences but also the heterochronic development of self-regulation.

Aim of the Study. The aim of the study was to provide a theoretical rationale and empirically identify the ontogenetic characteristics of the emotional and behavioural-reflective components of self-regulation in early and later adolescence.

Presentation of the Main Material. Self-regulation was conceptualised as a multicomponent system that enables individuals to recognise their current state, control immediate reactions, monitor ongoing activity, align behaviour with goals, and adjust subsequent actions. The emotional component included emotional awareness, acceptance, and differentiation, access to regulation strategies, and the maintenance of behavioural control under negative emotional arousal. The behavioural-reflective component was operationalised through self-monitoring, evaluating whether one's actions corresponded to the intended goal, and using internal reinforcement to maintain or modify behaviour.

The study was conducted from March to June 2026 using a cross-sectional comparative design. The sample comprised 144 students aged 12-16 years from general secondary schools in Zaporizhzhia. To test the main hypothesis, two non-overlapping groups were formed: 72 adolescents aged 12-14 years and 72 adolescents aged 15-16 years. This grouping was an operational decision and was not treated as a universal periodisation of adolescent development. The inclusion of exact age in months in the correlational analysis provided an additional assessment of the general age-related direction of the indicators. The cross-sectional design permits the identification of between-group differences but does not demonstrate intra-individual developmental change.

Participants attended school in face-to-face or blended formats that used protected underground learning spaces. This circumstance was treated as part of the sampling context; its independent effect was not evaluated because no relevant comparison group was available. Data were collected through an anonymous online survey. Participation was voluntary and required informed consent from one parent or legal guardian as well as the adolescent's assent. Findings were used only in aggregated form.

The inclusion criteria were an age of 12-16 years, enrolment in a general secondary school, sufficient proficiency in Ukrainian to understand the questionnaire items, and completion of the psychodiagnostic battery. Technically incomplete questionnaires, confirmed duplicate submissions, and records from respondents outside the specified age range were excluded. A uniform response pattern was treated as a possible indication of careless responding only when accompanied by an implausibly short completion time or other indicators of poor data quality.

The groups did not differ significantly in gender composition, $\chi^2(1) = 1.36$, $p = .243$, or in the proportion of internally displaced participants, $\chi^2(1) = 0.79$, $p = .374$. These findings do not establish complete group equivalence, but they do not indicate a substantial imbalance in the distribution of these characteristics.

The emotional component and behavioural control were assessed using the full Ukrainian-language version of the Difficulties in Emotion Regulation Scale (DERS) developed by K. Gratz and L. Roemer and adapted by L. Sak and Z. Fedotova [7, pp. 41-54; 8, pp. 38-45].

The instrument is consistent with a multidimensional understanding of emotion regulation and provides a total score and six subscale scores; higher values indicate greater regulation difficulties. The behavioural-reflective component was assessed using the Ukrainian-language version of P. Mezo’s Self-Control and Self-Management Scale (SCMS), adapted by O. Savchenko and D. Lavrynenko [9, pp. 83-93; 10, pp. 845-865]. Its total score reflects the development of a self-regulatory cycle involving self-monitoring, behavioural self-evaluation, and self-reinforcement. Because representative Ukrainian norms for adolescents are unavailable, scores from both instruments were analysed as continuous variables without classification into normative levels; subscale scores were used to clarify the structure of age-related differences.

Table 1

Sociodemographic Characteristics of the Participants

Indicator	12-14 years, n = 72	15-16 years, n = 72	Total, N = 144	Comparison
Girls, n (%)	41 (56.9)	34 (47.2)	75 (52.1)	$\chi^2(1) = 1.36$; $p = .243$
Boys, n (%)	31 (43.1)	38 (52.8)	69 (47.9)	-
Internally displaced participants, n (%)	21 (29.2)	26 (36.1)	47 (32.6)	$\chi^2(1) = 0.79$; $p = .374$
Had not changed residence because of the war, n (%)	51 (70.8)	46 (63.9)	97 (67.4)	-

Note: n = number of participants; % = percentage within the respective age group.

Statistical analysis included the calculation of M (SD) for continuous variables and n (%) for categorical variables. Internal consistency was assessed using McDonald’s omega. Group differences were examined using Welch’s independent-samples t-test, with reporting of mean differences, 95% confidence intervals, and Hedges’ g. Holm’s correction was applied to multiple subscale comparisons. Associations between age and self-regulation indicators, as well as the relationship between DERS and SCMS scores, were assessed using Spearman’s rank correlation coefficient; categorical characteristics were compared using Pearson’s χ^2 test. All tests were two-tailed, with statistical significance set at $p < .05$.

The DERS total score was lower in the 15-16-year-old group than in the 12-14-year-old group: the mean difference was -8.20 points, 95% CI [-14.69, -1.71], $t(141.77) = -2.50$, $p = .014$, $g = -0.41$. After Holm’s correction, only the difference in impulse control difficulties remained statistically significant, adjusted $p = .021$, $g = -0.49$. Differences in goal-directed behaviour and access to regulation strategies were observed as trends, whereas no convincing differences were found in emotional non-acceptance, awareness, or clarity. Thus, the clearest age-related pattern concerned behavioural control under emotional arousal rather than all aspects of recognising and accepting emotional experiences.

