REPUBLIC OF TURKEY
ÇANAKKALE ONSEKİZ MART UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

AN INVESTIGATION INTO SELF-REGULATION STRATEGIES OF PRIMARY SCHOOL ENGLISH LANGUAGE LEARNERS

MA THESIS

Submitted by
Fatma ÇÖLOK

Supervisor
Asst. Prof. Dr. Ece ZEHİR TOPKAYA

Bu çalışma, Çanakkale Onsekiz Mart Üniversitesi Bilimsel Araştırma Projeleri kapsamında desteklenmiştir.
Proje No: 2009/02

Çanakkale – 2010

TAAHHÜTNAME

Yüksek lisans Tezi olarak sunduğum "An Investigation into Self-Regulation Strategies of Primary School English Language Learners" adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

22/10/2010

Fatma ÇÖLOK

Sosyal Bilimler Enstitüsü Müdürlüğü'ne

Fatma ÇÖLOK' a ait **"An Investigation into Self-Regulation Strategies of Primary School English Language Learners"** adlı çalışma,

jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı,

İngilizce Öğretmenliği Bilim Dalında

YÜKSEK LİSANS TEZİ olarak oybirliği ile kabul edilmiştir.

Başkan Yrd. Doç. Dr. Ece ZEHİR TOPKAYA(Danışman)

Üye Prof. Dr. Dinçay KÖKSAL

Üye Yrd. Doç. Dr. Hasan ARSLAN

Tez No : 386119
Tez Savunma Tarihi : 22. 10. 2010

ONAY

Doç. Dr. Yücel ACER
Enstitü Müdürü
26/11/2010

An Investigation into Self-Regulation Strategies of Primary School English Language Learners

ABSTRACT

The present study was implemented in order to investigate self regulation strategies of primary school English language learners. In addition, it explored the possible relationships between self regulation strategies of primary school English language learners and different grades, gender, residence, and socio-economic conditions.

This study, which adopted the descriptive study design, was carried out with 383 primary school students, including 5th, 6th, 7th and 8th graders, both in rural and urban areas. Motivated Strategies for Learning Questionnaire, including a motivation section and a learning strategies section, and a socio-demographic form were used to collect quantitative data. The data obtained from the questionnaire were analyzed, frequencies and percentages, means and standard deviations were calculated, and independent samples T-Test analysis, One Way Anova analysis, and regression analysis were done. Lastly, the findings of the study were discussed, and the conclusions and implications were stated.

Keywords: Self Regulated Learning, Self Regulation Strategies

İlköğretim Öğrencilerinin İngilizce Dersinde Kullandıkları Öz Düzenleme Stratejileri Üzerine Bir Araştırma

ÖZET

Bu çalışma ilköğretim öğrencilerinin İngilizce dersinde kullandıkları öz düzenleme stratejilerini araştırmak amacıyla uygulanmıştır. Ayrıca bu çalışma, ilköğretim öğrencilerinin kullandıkları öz düzenleme stratejileri ile farklı sınıf seviyeleri, cinsiyet, yaşanan yer ve sosyo-ekonomik durumlar arasındaki muhtemel ilişkileri irdelemiştir.

Betimleyici çalışma tarzının benimsendiği bu çalışma hem kırsal hem kentsel kesimden olan ve 5. , 6. , 7. ve 8. sınıflarda öğrenim gören 383 ilköğretim öğrencisiyle gerçekleştirilmiştir. Nicel veriyi toplamak amacıyla Motivasyon ve Öğrenme alt boyutlarından oluşan Öğrenmeye İlişkin Motivasyon Stratejileri Anketi (MSLQ) ile sosyo-demografik form kullanılmıştır. Anketten elde edilen veriler analiz edilmiş, frekanslar ve yüzdelikler, ortalamalar standart sapmalar hesaplanmış, Independent-Samples T-test, One way Anova ve regresyon analizleri yapılmıştır. Son olarak çalışmanın bulguları tartışılmış, sonuç ve öneriler verilmiştir.

Anahtar Sözcükler: Öz Düzenlemeli Öğrenme, Öz Düzenleme Stratejileri

ACKNOWLEDGEMENTS

There are so many people who helped, encouraged and supported me to be able to complete this thesis.

