Self-Regulatory Skills of the 2nd Year BSN Students in La Salle University: Basis for Enrichment Program

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Abstract

Lack of self-regulatory skills appears to be a potential identification for students to fail from their class activities. Educators should help the students to value learning skills. Students should have to be more responsible on managing their own learning to become more strategic and productive learners. They can be more aware only of the strong and weak points in their self-regulations can have a constructive feedback after their self evaluations. The descriptive survey was the main method utilized in this study. The substantial numbers of samples are purposively selected to employ the processes of collecting the data. As manifested by the self evaluation of 2nd year nursing students, among the six self regulatory skills five of them namely: metacognition, self concept, self monitoring, strategy formation and volition control are practiced by the respondents at majority of the time, however it was found that metacognition was seen above these five skills with 3.14 factor average. The investigation also revealed that as regard to motivation the respondents’ practiced this attitude in a few times only.

1. Introduction

Rationale of the Study

Self-regulation is an important topic in the study of social cognition, which is distinguished from non-social cognition by its focus on the interaction between social and cognitive variables, Higgins (2000). Within theories of social cognition, self-regulation is widely seen as a systematic process of human thought and behavior that involves setting personal goals and steering oneself toward the achievement of those goals (Bryant, 2006).
To provide appropriate learning environments and valid assessment instruments to monitor students’ ability to self-regulate, and how to improve them is not an easy task for tertiary educators in La Salle University.

The important task now of the educational institution is to help the students to achieve this goal and motivate them to manage their own learning to become more productive learners. Some experts argue that academic achievements of students are limited. Teachers are great factors in this endeavor. A good teacher must have to do some acts that the students will interact in the highest to the highest level in the day to day class discussions. In this point the teachers play big part to help the students locate their strengths and deficiencies. This can be effectively done through a valid assessment to uplift the students’ self-regulated learning. Loomis (2000) contends that it is hardly surprising that there is a high dropout rate for students with poor study skills.

Lack of self-regulatory skills appears to be a potential identification for students to fail from their class activities. Educators should help the students to value learning skills while students should have to be more responsible on managing their own learning to become more strategic learners. They can be more aware only of their strong and weak points in their self-regulations can have a constructive feedback; hence, this study is conducted. This intends to examine the extent of self-regulation skills of the second year nursing students in La Salle University to be utilized at the bases for enrichment programs.

Theoretical Background

The promotion of the development of the students’ skills pressures tertiary educational institutions, however, self-motivation will enable the learners to acquire more knowledge and continuous upgrading of their skills will help them to become more successful in their academic activities.
Biggs (1999) argues (as cited by McMahon & Luca) that there are certain limits to what certain students can achieve, and these are beyond the teacher’s control, however good teaching practice can narrow this gap “good teaching is getting most students to use higher order cognitive level processes that the more academic students use spontaneously.”

This study anchored on the role of both cognitive and affective aspects of self-regulation. Self-regulation is viewed here as the intersection of self-awareness at both a rational and emotional level.

According to Boekaerts (1997) as cited by McMahon & Luca (n.d.), a number of models have been developed to explain the processes that underpin self-regulated learning.

Garcia and Pintrich (1994), articulate self-regulation in terms of knowledge and beliefs, strategies used, and outcomes. Each of these is moderated by motivational and cognitive components such as personal beliefs and conceptual knowledge, motivational and cognitive strategies, and quantity and quality of effort. Common to both models is an integration of both affective and cognitive issues. Neither motivational nor cognitive models alone can fully describe the various aspects of student academic learning, yet the two types of models are complementary due to the respective strengths and weaknesses of motivational and cognitive models, as cited by McMahon & Luca (n.d.).

Furthermore, in the study conducted by McMahon & Luca (n.d.), according to Schunk & Zimmerman (1994) self-regulation is somewhat easier to define than understand. It has been described as ‘the process whereby students activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward attainment of their goals’ (p. 171).
It emphasizes students’ reliance on their own internal resources to govern their learning, but these resources are not easy to delineate. Self-regulated behavior is an end process, dependent upon the affects and cognitions that precede it. These are to a certain extent inaccessible, since they are internally constructed and not always explicitly articulated by individuals. Also, the notion of self-regulation is prone to multiple interpretations based upon educational philosophy (McMahon & Luca (n.d.). Self-awareness appears to be key in the development of self-regulatory strategies.