The SCMS total score in the 15-16-year-old group exceeded that in the 12-14-year-old group by 5.40 points, 95% CI [2.45, 8.35], $t(141.99) = 3.62$, $p < .001$, $g = 0.60$. After Holm’s correction, differences in self-monitoring, self-evaluation, and self-reinforcement remained significant. The largest effects were found for self-monitoring ($g = 0.56$) and behavioural self-evaluation ($g = 0.54$), indicating that older adolescents were more able to monitor ongoing activity and compare its outcomes with intended goals. The effect for self-reinforcement was smaller ($g = 0.40$), suggesting that the capacity to provide oneself with internal reinforcement may change less markedly with age.

Table 2

Age-Group Differences in Difficulties in Emotion Regulation

Indicator	12-14 years, M (SD)	15-16 years, M (SD)	Mean difference [95% CI]	t(df); p; Holm- adjusted p; g [95% CI]
DERS total score	88.00 (20.09)	79.80 (19.30)	-8.20 [-14.69, -1.71]	-2.50 (141.77); .014; -; -0.41 [-0.74, -0.09]
Non-acceptance of emotional responses	14.10 (4.80)	13.40 (4.50)	-0.70 [-2.23, 0.83]	-0.90 (141.41); .368; .736; -0.15 [-0.48, 0.18]
Difficulties engaging in goal- directed behaviour	15.30 (4.40)	13.80 (4.00)	-1.50 [-2.89, -0.11]	-2.14 (140.73); .034; .136; -0.35 [-0.68, -0.03]
Impulse control difficulties	15.80 (4.90)	13.50 (4.40)	-2.30 [-3.83, -0.77]	-2.96 (140.39); .004; .021; -0.49 [-0.82, -0.16]
Lack of emotional awareness	14.70 (4.00)	14.20 (4.00)	-0.50 [-1.82, 0.82]	-0.75 (142.00); .455; .736; -0.12 [-0.45, 0.20]
Limited access to emotion- regulation strategies	17.40 (5.70)	15.20 (5.20)	-2.20 [-4.00, -0.40]	-2.42 (140.82); .017; .084; -0.40 [-0.73, -0.07]
Lack of emotional clarity	10.70 (3.40)	9.70 (3.20)	-1.00 [-2.09, 0.09]	-1.82 (141.48); .071; .214; -0.30 [-0.63, 0.03]

Note: Higher DERS scores indicate greater difficulties in emotion regulation; CI = confidence interval. Negative mean differences and Hedges' g values indicate lower scores in the older group.

Table 3

Age-Group Differences in Self-Control and Self-Management

Indicator	12-14 years, M (SD)	15-16 years, M (SD)	Mean difference [95% CI]	t(df); p; Holm- adjusted p; g [95% CI]
SCMS total score	47.50 (9.00)	52.90 (8.92)	5.40 [2.45, 8.35]	3.62 (141.99); < .001; -; 0.60 [0.27, 0.93]
Self-monitoring	18.50 (4.10)	20.80 (4.00)	2.30 [0.97, 3.63]	3.41 (141.91); .001; .003; 0.56 [0.23, 0.90]
Self-evaluation	12.80 (3.20)	14.50 (3.10)	1.70 [0.66, 2.74]	3.24 (141.86); .002; .003; 0.54 [0.21, 0.87]
Self-reinforcement	16.20 (3.50)	17.60 (3.40)	1.40 [0.26, 2.54]	2.43 (141.88); .016; .016; 0.40 [0.08, 0.73]

Note: Higher SCMS scores indicate more developed self-control and self-management skills. Positive mean differences and Hedges' g values indicate higher scores in the older group.

Correlation analysis confirmed a consistent age-related direction of the findings. Age in months was negatively associated with the DERS total score ($p = -0.218$, 95% CI [-0.369, -0.054], $p = .009$) and positively associated with the SCMS total score ($p = 0.272$, 95% CI [0.124, 0.404], $p = .001$). Thus, increasing age was associated with fewer difficulties in emotion regulation

and more developed self-control and self-management skills. However, the small magnitude of the correlations indicates that age accounted for only part of the individual variability. A negative association of small-to-moderate magnitude was also found between DERS and SCMS scores ($p = -0.308$, 95% CI $[-0.439, -0.156]$, $p < .001$): stronger self-monitoring, evaluation, and behavioural adjustment were associated with fewer emotion-regulation difficulties. This finding supports the functional interrelationship, but not the equivalence, of the emotional and behavioural-reflective components. Given the cross-sectional correlational design, the results represent statistical associations and do not support causal conclusions.