First of all, I would like to thank my advisor Assistant Prof. Dr. Ece Zehir TOPKAYA for her expert and invaluable guidance, constant encouragement, unlimited patience and understanding, careful reading and suggestions for improving this study since the beginning.

I also need to thank Prof. Dr. Dinçay KÖKSAL, Assistant Prof. Dr. İsmail Hakkı ERTEN, Assistant Prof. Dr. Aysun YAVUZ, and Assistant Prof. Dr. Cevdet Yılmaz for the skills and knowledge I attained during their courses.

Certainly, I could not have completed this study without the help of students participated in the study. I would like to thank all of them for their dedication and time they put into this study.

I would also like to thank my lovely friend and colleague, Ümran CİRİT, for her emotional support and love.

I am also grateful to my principal Nihat KESMEN in Evciler Şehit Osman Özkan Primary School.

Last, but not least, my parents, Zehra and Hüseyin ÇÖLOK, deserve my deepest appreciations as they have always believed in me to handle such a challenge from the very first day of my education and provided me with every kind of support to achieve it. I would never be able to come this far without them.

TABLE OF CONTENTS

ABBREVIATIONS

MSLQ	Motivated Strategies for Learning Questionnaire
SPSS	Statistical Package for Social Sciences
SR	Self Regulation
SRL	Self Regulated Learning
ELT	English Language Teaching
CS	Civil Servant
F	Farmer
SE	Self Employed
R	Retired
J	Jobless

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

1.0 Introduction

This chapter initiates with explaining background of the study. It then presents the purpose of the study and the related research questions addressed in this study. Subsequently, it gives a brief description of the significance of the study, its assumptions and limitations. Lastly, it states the organization of thesis and the summary of the chapter.

1.1 Background of the Study

Self regulated learning (SRL) is a process in which students set goals for their own learning, select and apply appropriate strategies in order to attain these goals, and evaluate their own learning process (Schunk 1994; Schunk 2005; Butler & Winne 1995; Zimmerman 1990, 2000, 2001).

SRL concept appeared in 1970s, in response to emerging paradigms in educational science and psychology as cognitive research in the 1970s still employed the approach of earlier behavioral research whereby aspects of thinking were isolated, examined and deconstructed into components (Paris & Paris 2001). In the 1970s, particular interest was given to general learning strategies and how to teach them (Weinstein & Mayer 1983).

In the 1980s, the term SRL became popular as it put emphasis on the emerging autonomy and responsibility of learners to take charge of their own learning (Paris & Winograd 2003). Since researchers noticed that knowing strategies and the procedures to implement them were not enough for learners to be strategic, they also needed to be aware of their strategic knowledge and had to know not only how to use but also when to use and how to coordinate, monitor, and control their cognitive actions (Mayer 1998; Schoenfeld 1992). Then, the idea of metacognition was introduced by Flavell (1979) referring to a learner's knowledge about and control over his/her cognitive processes. Metacognition became one of the most important components of SRL and researchers started to investigate which kind of metacognitive knowledge (e.g., task, strategies) and skills (e.g.,

control, monitoring) were beneficial for effective learning, and specifically comprehension monitoring gained much attention (Weinstein & Mayer 1983).

Through the mid-1980s and 1990s, SRL conceptions evolved to include interactions between learners' knowledge and cognitive and metacognitive skills as well as their motivation (Alexandar 1995; Butler & Winne 1995; Schunk 1994).

Currently, the notion of SRL is one of the most striking research areas for researchers and SRL has become one of the terms that explain learning (Beltran 1996 as cited in Montalvo & Torres 2004).

SRL is one of the psychological constructs which is related to modern expectancy value theory according to which there are three motivational components that might be linked to the three different components of SRL, i.e. an expectancy component, a value component, and an affective component. The first of these components, expectancy component, includes learners' beliefs about their ability to perform a task and take charge of their own performance. Secondly, value component refers to learners' reasons for doing a task. Lastly, affective component basically concerns learners' emotional and affective reactions to the task (Pintrich & De Groot 1990).

There are five models of SRL, i.e. the models developed by Boekaerts (Boekaerts & Niemivirta 2000), Borkowski (1996 as cited in Puustinen & Pulkkinen 2001), Pintrich (2000), Winne (Winne & Hadwin 1998 as cited in Puustinen & Pulkkinen 2001) and Zimmerman (2000). Two of these models, Zimmerman's and Pintrich's models, which were inspired by social cognitive theory which defines SRL as a process of learning resulting from learners' self-generated thoughts and behaviors that are systematically oriented toward their learning goals (Schunk 2001).