Metacognition can be defined as “knowledge and beliefs about thinking and the factors affecting thinking” which regulate “the articulation of strategy and knowledge” (Pressley, Van Etten, Yokoi, Freebern & Van Meter, 1998, p. 347) as cited by McMahon & Luca (n.d.). As such it is a necessary precursor to self-regulation.

Brooks (1997) as cited by McMahon & Luca (n.d.) explained that self concept was learned when one considers that students who do not see themselves as ‘smart’ or able enough often adopt self-handicapping strategies or overcompensate with effort. The centrality of self-concept to self-regulation is immediately apparent. The above items identify issues of self-awareness at an affective rather than cognitive level. Fear of failure and a general lack of confidence can breed intellectual defensiveness which can in turn hinder the development of self regulatory skills. Self monitoring is a process that is dependent upon a level of metacognition since it involves students actively assessing their own performance.

According to Zimmerman (1989), as cited by McMahon & Luca (n.d.) the ability to monitor one’s own performance, plan, and compare with others, are key underpinning processes to the development of self-regulatory strategies. Motivation results from the actualization of self concept, and the ability to maintain it is one of the main tenets of self-regulation. The difficulty in sustaining interest in
learning can often be attributed to poor self concept. The weak attitude towards a learning situation is manifested. Therefore, students with poor motivation will articulate a preference for other activities, and reluctance to approach problems which may prove to be too challenging. Strategy formation is a cognitive learning strategies include rehearsal, elaboration, and organizational strategies, as well as memorization through clustering, imagery, use of mnemonics and so on, Weinstein & Mayer (1986) as cited by McMahon & Luca (n.d.). As well as making sketches, and visualizing practical applications, deeper cognitive processes (such as transformation - the creation of something new out of existing information) are more successful than ones which engage in knowledge as a static entity, such as rehearsal, Risemberg (1996) cited by McMahon & Luca (n.d.). Strategy formation must come from the user rather than be dictated by the curriculum. If a student is unable to ‘figure out’ what to do to learn new material, it is indicative of an inability to form strategies. Volition control strategies differs from motivation in that motivational processes mediate the formation of and promote decisions, while volitional processes enact and protect them (Corno, 1994) cited by McMahon & Luca (n.d.). It was believed that motivational self-regulation is dependent upon strategies that activate effort to achieve learning goals. To stay in the task a student should not entertained distractions, avoid delay and be sensible with the time frame for particular tasks.

Statement of the Problem

This study addressed the 2nd year nursing students’ self-regulation skills and seeks to contribute to the enrichment of these skills by investigating the following questions:

1. What is the extent of self-regulation skills of the respondents in terms of:
   1.1 metacognition
   1.2 self-concept

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Significance of the Study

Awareness to ones self by means of self-reflection and self reaction about one’s own cognitions, or how people observe, monitor, evaluate and regulate their own thought processes, is important to every individual. The development of one’s regulatory skills sometimes originates from childhood and most likely maybe influenced by the environment and in the school. Thus, this study is significant to the:

**Students.** Primarily, the result of this study will be beneficial to the 2nd year nursing students. This will help them identify strong and weak part of the self regulatory skills that they possessed.

**College of Nursing Administrators.** Based on the study the administrators in this college will be able to formulate what educational help they will extend to strengthen the self-regulatory skills of their students.

**Faculty Members.** Through this study the teachers will become aware what approach to be administered to the students of different self-regulatory skills.

**Guidance Counselors.** The result of this study will help them identify what areas in the self-regulatory skills of the second year students need to be given more attention and more enrichment.

**Administrators of La Salle University.** They will know what professional enhancements they need for their faculty members to meet
and help the students to become more responsible to themselves and to their studies.

**La Salle University.** The university will be producing more competent and self regulated students because of this study.

**Researcher.** This study broadens the mind of the researcher and cultivates understanding to students’ behavior in the classroom after knowing the different self-regulatory domain of the students.

**Future Researchers.** This study maybe of great helps to them for further study.

2. **Methodology**

**Research Environment**

The La Salle University-Ozamiz is one of the prestigious universities in Ozamiz City. It offers different courses which are the demand of times. This study is conducted in one of the colleges in this academic institution which is the College of Nursing.