Taken together, the findings reflect the heterochronic development of self-regulation. Behavioural control and deliberate management of activity were more pronounced in the older group, whereas emotional acceptance, awareness, and clarity did not show similarly robust differences. Therefore, the ability to inhibit a response or organise behaviour should not automatically be equated with maturity across all aspects of emotion regulation. The results describe group-level tendencies and do not eliminate substantial individual variability.

The observed profile suggests that, across adolescence, the capacity to control immediate actions and organise a sequence of behaviour may change more noticeably than the capacity to accept and accurately differentiate emotional experience. This uneven pattern has practical implications: psychological support programmes should not be limited to impulse-control training but should also include emotion recognition, tolerance of unwanted emotional experiences, expansion of the repertoire of regulation strategies, and development of skills for selecting strategies in accordance with context.

The SCMS results complement this interpretation because the largest between-group effects concerned self-monitoring and behavioural self-evaluation. This pattern may reflect the gradual elaboration of internal feedback processes: older adolescents may be more likely to monitor the course of an action, identify discrepancies between intention and outcome, and use this information to adjust subsequent activity. At the same time, the smaller effect for self-reinforcement indicates that the ability to support oneself following success or failure may require specific attention regardless of age.

The study has several limitations, including its cross-sectional design, purposive sampling, recruitment of students from a single city, online data collection, and reliance on self-report instruments. The specific security context limits the direct generalisation of the findings to all Ukrainian adolescents and does not allow the identified differences to be attributed to the use of underground learning spaces. The SCMS has not been separately standardised on a representative sample of adolescents aged 12-16 years; therefore, its scores were interpreted at the group level without normative categorisation.

In addition, self-report data represent adolescents' conscious perceptions of their own behaviour rather than direct observations of regulatory actions. Responses may have been influenced by current emotional state, social desirability, online survey conditions, and individual differences in the interpretation of item wording. Accordingly, the findings should be understood as indicators of subjectively perceived difficulties and skills rather than as a comprehensive assessment of self-regulation.

Conclusions and Directions for Further Research. Adolescents aged 15-16 years, compared with participants aged 12-14 years, showed lower overall levels of difficulties in emotion regulation and more developed self-control and self-management skills. The most robust difference within the DERS profile concerned impulse control, whereas no statistically convincing differences were found in emotional acceptance, awareness, or clarity. On the SCMS, older adolescents had higher scores for self-monitoring, behavioural self-evaluation, and self-reinforcement. The negative relationship between DERS and SCMS scores confirmed that

the emotional and behavioural-reflective components are interrelated but not identical. Future research should employ longitudinal designs to examine individual developmental trajectories, analyse single-year age groups separately, include more geographically diverse samples, test the age-related measurement invariance of the Ukrainian-language versions of the DERS and SCMS, and complement self-reports with behavioural and expert-rated measures.

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ОНТОГЕНЕТИЧНІ ОСОБЛИВОСТІ РОЗВИТКУ САМОРЕГУЛЯЦІЇ ОСОБИСТОСТІ В ПІДЛІТКОВОМУ ВІЦІ

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У статті представлено результати теоретичного та емпіричного дослідження онтогенетичних особливостей розвитку емоційного й поведінково-рефлексивного компонентів саморегуляції особистості в підлітковому віці. Саморегуляцію розглянуто як багатокомпонентну систему, що забезпечує усвідомлення емоційних станів, контроль імпульсивних реакцій, підтримання цілеспрямованої поведінки, самомоніторинг, самооцінювання та коригування власних дій. Метою дослідження було визначення вікових відмінностей у структурі саморегуляції підлітків 12–14 і 15–16 років. У дослідженні взяли участь 144 учні закладів загальної середньої освіти м. Запоріжжя, по 72 особи в кожній віковій групі. Для оцінювання емоційної регуляції застосовано українськомовну версію Шкали труднощів емоційної регуляції DERS, для дослідження поведінково-рефлексивного компонента – українськомовну версію Шкали самоконтролю та самоуправління SCMS. Статистичне опрацювання передбачало використання t-критерію Велча, величини ефекту g Геджеса, корекції Голма та коефіцієнта кореляції Спірмена. Встановлено, що підлітки 15–16 років мали нижчу загальну вираженість труднощів емоційної регуляції та вищі показники самоконтролю і самоуправління порівняно з учасниками 12–14 років. Найбільш стійка вікова відмінність у структурі DERS стосувалася контролю імпульсивних реакцій. За SCMS старші підлітки продемонстрували вищі показники самомоніторингу, самооцінювання та самопосилення. Виявлено обернений зв'язок між труднощами емоційної регуляції та сформованістю самоконтролю і самоуправління. Отримані результати свідчать про гетерохронний характер розвитку саморегуляції, за якого поведінковий контроль і свідоме управління діяльністю можуть змінюватися виразніше, ніж усвідомлення, прийняття та диференціація емоційного досвіду у процесі дорослішання.

Ключові слова: саморегуляція, підлітковий вік, емоційна регуляція, поведінковий контроль, самомоніторинг, самооцінювання, самопосилення, онтогенетичний розвиток.

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