

## The Role of Psychological Balance in Enhancing the Adolescent Student's Ability To Self-Regulate Within the School Environment

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### Abstract:

the importance of psychological balance which is considered a pivotal factor in enhancing the adolescent student's ability to self-regulate within the school environment, given the emotional and social changes that adolescence witness, which affect behavior and academic adjustment, the school environment contributes to revealing the level of psychological stability through the students' interaction with school rules, study pressure , and social relationships.

Psychological balance is considered a foundation that enables the student to control their emotions, regulate their behaviors, and make more rational decisions. Which positively affects his commitment to rules, his ability to delay gratification, control impulses and organize his study efforts. Literature indicates that psychological balance is not limited to the absence of disorders, but also includes self-management skills, social adjustment, and feelings of competence and psychological tranquility which are supportive elements for self-regulation. As the relationship between psychological balance and self-regulation is a reciprocal one that contributes to improving school adjustment and psychological well-being, which necessitates integrating guidance and educational programs to develop emotional skills and self-regulation and reduce impulsive behaviors within the school.

**Keywords:** psychological balance , self-regulation.

### Introduction :

Adolescence is one of the most sensitive and complex developmental stages, as it undergoes rapid changes on the biological, emotional, and social levels, which makes the student more prone to mood swings and internal conflicts, and is more influenced by various surrounding pressures, especially within the school environment, which imposes increasing cognitive and behavioral demands. In light of these transformations, psychological and behavioral adaptation becomes an essential condition to ensure the smooth functioning of the educational process and achieve school adjustments . Self-regulation is one of the fundamental psychological variables that allow the student to organize their behavior, control their impulses, and regulate their emotional responses in accordance with the demands of classroom situations and social relationships within the school. It also contributes to enhancing the ability to concentrate, persevere, and adhere to school rules, which positively impacts academic achievement and the quality of interaction with teachers and peers. However, this ability does not develop in isolation from the

individual's overall psychological state, but is closely linked to their emotional stability and sense of security and tranquility.

In this context, psychological balance emerges as a state of internal harmony that enables the individual to cope with pressures, manage their emotions, and deal with different situations with flexibility, without excess or neglect. A student who possesses psychological balance is more capable of calm thinking, delaying gratification, and regulating their reactions compared to someone who experiences constant psychological tension or emotional disturbance, which makes psychological balance a decisive factor in building the capacity for self-regulation.

The importance of this role increases during adolescence, as internal conflicts intensify and the need for self-assertion and belonging to peer groups increases. This may lead some students to impulsive behaviors or violations of school regulations, and thus, the absence of psychological balance can create a fertile ground for weak self-regulation and the emergence of various behavioral problems, while psychological stability contributes to supporting organized behavior and social adjustment within the school environment.

Based on this information, research into the role of psychological balance in enhancing the adolescent student's ability to self-regulate within the school environment is of great importance, as it allows for a deeper understanding of the psychological mechanisms behind school behavior. It also opens the door to building educational and guidance interventions aimed at supporting the psychological health of students and improving the school climate in general.

#### **Study problem :**

Psychological balance is one of the fundamental determinants that enable the adolescent student to maintain their internal harmony and regulate their emotions in a way that allows them to deal rationally with school situations. When a learner possesses the ability to control their negative emotions, reinterpret daily stressors, and direct their attention towards achieving their educational goals, they become more prepared to make mature decisions, avoid impulsivity, and delay gratification.

And they are all central components of self-regulation within the school environment. Contemporary Arabic literature indicates that psychological balance is not achieved just by the absence of emotional disorders, but through possessing skills in self-management and internal organization" in a way that allows the learner to deal with educational situations with flexibility, calmness, and the ability to control impulsivity.(2020) , And the more the learner's ability to build this internal balance increases, the better their self-regulation performance improves in terms of controlling impulses, respecting rules, and regulating school behavior in accordance with educational standards within the classroom. (Sabra, 2019).

In light of the rapid educational transformations and increasing psychological pressures within the school environment, the topic of self-regulation has become one of the pivotal issues that the educational system must not overlook, as it is a fundamental factor in confronting the random, unplanned behaviors that appear in some adolescents. It expresses the control that the individual exercises over their emotions and situations, enabling them to control them according to their will. ( Alkissi 2004). Current literature indicates that the learner who possesses self-regulation skills (*Setting goals, monitoring performance, and regulating emotion*) is more able to adapt to learning pressures and maintain a higher level of psychological satisfaction and well-being within the school environment, as (Rodriguez et al, 2022)

review has confirmed that: the development of self-control skills represents an effective approach to improving the psychological well-being of learners, while structural modeling by **(Tanamovich et al,2023)** showed. Conscious self-control represents a psychological resource that explains a significant part of the differences in well-being and academic adjustment among adolescents, as found by **(Hong & You 2017)** study on university students in South Korea, indicating that the use of academic self-regulation strategies directly predicts positive mental health in the learner.