**Research Respondents**

The study focuses on the 2nd year college students of the College of Nursing who are officially enroll as regular students for the 1st semester in the school year 2008-2009. They are chosen as respondents to answer the survey questionnaire because the researcher believed that determining their regulatory skills is helpful to them in their endeavor as future nurses. The survey questionnaire was distributed to the forty seven (47) students after their final examination test to obtain their responses.
Research Instrument

The study employed pre-existing instruments “The Learning and Study Strategies Inventory (LASSI) that was developed by Weinstein, Palmer and Schulte (1987) over ten years ago and it is currently used by almost 2000 tertiary institutions over the world (online). It was developed as a diagnostic tool to measure how students use learning strategies in academic environments, so they can be strengthened through interventions. “It is designed to gather information about learning and study practices and attitudes.” LASSI is primarily a tool for assessing individual learning styles and does not directly accommodate external influences. It must therefore be acknowledged that LASSI test items may best be used to assess the internal processes that influence self-regulation rather than factors external to the individual learner. In order to assess students’ self regulatory skills, items are selected and mapped to the six dimensions”. They are as follows:

**Items that assess Metacognition.**
- I try to see how what I am studying would apply to my everyday living.
- I try to find relationships between what I am learning and what I already know.
- I try to relate what I am studying to my own experiences.
- I try to interrelate themes in what I am studying.

**Items that assess Self Concept**
- I worry that I will flunk out of school.
- When I begin an examination, I feel pretty confident that I will do well.
- Worrying about doing poorly interferes with my concentration on tests.
• I get so nervous and confused when taking an examination that I fail to answer questions to the best of my ability.

**Items that assess Self Monitoring**
• I am up-to-date in my class assignments.
• I compare class notes with other students to make sure my notes are complete.
• I review my notes before the next class.
• I test myself to be sure I know the material I have been studying.

**Items that assess Motivation**
• I would rather not be in school.
• I only study the subjects I like.
• When work is difficult I either give up or study only the easy parts.
• I tend to spend so much time with friends that my coursework suffers.

**Items that assess Strategy Formation**
• I make drawings or sketches to help me understand what I am studying.
• I learn new words or ideas by visualizing a situation in which they occur.
• I translate what I am studying into my own words.
• When I study, I have trouble figuring out just what to do to learn the material.

**Items that assess Volition Control Strategies**
• Even when study materials are dull and uninteresting, I manage to keep working until I finish.
• When it comes to studying, procrastination is a problem for me.
• When I decide to study, I set aside a specific length of time and stick to it.
• I concentrate fully when studying (McMahon & Luca, n.d.)

**Data Collection Techniques**

In order to ensure that the statements in the instrument are clear to the students these were pre-tested to ten irregular nursing students. They served as the dry-run respondents. Once the tools were retrieved, the responses were noted. The suggestions to change the word procrastination to simple term “delay” in one of the items under Volition Control Strategies was also noted and since the dry run respondents were able to answer with reasonable range the instruments were then finalized.

In the distribution of the instruments the proponent explained the procedures of answering the questionnaires and at the same time clarified the points raised during the pre-test.

**Data Analysis**

The descriptive survey was the main method utilized in this study. The substantial numbers of samples are purposively selected to employ the processes of collecting the data.

The accomplished questionnaires were collected and the responses to each instrument were tallied. The data were then processed and tabulated. The weights assigned to the scale were noted. The weighted mean of each item was determined. The following formula was applied:

\[
\mu = \frac{\sum fx}{N}
\]

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where: $\mu = \text{weighted mean}$

$\sum = \text{summation}$

$f = \text{number of responses under each scale}$

$x = \text{the weight assigned to each scale}$

$N = \text{number of respondents}$

For interpretation purposes, the proponent assigned a hypothetical mean range to the instruments as follows:

<table>
<thead>
<tr>
<th>Range</th>
<th>Qualitative Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26 – 4.00</td>
<td>Very Great Extent</td>
</tr>
<tr>
<td>2.51 – 3.25</td>
<td>Great Extent</td>
</tr>
<tr>
<td>1.76 – 2.50</td>
<td>Less Extent</td>
</tr>
<tr>
<td>1.00 – 1.75</td>
<td>Never</td>
</tr>
</tbody>
</table>

Categories use to measure the extent of self-regulatory skills of the respondents has the following assigned numeric value and its verbal interpretation:

4 – Very Great Extent – means that the student-respondents manifest self-regulatory skills at all times.

3 – Great Extent – means that the student-respondents manifest self-regulatory skills in majority of the times.

2 – Less Extent – means that the student-respondents manifest self-regulatory skills in a few times only.

1 – Never – means that the student-respondents do not manifest self-regulatory skills at all.
3. Presentation, Analysis and Interpretation of Data

This section presents, analyzes and interprets the data collected in this study. The data pertained to the self regulatory skills of the 2nd year nursing students who are officially enrolled in the 1st semester in the school year 2008-2009.

