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Emotion and Motivation Self-Regulation Strategies Part three

3. Self-Regulation

Self-regulation is a set of abilities and skills that allow an individual to adjust their emotions, Behaviors, and cognitions to meet demands (Edossa et al., 2018; McClelland et al., 2010).

According to (Baumeister, R. F., & Vohs, K. D. , 2004) Self-regulation involves the capacity to regulate one's own actions, emotions, and attention in a purposeful and goal-directed manner, often in the face of distractions, temptations, or challenges.

Another definition Self- regulation refers to the ability of individual to control their thoughts, emotions, and behaviors in order to achieve specific goals or adapt to different situations. It involves monitoring and managing one's own internal states and reactions. Self-regulation is a crucial aspect of human development and is related to various domains of functioning, including cognitive, emotional, social, and behavioral aspects (Bandura, A. ,1991).

Self-regulation is closely related to the broader idea of self-control, which involves the ability to manage one's impulses, emotions, and behaviors in order to achieve desired outcomes. Self-control is often seen as a key component of self-regulation, as it involves the ability to resist immediate gratification in favor of long-term goals and values ,and is also linked to the concept of executive function, which refers to a set of cognitive processes that enable individuals to plan, organize, and execute goal-directed actions.

Executive function includes skills such as working memory, cognitive flexibility, and inhibitory control, all of which are important for self-regulation in shaping our thoughts, feelings, and actions. Developing and strengthening self-regulation skills can help individuals navigate life's challenges more effectively and achieve greater success and well-being, and it can be observed across various contexts and domains, such as academic settings, social interactions, and emotional well-being.

It encompasses several key processes, including self-awareness, self-monitoring, self-control, and self-evaluation. These processes work together to facilitate self-regulation and enable individuals to make

appropriate decisions, control their impulses, and manage their behavior effectively, Individuals who are skilled in self-regulation are better able to resist temptations, delay gratification, regulate their emotions, stay focused on tasks, and persist in the face of obstacles.

They are able to set goals, create action plans, monitor their progress, and adjust their strategies as needed to stay on track.

Self-regulation is considered a key component of success in various areas of life, including academic achievement, career success, health and well-being, and interpersonal relationships. (Carver, C. S., & Scheier, M. F. ,1981).

3.1 Key Factors of Self-regulation (Baumeister, R. F., & Vohs, K. D. ,2004) :

1. Cognitive abilities: Certain cognitive abilities, such as working memory, attention, and control, play a crucial role in self-regulation. Individuals with stronger cognitive abilities tend to have better self-regulation skills .

2. Emotional intelligence: refers to the ability to recognize, understand, and manage one's own emotions and the emotions of others. People with high emotional intelligence often have better self-regulation, as they can effectively deal with emotional and arrange their emotional responses.

3. Motivation: Intrinsic motivation, which comes from within oneself, is associated with better self-regulation. When individuals are motivated by their own interests, values, or goals, they are more likely to arrange their behavior and focused on achieving desired outcomes.

4. Environment and support: The environment in which individuals live and work can significantly impact their self-regulation. Supportive and structured environments, with clear rules and expectations, can facilitate self-regulation. Similarly, if we have a supportive individuals, such as family, friends, or mentors, can provide encouragement .

5. Self-awareness: Self-awareness involves having a clear understanding of one's own thoughts, emotions, strengths, and weaknesses. Individuals with high self-awareness are better equipped to monitor and regulate their behavior effectively.

6. Goal-setting and planning: Setting specific, measurable, achievable, relevant, and time-bound goals, and developing plans to achieve them, can enhance self-regulation. Clear goals provide direction and focus, while plans outline the necessary steps to reach those goals.

7. Practice and repetition: Like any skill, self-regulation improves with practice and repetition. Engaging in activities that require self-regulation, such as cognitive-behavioral techniques, can help strengthen this ability over time.