Strategy use is the most important indicator of SRL. SRL strategies refer to actions and processes directed at acquisition of information or skills that involve agency, purpose, and instrumentality self-perceptions by a learner (Zimmerman 1989; Zimmerman & Martinez Pons 1986). By the help of SRL strategies learners guide their own learning process and make appropriate decisions independently. Furthermore, SRL strategies may enhance learner motivation and self-esteem (Lee 2002).

In the literature, four categories of SRL strategies were defined: motivational, metacognitive, volitional, and cognitive. While the first three are related with supporting and managing the processes that manage learning, cognitive strategies encourage the processes which lead most directly to produce knowledge (Du Bois & Staley 1997).

In the first place, learners use motivational strategies in order to initiate and direct their behavior toward desired learning goals. Motivational strategies influence expectancy for success, task value, academic goals, and attributions (Du Bois & Staley 1997). A variety of motivational strategies were used by learners with the aim of maintaining their attention on learning tasks, increasing their engagement, and completing learning tasks. Goal orientation, task value, self-efficacy, and personal interest are four important concepts that affect learners' strategies to regulate their motivation as well as their cognition and behavior (Pintrich 2000).

Secondly, cognitive strategies are approximately synonymous with study strategies, i.e. note taking, mental review, and self-questioning. Successful learners use cognitive strategies to select essential information, organize information coherently, and link it to their earlier knowledge (Du Bois & Staley 1997). They use cognitive strategies to learn, remember, and understand the course material (Corno & Mandinach 1983; Zimmerman & Martinez Pons 1986, 1988). Self-regulated learners can evaluate the task and transform and organize information by using cognitive strategies (Kaya 2007).

Garcia & Pintrich (1994) defined metacognitive strategies as self regulatory strategies to control cognition. Metacognitive strategies affect students' learning and performance substantially (Garcia & Pintrich 1994; Pape & Wang 2003; Pintrich & De Groot 1990; Pintrich et al. 1993; Schoenfeld 1992). Metacognitive strategies involve strategic knowledge that refers to individuals' knowledge of various general cognitive strategies in their repertoire (Pintrich 2002). Metacognitive strategies are applied by learners for planning, monitoring, and modifying their cognition (Pintrich & De Groot 1990; Pintrich 2002).

Lastly, volitional strategies can be described as actions which learners use to protect their learning activities from competing activities (Du Bois & Staley 1997). It is suggested that volitional strategies are similar to metacognitive strategies as both are executive control strategies. On the other hand, metacognitive strategies operate on cognitive

processes, whereas volitional strategies operate on motivational processes (Kuhl & Krask 1989 as cited in Du Bois & Staley 1997).

As for the measurement of SRL, several instruments have been developed (see, Weinstein, Schulte & Palmer 1987 as cited in Montalvo & Torres 2004; Pintrich et al. 1991; Niemivirta 1998 as cited in Montalvo & Torres 2004; Zimmerman & Martinez Pons 1986, 1988). Winne & Perry (2000) categorized the early instruments mainly into two: a) instruments that measure SRL as an aptitude, describing relatively stable qualities or attributes of the learner, and enabling prediction of future behavior (cognition and motivation); and b) instruments that measure SRL as an activity, characterized as more complex measures that collect information.

Within the first category, self reporting questionnaires, i.e. the motivated strategies for learning questionnaire (MSLQ) (Pintrich et al. 1991), the learning and study strategies inventory (LASSI) (Weinstein, Schulte & Palmer 1987 as cited in Montalvo & Torres 2004), the components of self regulated learning (CSRL) (Niemivirta 1998 as cited in Montalvo & Torres 2004), structured interviews, i.e. self regulated learning interview schedule (SRLIS) (Zimmerman & Martinez Pons 1986, 1988), and teacher judgments, i.e. rating students SRL outcomes: a teacher scale created by Zimmerman & Martinez Pons (1988) are included. In this study, one of these self reporting instruments, MSLQ, based on the motivational model of expectancy value, was used (Pintrich 2003; Wigfield & Eccles 1992).

