

Self-Regulation

by Sophia



WHAT'S COVERED

By the end of this session, you will be able to: define self-regulation and differentiate it from motivation; define self-organization and understand its components; and define goal-orientations and understand types of learning goals. These will break down into the following topics:

1. Self-Regulation

Self-regulation relates to an individual's ability to adjust their own behavior. This is often related to an academic work context. This behavioral change often occurs in response to societal or internal expectations. Although similar to motivation, the terms are quite different. As was discussed previously, motivation describes the wants or needs that direct behavior toward a goal.

Zimmerman views academic self-regulation as requisite for survival due to the social acceptance that it affords within educational settings. Baumister & Vohs interpret academic self-regulation as indicative of health and reflective of prosperity or failure within many facets of educational life.



Self and Social Awareness: Skill Tip

A big part of self-regulation is using your self and social awareness skills to understand the kinds of situations that may call for a behavioral change and then being able to take the steps needed to have a positive outcome.



TERM TO KNOW

Self-Regulation

An ability to adjust one's own behavior.

2. Self-Organization

Self-organization is defined as “the process of achieving a goal by identifying the most efficient path for doing so, while acknowledging the available skills, knowledge, and resources. Self-organization demands active

experimentation in terms of approaches, continuous adjustment and the obtainment of lessons from all failures.” Baumister & Vohs stress that people with an aptitude for academic self-organization tend to have increased psychological health and possess greater levels of success at school, work, and in relationships. Self-organization is comprised of four primary elements:

- **Standards** – Self-regulation transpires when behavioral adjustments fail to meet the criteria imposed internally or by society. Thus, behavior must be adjusted to meet these criteria.
- **Monitoring** – Self-regulation is an ongoing process necessitating feedback for the integration of adjustments. Achievement of efficient self-organization requires observation and following of behaviors.
- **The Power of Self-Organization (aka Will Power)** – The process of self-change is challenging and requires both strength and determination. All individuals have a reservoir of willpower. When depleted, self-regulation declines.
- **Self-Esteem** – Persistent in both youth and middle age, this continually decreases throughout the lifespan in response to variations in health, cognition, and socioeconomic status.



TERM TO KNOW

Self-Organization

The process of achieving a goal by identifying the most efficient path to do so.

3. Goal Orientations

Harackiewicz, Barron, & Elliot define **goal orientations** as “cognitive representations of the things we seek to accomplish, which guide us and to provide the energy of behavior and determine our attitudes.” Dweck proposed two types of learning goals—performance and mastery. Performance goals relate to performing competence relative to other people. Mastery goals deal with developing competence via the mastering of tasks.

	Performance	Mastery
Goal or purpose	To look smart To avoid looking dumb To outperform peers	To increase competence To learn, understand, master
Types of tasks students choose	Tasks that are easy for the student but difficult for others	Tasks that are challenging and promote learning
Student response when encountering challenging work or failure	Helpless response Self-denigration Lowered problem-solving ability	Mastery-oriented Persistence in trying various problem-solving strategies
Impact of "You're smart" message	Increase persistence	Remain mastery-oriented
Impact of "You won't do well" message	Helpless response	Remain mastery-oriented
Effort expended	Low	High

Example of how teacher statements can encourage goal type	This activity will evaluate how well you can do [some].	This activity will help you learn some important things that you will need to know for your profession.
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TERM TO KNOW

Goal Orientation

A cognitive representation of a thing we seek to accomplish.



SUMMARY

In this tutorial, you learned about the importance of **self-regulation** in academic work and how it differs from motivation. The four elements of **self-organization** were identified as standards, monitoring, will-power, and self-esteem. Also, the two **goal orientations** of performance and mastery were introduced. Recognizing these elements of our own behavior help us to become stronger in our self and social awareness skill.

Good luck with your learning!

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TERMS TO KNOW

Goal Orientation

A cognitive representation of a thing we seek to accomplish.

Self-Organization

The process of achieving a goal by identifying the most efficient path to do so.

Self-Regulation

An ability to adjust one's own behavior.