These factors interact and influence each other, and their impact on self-regulation can vary depending on individual characteristics and circumstances (Duckworth, A. L., & Gross, J. J., 2014).

3.2 The benefits of self-regulation in learning :

Zimmerman, B. J. (2002) said Self-regulation refers to the ability to monitor, control, and direct one's own learning process. It involves setting goals, planning strategies and monitoring progress when necessary. Self-regulated learners are active participants in their learning, and they take responsibility for their own learning outcomes.

1. Improved academic performance: Self-regulated learners tend to achieve higher academic performance. By setting specific goals, developing effective learning strategies, and monitoring their progress, they are better equipped to meet the demands of their learning tasks and achieve desired learning outcomes.

2. Enhanced motivation and engagement: Self-regulated learners have a higher level of motivation and engagement in their learning. They have a sense of autonomy and control over their learning process, which leads to increased intrinsic motivation and a willingness to invest effort in their studies.

3. Better time management and organization: Self-regulated learners are skilled at managing their time and organizing their learning materials. They set realistic deadlines, create study schedules, and plan their learning activities effectively. This helps them avoid procrastination and ensures that they specify enough time to different tasks.

4. Increased metacognitive awareness: Self-regulated learners have a higher level of metacognitive awareness, which means they are aware of their own thinking processes and understand how to regulate and control their cognitive activities. They are able to reflect on their learning strategies, identify areas for improvement .

5. Transferable skills: Self-regulation skills are transferable to various domains of life. Learners who develop self-regulation skills in one area often find it easier to apply those skills in other areas, such as work, personal development, and lifelong learning (Pintrich, P. R. ,2000).

3.3 Self-Regulation of Emotions and Motivation in learning :

One of the challenges of education is to learn students who are capable of activating and keeping thoughts, emotions, motivation and behaviors oriented toward achieving their learning goals, a process called learning self-regulation (Panadero, 2017).

These types of strategies are desirable since students who adequately regulate their learning usually achieve more in-depth knowledge, aim at achieving learning goals and obtain higher performance.

Learning self-regulation includes several sub-processes, namely self-regulation of learning strategies, self-regulation of emotions, and self-regulation of motivation (Efklides, 2011).

Self-regulation of emotions and motivation are those that need more attention. Students need to deal and overcome emotional and motivational challenges when undertaking educational tasks of various types.

These challenges can interfere with the learning process, negatively affecting motivation and preventing the effective use of learning strategies (Pekrun et al., 2002).

The emotion and motivation self-regulation process operates within the broader system of self-regulated learning.

Self-regulation in learning implies the use of meta-cognitive, cognitive, behavioral, emotional and motivational strategies to deal with educational tasks during the different phases of completion. We can explain different models in many processes but most of them consider three general phases, namely preparation, performance and evaluation (Panadero, 2017).

Self-regulation of emotion and motivation implies thoughts and actions through which students try to overcome with emotions arising during learning. These emotions can affect achievement motivation, as the need to use a strategy for regulating motivation can be used when students experience learning problems (Wolters, et al. 2011).

The experience of these challenges usually generates negative emotions that the student needs to overcome to continue performing the task. As students try to achieve their goals, they must activate strategies to regulate their emotions. However, not all students overcome with negative emotions in the same way, but according to their volitional and motivational orientations (Alonso-Tapia et al., 2014).

Besides, sometimes they have to self-regulate their motivation directly, repeatedly focusing on their goals. As a result, some authors consider emotional regulation as a strategy for regulating motivation and point to the need for further research that examines the relationship between these two processes within the learning experience (Wolters, 2003).

Both emotion and motivation are essential components of one's self-regulation of learning. Without any emotional and motivational involvement, it would not be possible to begin or sustain an effective learning process, or to optimally evaluate one's progress at learning (Asikainen et al., 2018; Baez-Estradas & Alonso-Tapia, 2017; Wolters, 2003) Filling this gap could enable a more complete elaboration of factors influencing students' self-regulation processes and, in addition, enhanced performance.