**(Wang et al. 2021)** confirmed, on a sample of high school students in China, that self-control contributes to enhancing psychological well-being through two mechanisms: reducing academic stress and improving perceived self-efficacy.

From the foregoing, it emerges that psychological balance is not a secondary variable in the student's life within the educational institution, but rather a structural variable that explains self-regulation, as it provides the learner with the necessary psychological energy to control behavior and redirect it voluntarily and consciously, Making the research into the relationship between psychological balance and the adolescent student's ability to self-regulate within the school environment a scientific necessity to understand the psychological foundations that support their academic success by answering the following questions:

- 1- What is the concept of psychological balance in the adolescent student? And what are its most prominent components?
- 2 - What is the concept of self-regulation in the adolescent student, and what are its most important mechanisms?
- 3- What is the role of psychological balance in enhancing the level of self-regulation in the adolescent student within the school environment?
- 4- What are the most prominent psychological factors that explain the role of psychological balance in achieving self-regulation in the adolescent student?

#### **The Significance of the study:**

The importance of this study comes from its examination of a precise and direct relationship between two key dimensions in the personality of the adolescent learner within the school environment, which are psychological balance and self-regulation. The more stable and integrated the learner is with themselves, the more they can control their emotions and behaviors and organize their responses within the classroom, whether with peers or the teacher, or during learning situations. Thus, this study contributes in expanding the theoretical knowledge on how emotional health affects school performance, and opens the door for formulating conceptions, educational and psychological interventions that help build a learner capable of self-control, making balanced decisions, and positive interaction with the learning environment. This study also adds a cognitive building block that allows for a better understanding of the pathways to building a balanced personality within the school, and supports efforts aimed at improving the school climate and enhancing the quality of learning.

#### **Study Objectives:**

##### **The current study aims at:**

- 1- Defining the concept of psychological balance in the adolescent student and identifying its most important components within the school environment.

- 2- Clarifying the mechanisms of self-regulation that the adolescent student practices during learning situations.
- 3- Explaining how psychological balance contributes to enhancing and improving the level of self-regulation in the student within the school.
- 4- Highlighting the psychological factors that demonstrate the role of psychological balance in achieving self-regulation in the adolescent.

#### **The study methodology:**

The researcher relied on the descriptive analytical method, which is based on surveying the theoretical literature related to the topic. This is a research method that focuses on describing a realistic phenomenon or problem as it exists in the field, then scientifically analyzing its data to discover the relationships between variables, interpret the causes of the phenomenon, or deduce results that help understand it and its mechanisms.

#### **Some of the most important previous studies related to the topic:**

In the applied context, a number of researchers have focused on studying aspects related to psychological balance and mental health in adolescents or youth, and have shown significant connections between these variables. For example, ( **Al-Saadi & Assaf, 2023**) conducted a study that aimed at identifying the relationship between positive behavior and emotional regulation and mental health among Palestinian university students, where the researchers used a sample of **(350)** male and female students from Palestine universities, employing the descriptive correlational method. Three standardized scales were used: The Psychological Well-being Scale, the Positive Behavior Scale, and the Emotional Regulation Scale. The results indicated a statistically significant relationship between positive behavior, emotional regulation, and mental health. Emotional regulation and positive behavior also significantly contributed to explaining the variance in psychological well-being among students. (**Saadi & Assaf 2023**).

As (**Nouha Djamal, 2022**) stated in a study titled: “Psychological resilience, self-control, and satisfaction with life as predictors of coping efficiency in women”, aimed to explore the degree of self-control and satisfaction with life in predicting the efficiency of coping with psychological stress in women. The study sample consisted of **(300)** women in the youth stage. The researcher relied on the descriptive analytical method by applying a set of standardized psychological scales which are: The Self-Control Scale, the Satisfaction with Life Scale, and the Coping Efficiency Scale. The results also indicated a statistically significant positive correlation between self-control and coping efficiency, and that self-control was one of the strongest predictors that contributes to enhancing psychological balance in women. ( **Nouha, 2022**).

( **Hannoun, 2021**) conducted a study titled: “The level of self-control among psychology students in light of some variables”, and aimed to identify the level of self-control among university students, while examining the differences based on gender and academic level. The sample included **(120)** male and female students from an Algerian university's psychology department, The researcher used the descriptive analytical method and relied on the self-control scale as the main data collection tool. The results showed an average level of self-control among students, with no significant differences based on gender and minor differences based on academic level, in favor of students in advanced years, which indicates that the development of university experience gradually contributes to improving self-control skills. (**Hannoun,2021**).