SELF-REGULATORY SKILLS OF THE 2nd YEAR BSN STUDENTS

The students’ self regulatory skills are assessed through the six dimensions with the selected four items in each. The gathered data are presented below.

Metacognition

Table 1 highlights the data concerning the extent to which metacognition strategy of self regulation was practiced by the 2nd year nursing students in La Salle University as evaluated by themselves.

The table shows that the students at a very great extent ($\mu = 3.28$) try to reflect the applicability of their lessons to their daily living. The respondents in great extent ($\mu = 3.15$) are also sensitive in comparing what are the newly acquired learning with what they already know and they try to connect it with their real experiences. Though relating the themes to what they are studying got the lowest weighted mean of 2.96 in all the assessment items still the respondents at great extent practiced metacognition strategy.
Table 1: Self regulatory Skills of the Respondents in Terms of Metacognition

N= 47

<table>
<thead>
<tr>
<th>Items that Assess Metacognition</th>
<th>μ</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I try to see how, what I am studying would apply to my everyday living.</td>
<td>3.28</td>
<td>very great extent</td>
</tr>
<tr>
<td>2. I try to find relationships between what I am learning and what I already know.</td>
<td>3.15</td>
<td>great extent</td>
</tr>
<tr>
<td>3. I try to relate what I am studying to my own experiences.</td>
<td>3.15</td>
<td>great extent</td>
</tr>
<tr>
<td>4. I try to interrelate themes in what I am studying.</td>
<td>2.96</td>
<td>great extent</td>
</tr>
</tbody>
</table>

**Factor Average** 3.14 great extent

Legend:

3.26 – 4.00 very great extent  
2.51 – 3.25 great extent  
1.76 – 2.50 less extent  
1.00 – 1.75 never

As shown by the factor average of 3.14, metacognition strategy was practiced by the respondents to a great extent. This means that the respondents are good thinkers and are able to identify the factors that affect their thinking and they manifested metacognition as their self- regulatory skills strategy in majority of the times.

**Self-concept**

Table 2 shows the data gathered with regard to the extent of the self regulatory skills of the respondents in terms of self concept strategy.
### Table 2: Self regulatory Skills of the Respondents in Terms of Self-concept

N= 47

<table>
<thead>
<tr>
<th>Items that Assess Self-concept</th>
<th>μ</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I worry that I will flunk out of school.</td>
<td>3.28</td>
<td>very great extent</td>
</tr>
<tr>
<td>2. When I begin an examination, I feel pretty confident that I will do well.</td>
<td>2.47</td>
<td>less extent</td>
</tr>
<tr>
<td>3. Worrying about doing poorly interferes with my concentration on tests.</td>
<td>2.98</td>
<td>great extent</td>
</tr>
<tr>
<td>4. I get so nervous and confused when taking an examination that I fail to answer questions to the best of my ability.</td>
<td>2.87</td>
<td>great extent</td>
</tr>
<tr>
<td><strong>Factor Average</strong></td>
<td><strong>2.90</strong></td>
<td><strong>great extent</strong></td>
</tr>
</tbody>
</table>

Legend:

<table>
<thead>
<tr>
<th>Range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26 – 4.00</td>
<td>very great extent</td>
</tr>
<tr>
<td>2.51 – 3.25</td>
<td>great extent</td>
</tr>
<tr>
<td>1.76 – 2.50</td>
<td>less extent</td>
</tr>
<tr>
<td>1.00 – 1.75</td>
<td>never</td>
</tr>
</tbody>
</table>

The table revealed that at very great extent (μ = 3.28) the respondents worry if they flunk out from the school. At great extent the respondents get so nervous and confused when taking an examination and their concentration on tests was disturbed thinking that they will get poor results. When they begin taking the exam they are less confident that they will do well as shown in the weighted average of 2.47. The feelings of fear may hinder intellectual sensibility. Though, in the general view, factor average of 2.90 signifies that the students manifested great extent in their self concept.
Self-monitoring

Table 3 below reveals the self regulatory skills of the respondents in terms of self-monitoring strategy.

