

Title: Segmenting College Students' Self-Regulation Skills in Approaching Moral Problems
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Abstract

The purpose of this research was to ascertain the specific self-regulation skills college students exhibit in approaching moral problems and issues. Specifically, the study aimed to: 1) Identify the self-regulation skills in relation to the moral components of behavior; and 2) describe the frequently used self-regulation skill/s in responding to moral issues.

The researcher came up with a model for identifying self-regulation skills by integrating the thoughts of three well-known psychologists – Zimmerman (1998), Pintrich (2000) and Ruohotie (2002). The model is composed of a three-phase process: Phase 1 – Forethought (Forethought planning and activation in Pintrich Model; Goal Setting, Goal Orientation, Efficacy Beliefs, Intrinsic Interest and Concentration in Ruohotie's Model); Phase 2 – Performance or Volitional Control (Monitoring Control in Pintrich Model; Strategies of Learning and Self-Monitoring in Ruohotie's Model); Phase 3 – Self-Reflection (Reaction and Reflection in Pintrich, Self-Evaluation, Attributions. Result Expectations and Adaptation in Ruohotie's). The indicators in each phase were identified.

The researcher used the Rest's Model in defining moral behavior. Moral behavior, in the said model, has four components, namely: Moral Sensitivity, Moral Judgment; Moral Motivation and Implementation. The indicators for each component were identified

The study made use of qualitative research method focusing on content analysis. Sixty college students of PNU from different specializations were involved in the Cognitive-Affective Exercises.

Analysis of the responses showed that self-evaluation, adaptation and attribution are highly considered self-regulation skills in moral judgment. When one is faced with making a decision as to whether behavior is right or wrong, students use their social experiences as their bases. Kurtines (1995) pointed out that as people have social experiences, they develop more elaborate conceptions of the social world and a progressive understanding of its purpose, function and nature of social arrangements, while consequently defining their roles in social interaction. The shifting of notions about moral judgment produces assumptions about how people ought to behave and cooperate with one another.

Goal orientation skills were not evident in the students' responses primarily because moral problems were perceived to be needing immediate decisions rather than being carefully

planned. Goal orientation focuses on increasing competencies in relation to performance of tasks in the future. Moral problems focus on current moral judgments and not on how to modify them.

Moral motivation involves the degree of commitment in taking a moral course of action and taking personal responsibility for moral outcomes (Swaner, 2005). The analysis of the students' responses revealed that parts of making the commitment are self-evaluation, attributions, and efficacy beliefs. Self-evaluation skills become important in moral motivation because they establish clear goals and encourage careful self-control. They also help in evaluating one's own earlier behaviors. Attribution facilitates moral motivation because it looks into how wrong beliefs were generated and how they can be improved. Efficacy beliefs, on the other hand, lead to strong motivation to learn; in this case, what values should be prioritized to reach a sense of integrity.

Goal orientation, concentration and strategies of learning seemed to be the least prioritized skills among the respondents when it comes to moral motivation.

Based on an extensive analysis of the within-case and cross-case panel, self-evaluation under self-reflection is the most frequently used self-regulation skill across all four components. Self-regulation involves appraising one's own learning and performance, which is parallel with Kohlberg's social role taking, processing information from someone else and matching it against one's own set of beliefs and values.

The second commonly used self-regulation skill manifested across all components is adaptation, which includes one's ability to improve and regulate performance with the help of clearly set goals, careful evaluation and self-control, as well as taking contextual factors into account.

The third frequently used self-regulation skill across all the components is self-monitoring which is part of performance and volitional control. Self-monitoring refers to observing one's own learning performance, and if necessary, alters it.