In another study by( **Sulaiman & Mouain ,2020**) which aimed to identify the level of emotional balance and its relationship to forming friendships and family adjustment among preparatory stage students in the town of Al-Bu'ayna, Palestine, the sample consisted of **(285)** students. The researchers used the Emotional Balance Scale, the Friendship Formation Scale, and the Family Adjustment Scale, and adopted the descriptive correlational method. The study results indicated a statistically significant correlation between emotional balance and the other study elements, which points to the importance of emotional balance in enhancing social and family relationships and adjustment among students.

**(Long et al. 2024)**, conducted a study titled "The Long-Term Relationships Between Adolescent Self-Esteem and Mental Health Problems: The Mediating Role of Self-Regulation and the Moderating Role of Parental Support." It aimed to uncover the nature of the relationship between self-esteem and mental health in adolescents, examining the mediating role of self-regulation and the effect of family support as a moderating variable. The study sample consisted of **(1260)** adolescents, with an average age of approximately **(15.98 years)**. The researchers used a longitudinal approach, collecting data across three time waves using standardized measures for self-esteem and self-regulation, and parental support for autonomy, and mental health indicators such as anxiety, depression, and stress. The study results found a positive relationship between self-esteem and mental health, and also showed that self-regulation plays a significant mediating role in this relationship, as it contributes to reducing levels of psychological problems, in addition to parental support for autonomy enhancing the effectiveness of self-regulation in adolescents, which positively impacts their mental health and well-being ( **Long et al, 2014**).

**Meanwhile, (Fuentealba-Aura et al, 2023) conducted a study titled "Emotion Regulation as a Mediator between Physical Activity and Subjective Well-being in Adolescents.** This study aimed to determine whether emotion regulation, as one aspect of self-regulation, plays a mediating role between physical activity and the level of psychological well-being in adolescents. The study consisted of **(424)** adolescents aged between **(13 and 15)** years old, and the study used the descriptive analytical method using standardized measures to measure physical activity, emotion regulation, and the level of psychological well-being. The results found that emotion regulation partially explains the positive effect of physical activity on subjective well-being, and that improving emotional regulation capabilities contributes to increasing the level of psychological well-being in adolescents, which emphasizes the importance of emotional self-regulation as a variable that enhances psychological balance ( **Aura et al, 2023**).

A study also conducted by ( **Gündogan, 2021**) titled: "The Mediating Role of School Burnout in the Relationship between Self-Regulation and Subjective Well-being," aimed to test whether school burnout acts as a mediating factor between self-regulation and the level of psychological well-being in university students. The sample consisted of **(390)** university students, whose ages ranged between **18 and 30** years old, The researcher relied on the descriptive analytical method using a multi-dimensional questionnaire, along with correlation and mediation tests. The results showed that self-regulation positively affects subjective well-being, and that school burnout has a negative impact. Additionally, self-regulation mitigates the effects of burnout on mental health, which reinforces the role of self-regulation in improving psychological balance (**Gündogan. 2021**).

**Study concepts:**

(Kaplan, 2015) defines it as a state of psychological, emotional, and social balance that enables the individual to cope with daily life demands and allows them the ability to adapt, learn, work, and engage in social relationships effectively.

(Ali, 2018) defines it as the individual's ability to interact with their environment positively, control their emotions and behavior, achieve self-actualization, and cope with psychological and social pressures in a constructive way.

As for (James, 2017), he states that it includes the feeling of self-satisfaction, autonomy, the ability to make decisions, adapt to pressure, and enjoy healthy social relationships.

### **The concept of psychological balance:**

**Psychological balance** is a state of internal harmony that an individual experiences, enabling them to perceive their capabilities, accept themselves, have relative control over their emotions, and deal with daily life pressures in a constructive way, allowing them to achieve sound functional and social performance. This state is based on a level of emotional stability and self-satisfaction, Allows the individual to work effectively and integrate positively into their environment.( WHO,2001).It is also seen as a component of psychological well-being, as it reflects an individual's ability to manage their emotions, regulate their behavior, and make constructive decisions. Self-regulation is considered one of the most important internal mechanisms for achieving good mental health.(Salah et al.2020).

Consequently, **psychological balance** is not just the absence of disorder, but an adaptive pattern of emotional and behavioral regulation that allows an individual to cope with daily life challenges without breakdown or disintegration ( Gündogan, 2021).