<table>
<thead>
<tr>
<th>Items that Assess Self-monitoring</th>
<th>μ</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am up-to-date in my class assignments.</td>
<td>2.87</td>
<td>great extent</td>
</tr>
<tr>
<td>2. I compare class notes with other students to make sure my notes are complete.</td>
<td>2.92</td>
<td>great extent</td>
</tr>
<tr>
<td>3. I review my notes before the next class.</td>
<td>2.30</td>
<td>less extent</td>
</tr>
<tr>
<td>4. I test myself to be sure I know the material I have been studying.</td>
<td>2.68</td>
<td>great extent</td>
</tr>
<tr>
<td><strong>Factor Average</strong></td>
<td><strong>2.69</strong></td>
<td>great extent</td>
</tr>
</tbody>
</table>

Legend:

- 3.26 – 4.00 very great extent
- 2.51 – 3.25 great extent
- 1.76 – 2.50 less extent
- 1.00 – 1.75 never

It was observed on the table that of the four inventory statements utilized as assessment items of the self monitoring strategy there is the only one that showed a different result. The item “I review my notes before the next class” garnered the weighted mean of 2.30 means that the respondents regulate themselves in less extent. In this point their active assessment to their performance is less practiced by them. The other three of the four items found to be in the same range which is great extent. This means that the ability to monitor one’s own performance, plan, and compare with others is of great importance to the respondents.
Motivation

Students with poor motivation prefer to do activities other than studying their lessons. Table 4 shows the self regulatory skills of the respondents in terms of motivation.

Table 4: Self regulatory Skills of the Respondents in Terms of Motivation

<table>
<thead>
<tr>
<th>Items that Assess Motivation</th>
<th>μ</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I would rather not be in school.</td>
<td>1.21</td>
<td>never</td>
</tr>
<tr>
<td>2. I only study the subjects I like.</td>
<td>2.04</td>
<td>less extent</td>
</tr>
<tr>
<td>3. When work is difficult I either give up or study only the easy parts.</td>
<td>2.21</td>
<td>less extent</td>
</tr>
<tr>
<td>4. I tend to spend so much time with friends that my coursework suffers.</td>
<td>2.09</td>
<td>less extent</td>
</tr>
</tbody>
</table>

Legend:

3.26 – 4.00 very great extent
2.51 – 3.25 great extent
1.76 – 2.50 less extent
1.00 – 1.75 never

As shown on the table respondents are determined to be in school as revealed by the weighted mean of 1.21 to the item that measures how motivated they are in going to school. The respondents showed that they like to be in school. It was also shown on the table that despite they do not like the subject, and they found the work as difficult, they do not allow their coursework to suffer as revealed on the table. It is noticeable that three of the inventory statements to measure the self regulatory skills of motivation of the respondents are at less extent. The factor average of 1.89 reflects that difficulty in sustaining
interest in learning, weak attitude towards a learning situation are generally manifested at less extent.

**Strategy Formation**

A student who does not know what to do to learn more especially in difficult subjects is an indication of inability to form his own strategies. Table 5 shows the gather date about strategy formation of the respondents.

Table 5: Self regulatory Skills of the Respondents in Terms of Strategy Formation

<table>
<thead>
<tr>
<th>Items that Assess Strategy Formation</th>
<th>μ</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I make drawings or sketches to help me understand what I am studying.</td>
<td>2.23</td>
<td>less extent</td>
</tr>
<tr>
<td>2. I learn new words or ideas by visualizing a situation in which they occur.</td>
<td>3.02</td>
<td>great extent</td>
</tr>
<tr>
<td>3. I translate what I am studying into my own words.</td>
<td>3.15</td>
<td>great extent</td>
</tr>
<tr>
<td>4. When I study, I have trouble figuring out just what to do to learn the material.</td>
<td>2.49</td>
<td>less extent</td>
</tr>
<tr>
<td><strong>Factor Average</strong></td>
<td><strong>2.72</strong></td>
<td><strong>great extent</strong></td>
</tr>
</tbody>
</table>

Legend:

- 3.26 – 4.00 very great extent
- 2.51 – 3.25 great extent
- 1.76 – 2.50 less extent
- 1.00 – 1.75 never

As shown on the table the respondents’ ability to create something new out of the existing information is of less extent. This means that the formation strategies of the students are not well cultivated. However, it was also shown that great extent they learn words and ideas through imaginations, and practical applications. The factor
average of 2.72 signifies that the formation strategy of the respondents is of great extent.

**Volition Control**

The table below shows the volition control strategy of the respondents.