(Kaplan & Sadock, 2015) points out that mental health and psychological balance are part of it, not understood just as the absence of disorder, but as the presence of psychological flexibility, emotional control, and social adjustment. Also,( Lepic, 2010) affirmed that the psychological balance of a learner is represented in their ability to think correctly, manage their emotions, establish positive relationships, and achieve their educational goals without falling into impulsivity or isolation, in accordance with the Arabic perspective.( Ali,2018) sees that psychological balance in a learner is manifested in the adolescent's ability to control their behavior, manage their emotions, and build coping mechanisms that help them face frustrations and pressures, achieving a satisfactory level of self-satisfaction and social adjustment. Thus, psychological balance in an adolescent is not a static state, Rather, it's a continuous dynamic that is influenced by the quality of the school environment, family support, and the learner's ability to self-regulate and manage their emotions.

### **Characteristics of the psychological balance of an adolescent student:**

**The ability to regulate and control emotions:** meaning that a balanced adolescent is capable of calming themselves down in stressful situations. They do not quickly explode with anger or collapse when faced with failure, but rather can reinterpret the event and control their reaction. Studies in educational psychology confirm that the learner's ability to regulate their emotions is a clear indicator of their psychological balance and effectiveness in facing school pressure (Gross et al, 2015).

**Self-efficacy and self-esteem:** A balanced teenager has positive perceptions about his abilities to learn and achieve. He believes that he is capable of success if he works hard, and does not dwell on feelings of helplessness or constant failure.(Bandura.1997).

**Positive social adaptation:** A balanced student is capable of building healthy school relationships and engaging in cooperation and social interaction. He is able to respect classroom rules without feeling coerced or negatively rebellious. (Idriss, 2021).

**Psychological resilience in the face of pressure:** meaning that he is able to return to his normal state after failure or frustration, and does not enter long periods of defeat. The blog is an essential indicator of psychological balance in adolescence. ( Mastan, 2015).

**Clarity of personal identity and cohesive self-concept:** A balanced teenager has a clear image of himself, his values, interests, and boundaries. He does not live in a disturbed way between contradictory images of himself. ( Erikson.1968).

**The feeling of inner emotional satisfaction:** the presence of general feelings of calmness, tranquility, self-satisfaction and achievement, and the ability to enjoy relationships and study.(Djamal,2019).

**The importance of psychological balance in a adolescent student:**

it plays a crucial role in the development of the adolescent's personality and cognitive and emotional abilities, as studies have shown that a learner who maintains relative emotional stability during the school day is more capable of learning, problem-solving, and self-regulation. Psychological balance contributes to improving the quality of focus and attention, increases the motivation to learn, and also reduces aggressive or defeatist behaviors in the classroom.

Psychological balance is also a protective factor that protects adolescents from emotional disorders such as anxiety, frustration, and school pressures, and helps them build a positive self-image and a sense of accomplishment and perseverance, which directly reflects on their academic performance and academic success. Research indicates that a higher level of mental health in school is associated with increased school grades, reduced absenteeism, and higher self-confidence.

In addition, psychological balance enhances the adolescent's ability to acquire social negotiation skills within the classroom, and build healthy school relationships with peers and teachers, which supports their positive interaction in the educational environment and makes them more committed to school rules and more ready to participate and cooperate.

Therefore, mental health development programs in educational institutions have become a necessary strategy today, as their function shifts from just teaching knowledge to creating a supportive psychological environment that enables the adolescent to achieve sound growth, academic and social compatibility, and form a more stable future self-project.

**The signs of psychological balance in an adolescent student:**

**The ability to regulate emotions:** which is the student's capacity to control their feelings during frustrating situations within the classroom, so they do not quickly turn to anger or aggression. (Nolen-Hoeksema & Aldo, 2011)'s study, confirmed that emotional regulation in adolescents reduces the likelihood of impulsive behaviors and limits aggressive responses in the school environment.

**Relative emotional stability:** meaning the absence of extreme mood swings from peak emotion to trough without genuine reasons.( Abela & Hankin, 2011) study showed that adolescents with a high level of emotional stability have lower levels of anxiety and depression, and are more capable of academic adaptation.

**School social compatibility:** meaning the ability to form healthy relationships with peers and teachers, and integrate into the classroom group without withdrawal or aggression. In the same context,

(Wentzel,2003) study found that students with good social compatibility exhibit better mental health, higher self-esteem, and better academic achievement.

**The ability to solve problems rationally:** A psychologically balanced adolescent does not run away from problems but tries to face them in a cognitive way: analysis, comparing alternatives, choosing the solution.

(Hepper et al,2004) study indicated that adolescents with good problem-solving skills have higher levels of psychological well-being and greater psychological resilience.

**Academic stability:** meaning maintaining a balanced school performance despite examination pressures without cognitive or emotional breakdown. ( Abdollahi & Talib, 2015) study confirmed that adolescents with balanced mental health are less likely to experience examination anxiety and are more capable of academic organization, which is reflected in their school results.

(Hamed Abdel-Salam Zahran, 2005) mentions that the concept of the self is an organized and learned cognitive construct of conscious perceptions and personal evaluations of the self by the individual, and considers it a psychological definition of one's self. The self-concept consists of the individual's coordinated and defined self-thoughts about the different elements of their internal and external being, These elements include the perceptions and conceptions that define the characteristics of the self as they operationally appear in the individual's description of themselves as they perceive themselves " the perceived self-concept " and the perceptions and conceptions defined by the image they believe others in society perceive, which the individual internalizes through social interaction with others " the social self-concept " , the perceptions and conceptions that define the ideal image of the person they wish to be "the ideal self-concept". (Benssaid, 2023).

In general, it means the idea that the individual forms about themselves through their relationships with others and their interaction with them, including physical, social, moral, and emotional aspects.

#### **The concept of Self-control:**

(Vohs & Schmeichel,2012) defined self-control as the individual's ability to manage their psychological energy resources in a way that allows them to regulate behavior, emotion, and thinking in accordance with the demands of the situation.

It is the ability to resist momentary temptations that hinder the achievement of goals and replace them with behavior consistent with long-term goals.( Galla & Duckworth, 2015).

( Hernawati & Eriany,2023) define self-control as the internal capacity that allows the individual to consciously regulate their behavior, emotions, and thoughts, and control their immediate responses to achieve more balanced psychological and social performance and achieve their goals in a constructive way, making it an essential tool for improving psychological well-being.

From the above, we can define self-discipline in an adolescent student as the student's ability to monitor their thoughts, emotions, and behaviors inside and outside the school setting, and to control and direct them consciously towards achieving their educational and personal goals, with the ability to delay gratification, resist momentary temptations, and choose the behavior most appropriate to the standards of the school, family, and community, allowing them to positively adapt to the demands of the school phase, the pressures of adolescence, and to build a psychological balance that supports their success, and social harmony.

#### **The components of self-regulation:**

(Self-regulation) is one of the central concepts in educational psychology, and it refers to the individual's ability to direct their behavior, thoughts, and emotions according to internal goals, rather than being influenced by external stimuli, such that the learner controls their immediate impulses (emotions, temptations, distraction and replaces them with behavior directed towards the goal, learning, achievement, and problem-solving).

Socio-cognitive theories emphasize that self-regulation is not a ready-made innate skill, but an acquired process that develops with age and is strengthened by school experiences and learning environments, and it includes three main components:

- 1- Self-monitoring, observing behavior and paying attention to mistakes and successes.
- 2- Self-judgment, comparing current performance to standards and goals.
- 3- Self-response, modifying behavior based on the results of the comparison.

**The three stages of self-regulation as defined by "Zimmerman":**

"Zimmerman" sees that self-regulation is a continuous process that renews itself through three interconnected stages, where each stage builds upon the next:

- The forethought stage (**preparation**): The learner sets clear goals and chooses the appropriate strategies to achieve them, as well as building internal motivation to support them in starting the learning task, so that they become psychologically and cognitively prepared for achievement.
- The performance stage: Here, the adolescent transitions from planning to implementation, and begins to actually apply learning strategies in the classroom, while monitoring themselves moment by moment. They observe their level of focus, their effectiveness, and adjust their behavior during the activity.
- The post-performance stage: After the learner completes the performance stage, they evaluate their performance results, compare them to the goals they set previously, then extract feedback and readjust their future plans based on the experience gained.

**The importance of self-regulation:**

Self-regulation acquires great importance in that it helps to increase the individual's awareness of negative thoughts that affect their performance, which lead to disturbing emotions and inappropriate behavior, and to increase their effectiveness in evaluating situations and identifying the real causes of events. It also helps to derive a set of self-statements that serve as instructions for the individual to reconstruct their cognition. Thus, the individual possesses the ability to self-motivate, differentiate between self-sourced and externally sourced activity, practice feedback, and guide behavior ( **Haddad & Abu- Sulaiman, 2003**), Recent studies have also confirmed its importance in the adolescent student, including a study by:

( **Opdenakker & Vander, 2022**) A study on supportive teacher behavior showed that it enhances adolescents' self-regulation and leads to higher academic achievement. Also, a study by (**Sahranavard et al , 2018**) indicated that students with better self-regulation participate actively in the learning process and achieve positive educational results. Furthermore, a recent systematic review (**2023**) pointed to self-regulation as a crucial factor in emotion management and behavior control, which helps adolescents to adapt positively to study pressures and build a psychological balance that contributes to success and social harmony.