Table 6: Self regulatory Skills of the Respondents in Terms of Volition Control

N= 47

<table>
<thead>
<tr>
<th>Items that Assess Volition Control</th>
<th>μ</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Even when study materials are dull and uninteresting, I manage to keep working until I finish.</td>
<td>3.00</td>
<td>great extent</td>
</tr>
<tr>
<td>2. When it comes to studying, procrastination (delay) is a problem for me.</td>
<td>2.68</td>
<td>great extent</td>
</tr>
<tr>
<td>3. When I decide to study, I set aside a specific length of time and stick to it.</td>
<td>2.70</td>
<td>great extent</td>
</tr>
<tr>
<td>4. I concentrate fully when studying.</td>
<td>2.85</td>
<td>great extent</td>
</tr>
<tr>
<td><strong>Factor Average</strong></td>
<td><strong>2.81</strong></td>
<td><strong>great extent</strong></td>
</tr>
</tbody>
</table>

Legend:

- 3.26 – 4.00 very great extent
- 2.51 – 3.25 great extent
- 1.76 – 2.50 less extent
- 1.00 – 1.75 never

All assessment items in the volition control strategy of the respondents showed that they avoid themselves to be distracted with regard to dull and uninteresting study materials and they set specific approach like setting lengths of time in studying to ensure that their efforts are not wasted. Volition control strategy is helpful in achieving learning goals. Through personal acts a student may be protected from some failures in academic activities. The factor average of 2.81 means that the volition control of the respondents is at great extent.
Summary of the Self Regulatory Skills

Table 7 shows the summary of the gathered data with regard to the different self regulatory skills of the 2nd year nursing students enrolled in the SY 2008 – 2009.

Table 7: Summary of the Self Regulatory Skills
Strategy of the Respondents

| N= 47 |
|-----------------|-----------------|-----------------|
| **Self Regulatory Skills** | **Factor Average** | **Interpretation** |
| 1. Metacognition | 3.14 | great Extent |
| 2. Self-concept | 2.90 | great Extent |
| 3. Self-monitoring | 2.69 | great Extent |
| 4. Motivation | 1.89 | less Extent |
| 5. Strategy Formation | 2.72 | great Extent |
| 6. Volition control | 2.81 | great Extent |

Legend:

- 3.26 – 4.00 very great extent
- 2.51 – 3.25 great extent
- 1.76 – 2.50 less extent
- 1.00 – 1.75 never

Although five of the six self regulatory skills are within the range of great extent, investigation reveals that among the five self regulatory skills that students should possess to achieve learning goals only one found that garnered the weighted mean of 3.14, and that is metacognition. This means that the respondents at majority of times are aware of themselves. It was shown also that self concept, self monitoring, strategy formation, and volition control strategies of the respondents are practiced majority of the times. On the other hand, the motivation strategy of the respondents was observed to be at less
extent. This reflects that the student-respondents manifested this self-regulatory skill in a few times only.

4. Summary of Findings, Conclusions and Recommendations

Findings

As manifested by the self evaluation of 2nd year nursing students, among the six self regulatory skills five of them namely: metacognition, self concept, self monitoring, strategy formation and volition control are practiced by the respondents at majority of the time, however, it was found that metacognition was seen above these five skills with 3.14 factor average. The investigation also revealed that as regard to motivation the respondents’ practiced this attitude in a few times only.

Conclusion

Monitoring students’ progress in their studies and evaluating how they apply self regulatory strategies are not an easy tasks for tertiary educators. However, the results suggest that there are certain areas in the different self regulatory strategies that need to be given more attention by the tertiary educators so that the students will improve their self regulations and to help them develop as independent learners. Specifically, these areas are those that got lesser results as shown in the factor average in the study namely: Self Monitoring (2.69), Strategy Formation (2.72) and much more in the Motivation (1.89) strategy of the students.

Recommendations

In the context of the findings of the study, the researchers recommend that:
1. Tertiary educators in La Salle University exert more effort to motivate the students in doing their academic activities even if they are difficult.

2. The teacher in her classroom provide the students good learning environment by the application of the motivational strategies to strengthen the weak attitude of the students towards learning situations.

3. Students be helped and advised to approach challenging problems rather escape.

4. Guidance counselors encourage the students to monitor their academic performance results and extremely increase the time spend for course work

5. Teachers and guidance counselors cultivate to the mind of the students that analyzing problems is not only done within the pages of the book but it must be translated to real life experiences and environmental observations.

6. The institution require the guidance center to formulate enrichment programs, seminars, workshops for the students that will stir their self–regulatory skills with concentration in the motivation skills of the students and full support should be extended.
List of References


Education Encyclopedia: Motivation: Self-Regulated Learning