**"Bandura"** asserted that the self-system is the most important psychological factor that regulates and directs human behavior, because the individual can exercise control over their thoughts, feelings, and actions through their self-system. **(Ben Essaid, 2023).**

There is a strong link between the ability to self-regulate and self-esteem. An individual who is capable of directing their activities and emotional expressions feels a higher level of self-efficacy than others. On the other hand, an individual who guides their behavior in appropriate and socially acceptable ways is likely to receive social acceptance and appreciation from others.

### **Theories Explaining Self-Control:**

#### **Psychoanalytic Theory (Freud):**

Freud's psychoanalytic theory views control of the self as starting with the "ego"'s work. This part of the mind uses realistic and logical thinking to pick the right action based on real possibilities, handling stress and delaying satisfaction. Later, the superego develops, representing conscience and moral standards learned from family and society. It creates internal boundaries and organizes behavior according to values, so it's considered a key stage in early self-control training. **(Ali, 2012).**

#### **Behavioral theory (Skinner) :**

The behavioral theory explains self-control as a result of managing reinforcements. An individual who lacks self-control reacts directly to immediate stimuli and seeks instant reward, while someone who is able to control themselves sets goals, avoids distractions that block those goals, and accepts delayed gratification because the value of the delayed reinforcement is greater. Skinner considered self-control to be related to observable behavior, not inner feeling, and that a person's self-control can be measured by their actions, not by their subjective state. **( Rabie & Attia, 2016).**

#### **Humanistic theory (Rogers):**

Rogers sees that humans have a conscious and mental ability to change their thoughts and behaviors toward what is more suitable and congruent, and that self-control does not come from unconscious forces, but rather from a person's interpretation of their current experience, thus self-control in humans is a willful process that can develop through awareness of situations, self-understanding, and redirecting behavior based on what a person understands of their present reality. **( Ali, 2012).**

#### **Social learning theory/ cognitive social learning (Bandura):**

Social learning theory illustrates that an individual learns how to control themselves through observing others' behavior and using cognitive processes to estimate the results of an action before taking it; thus, they are not only influenced by the environment but also influence it, making self-control the result of a constant interaction between the person, their environment, and their behavior. **"Bandura & Walters"** emphasize that components of self-control include resisting deviation, organizing self-reward, and delaying current reinforcement to obtain a higher-value delayed reinforcement. **(Abbass,2013).**

#### **Elements of low self-control:**

**(Gottfredson & Hirschi)** emphasizes six basic elements of this personality trait which he calls elements of low self-control, and these elements are:

- \* **Recklessness and impulsiveness** to achieve immediate gratification, while high self-control individuals are able to perceive consequences.

- \* **Ease:** low self-control individuals prefer easy ways and avoid complex tasks, as they lack diligence, perseverance, alertness, and insistence.

\* **Risk-taking:** low self-control individuals characterize themselves by taking risks and being incautious, for crime is enjoyable, dangerous, and exciting.

\* **Physicality:** low self-control individuals tend toward physical and material pursuits rather than mental ones.

\* **Self-centeredness:** low self-control individuals characterize themselves by withdrawal, selfishness, and lack of sense of others' pain.

\* **Mood:** low self-control individuals possess little tolerance for frustration, more physical responses rather than verbal ones, and they deal with it through physical force.

#### **Self-control as a strategy for behavior modification:**

The self-control strategy differs from other strategies because it is enacted by the person themselves and doesn't require a lot of financial resources. If a person learns the skills of this strategy, they can control their emotions, feelings, and thoughts. Then, they can apply this strategy to many situations and problems they face, making them more capable of dealing with stress. Self-control involves self-restraint and discipline; the more you struggle with yourself to control it, the more it applies. This method trains students to observe their own behavior and record it themselves, and it includes:

- 1- Self-observation that can prevent or fix problems.
- 2- Setting up your environment to support your goals.
- 3- Learning different ways to react.
- 4- Changing the consequences to allow for self-reinforcement or self-punishment. ( El\_Hamaoui, 2021).

#### **Factors affecting self-control:**

An individual's ability to control themselves is influenced by several interfering factors, as the family represents the first framework within which values, habits, and behaviors are acquired. Supportive parenting styles that provide care, warmth, trust, and responsibility contribute to building internal control attitudes, while styles based on severity and overprotection tend to produce external control. (Beradjel, 2018). Also, the gender issue emerges as a factor discussed by several studies, but their results have been inconsistent. Some studies, like " *Helburns*", " *Stellions*" , and " Devin", pointed to male superiority in internal control, while (Khana , 1979)'s study found female superiority, yet (Aik, 2015)'s study found no differences between the sexes, which suggests that self-control is determined more by an individual's own characteristics and experiences rather than just their gender. ( Beradjel, 2018). On the other hand, and in line with society's development and the expansion of educational institutions' functions, the school has become a key partner in building self-control by reinforcing positive values, strengthening sound behavioral experiences, and developing desired attitudes through purposeful educational activities and managing behavior according to clear regulations, in addition to the teacher's guiding role as an ethical and behavioral model for students (Senussi, 2001). The school also works to rebuild values and guide social interactions so that they align with the goals of social socialization planned by society (Mokhaimer, 2000).

#### **The most important dimensions of self-control:**

1- **The ability to regulate emotions:** which means a person's ability to control their feelings, especially in exciting situations, and the ability to calm themselves down and reduce stress and anger appropriately (Zimmerman, 2000). Within this dimension, the importance of self-efficacy appears. (Believing in the

ability to control; because confidence in your ability to self-control is what allows you to calm emotions and reduce their intensity, which supports persistence and not withdrawing (**Gross & Thompson, 2007**)).

**2- The ability to regulate behavior:** which means controlling external actions like managing impulse, respecting rules, delaying gratification, and choosing appropriate responses to situations. (**Tangney et al, 2004**).

**3- The organization of cognitive processes (thinking):** which includes planning, setting goals, self-monitoring, making decisions, and evaluating results; it's a cognitive-perceptual dimension related to how a person thinks before acting, and within this dimension, self-monitoring is also present as a cognitive process where a person tracks their thoughts and mistakes during a task and adjusts strategies in that moment to achieve performance (**Zimmerman, 2000**).

**4- Academic self-regulation( the educational dimension):** especially for learners, which is the student's ability to manage learning, control attention, use learning strategies, manage time, and be committed to completing school work (**Zimmerman, 2000**).

And it is the application of self-control within the learning domain, which includes controlling attention, organizing time, performing duties, and committing to completing tasks. Here, the self-efficacy process appears as a main determinant, because the student's confidence in their ability to succeed is what determines the degree of their initiative in organizing their learning and persevering in the task regardless of difficulties (**Zimmerman, 2000**).

**The most widely used psychological measures in scientific research and educational settings:**

**Goldberg General Health Questionnaire (GGHQ) :**

It is one of the most popular measures of general mental health, aiming to detect the level of psychological adaptation, stability, and psychological stress a person is experiencing. This measure includes a set of items that pose questions about psychological and physical symptoms that appear when an individual is under pressure or stress. It is often used to determine whether a person suffers from a minor or moderate mental disorder, such as anxiety, depression, or poor coping with the stresses of daily life.

In the school context, it helps to know to what extent a student is psychologically balanced and their ability to deal with study problems and social relationships. In simple terms, it is a measure that determines the soundness of an individual's general mental state and their ability to maintain emotional and social balance.

**Emotion Regulation Scale ( Questionnaire - ERQ) :**

It is used to measure how an individual deals with their feelings and emotions in daily situations, and focuses on two basic strategies in emotion regulation:

**1- Cognitive Reappraisal:** which is the ability to change the way one thinks about the upsetting situation to reduce its emotional impact.

**2- Emotional Suppression:** meaning the attempt to hide feelings and not express them to others. This measure helps understand how capable a teenager or student is of regulating their emotions and managing their reactions, which is a crucial aspect of psychological and emotional balance; a person with good emotion regulation skills is calmer, more adaptive to stress, and less prone to impulsivity or excessive anxiety.

**The Emotional Balance Scale for Adolescents (Nouri, 2019):**

is an Arabic, Algerian measure developed specifically to evaluate emotional balance in teenagers at school. It focuses on emotional stability and a student's ability to control negative emotions like anger, anxiety, or sadness.

It also measures things like how easily they get worked up, whether they tend to be calm or nervous, their ability to face tough situations calmly and steadily, and their emotional responses at school and in social situations. This scale is typically used to determine whether an adolescent has an internal emotional balance that helps them adjust to school and social life.

### **The Role of Psychological Balance in Achieving Self-Control in the Adolescent Student:**

Psychological balance acts as an internal resource that provides emotional stability, guiding adolescents toward self-control. Because adolescence is a stage of heightened emotions and rapid mood shifts, the ability to self-soothe and regulate emotions is a prerequisite for planning and managing behavior. Research shows that those with greater emotional stability are more effective at controlling themselves and making calm decisions, especially under pressure (Martinez et al., 2020).

A study by (Zhao & Ho, 2021) also highlights that self-control, especially academic, requires emotional control before, during, and while doing a task, and that this control is directly linked to psychological balance. This is particularly true in schools because adolescents face social comparisons and pressure from family and studies. Therefore, psychological balance allows them to direct their thinking and energy toward disciplined behavior instead of emotional drain. From this perspective, psychological balance acts as a necessary condition for an adolescent to have self-control. The more emotional stability and regulation they have, the better they are at managing themselves cognitively and behaviorally in class, controlling impulse, remaining steady on tasks, and delaying gratification to achieve learning goals.

### **Psychological Factors That Explain the Effect of Psychological Balance on Self-Control for the Adolescent Student:**

Psychological balance in the adolescent student enhances their ability to self-control through a set of internal psychological factors, most importantly emotion regulation. An emotionally balanced adolescent is able to manage anger, anxiety, and negative emotions, helping them make careful decisions instead of impulsive reactions (Gross, 2015).

Self-perception also plays an important role; the more realistic and balanced the adolescent's self-image, the better they are at measuring, monitoring, and controlling their behaviors according to social and school standards (Silvia & Duval, 2001). Additionally, internal motivation contributes to transforming psychological balance into disciplined performance, because when the adolescent feels psychologically satisfied and purposeful, they tend to organize their effort, focus, and cognitive strategies to achieve academic accomplishment (Ryan & Deci, 2020). Recent studies also indicate that psychological flexibility "P" enables the student to adapt to stress and school difficulties without breaking down or avoiding them, allowing them to continue with their goals despite obstacles. These factors combined demonstrate that psychological balance isn't just a positive emotional state; it's a psychological structure that lays the foundation for the emergence of self-control mechanisms. Emotional clarity, a clear self-image, internal motivation, and urban adaptability are all elements that support an adolescent's ability to control their responses consciously and purposefully within the school environment. (Kashdan & Rottenberg, 2010).

### **Summary:**

In conclusion, through our study, we have tried to highlight and emphasize the importance of self-control in the adolescent student as an essential tool for controlling behavior, emotions, and thoughts. This is done in a way that aligns with the demands of the school period and psychological and social stresses, contributing to increasing awareness of negative thoughts that may affect performance, and motivating the individual to improve and evaluate situations and understand the true causes of events.

Furthermore, self-control allows for the creation of self-statements that act as instructions for cognitive restructuring, enabling the individual to self-motivate, practice feedback, and consciously guide behavior. Self-control is integrated with emotional balance, which is an indicator of an adolescent student's ability to adapt to stress and manage emotions, achieving a state of psychological and emotional stability, and enhancing the ability to face difficult situations confidently and steadily. Recent studies confirm that individuals with high self-control and good psychological balance show a greater capacity for positive adaptation and achieving educational and personal goals, while those with low self-control tend toward more physical responses rather than verbal ones and have little tolerance for frustration. The literature also indicates that self-control can be considered an effective strategy for behavior modification, thus, the individual can apply it to themselves without much financial cost through self-observation of their own behavior, rearranging situations, learning different ways to react, and using self-reinforcement or self-punishment, which boosts their ability to manage emotions, feelings, and thoughts when facing problems and pressures. Factors influencing self-control and psychological balance start with the family, which is the first place where values, habits, and behaviors are learned. The school comes next, reinforcing positive values, strengthening sound behavioral experiences, and guiding social interactions in line with societal goals. Gender and individual experience play a smaller role.

#### **Study Recommendations:**

- 1- Enhancing educational programs to develop self-control: This involves designing and implementing educational and training programs aimed at developing self-control skills in adolescent students. These include self-observation techniques, situational reorganization, self-reinforcement, and the appropriate use of reinforcement and self-punishment to enhance students' ability to control their emotions, behaviors, and thoughts in various situations.
- 2- Integrating psychological balance within school curricula: This is achieved by including strategies to promote psychological balance in educational programs, such as teaching stress management skills, relaxation techniques, positive thinking, and problem-solving to support the student's ability to psychologically and socially adapt to the demands of the academic stage.
- 3- Activating the family's role in building self-control and psychological balance: This is done by raising parents' awareness of the importance of supportive treatment methods (warmth, care, trust) in developing their children's self-control, encouraging them to provide a positive model of disciplined behavior, and reinforcing emotional and social skills.
- 4- Empowering teachers with psychological and behavioral support skills, by training teachers on strategies to support students in stressful and psychologically demanding situations, and how to guide them to promote self-control and psychological balance. This includes providing constructive feedback, positive motivation, and creating a supportive classroom environment.

5- Developing a school environment motivating positive behavior, through the school's contribution to building self-control and psychological balance, by means of purposeful educational activities and clear rules and regulations.

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