Within the second category, the think aloud protocols (Montalvo & Torres 2004; Zimmerman & Martinez Pons 1986), methods of error detection in tasks (Montalvo & Torres 2004), the trace methodologies (Winne & Jamieson-Noel 2003) and observations (Perry 1998) are included.

In the world, SRL has become a current focus for educational researchers over the past 30 years. Research on SRL especially has involved studies conducted in school contexts and addressed various facets of SRL (see, Boekaerts et al. 2005). There are several studies which have identified the key processes in SRL by comparing good with poor self-regulators (see, Pintrich 2000; Pintrich & Zusho 2002 as cited in Schunk 2005). Additionally, the possible relationships between SRL, motivation and learning are examined by researchers (see, Pintrich 2000, 2003). Another major line of research has explored the development of students' self-regulatory skills and researchers especially

interested in how children' cognitive and emotional capacities change to allow them greater behavioral self-control (see, Henderson & Cunningham 1994). Besides, longitudinal studies were conducted to investigate possible effects of interventions, designed to improve students' self-regulatory skills and school achievement, and interventions typically showed positive results (see, Schunk & Ertmer 2005).

In the Turkish context, researchers started to conduct SRL studies after 2000s, and the number of these studies is limited. Researchers conducted descriptive SRL studies with different age groups, i.e. primary school (Sungur & Güngören 2009; Üredi & Üredi 2005), high school students (Kadıoğlu & Uzuntiryaki 2010; Yumusak, Sungur & Çakıroğlu 2007), and university students (Özturan Sağirli & Azapağasi 2009), in different courses, such as chemistry (Kadıoğlu & Uzuntiryaki 2010), science (Sungur & Güngören 2009), biology (Yumusak, Sungur & Çakiroglu 2007), and mathematics (Üredi & Üredi 2005). Additionally, only an experimental study was conducted by Sungur & Tekkaya (2006), which investigated the effectiveness of problem-based learning and traditional instructional approaches on various facets of students' SRL. At this point, it should be indicated that there are no SRL studies concerning language learning in Turkey, and this study is unique as it investigates the SR strategies of primary school English language learners.

1.2 Purpose of the Study

The main aim of the study is to investigate self regulation (SR) strategies of primary school English language learners. Additionally, it is intended to find out the possible relationship between self-regulation strategies of primary school English language learners and different grades, gender, residence, and socio-economic conditions. This study, therefore, aims to find answers to the following research questions:

RQ 1: What are the self regulation strategies of primary school English language learners?

RQ 2: Is there a relationship between gender and self regulation strategies of primary school English language learners?

RQ 3: Is there a relationship between different grades and self regulation strategies of primary school English language learners?

RQ 4: Is there a relationship between residence and self regulation strategies of primary school English language learners?

RQ 5: Is there a relationship between socio-economic background and self regulation strategies of primary school English language learners?

RQ 6: Which of the variables predict self regulatory behavior?

1.3 Significance of the Study

For a variety of reasons this study bears importance. Firstly, this study mainly investigates self regulation strategies of primary school English language learners. It could be said that there are limited number of studies that have investigated the area of general literature on SRL in Turkey and the review of literature reveals that there are no studies investigated the area of SRL with respect to English language learning in Turkey. Therefore, this study might guide and contribute to further SRL studies in Turkey. Furthermore, the results of this study might contribute to the research implemented in this field and serve future researchers as a basis for further research related to the promotion of responsibility in foreign language learning settings.

Additionally, the results and implications of this study could give practicing teachers a departure point, in that they will be provided with a student profile in relation to SRL. In their students' unique situations they may use this information to understand the self regulatory behavior of their students and they may become more attentive towards their students. The findings of this study also could give these teachers the opportunity to compare their learners and their profile in SRL.

Furthermore, the results of this study could shed light on the organization of foreign language teacher education. Pre-service teachers might be equipped with an understanding of SRL and its functions in the classrooms with the integration of SRL into course contents in ELT programs.

Lastly, the findings of this study can influence course designers to incorporate the elements that might lead to the development of SRL in course development.

1.4 Assumptions of the Study

This study was conducted under the following assumptions:

Firstly, it is assumed that all the participants took part in the study and they were honest and frank when answering the questions in the questionnaire.

Secondly, during the interpretation of the data, the researcher took on an impartial and unbiased attitude.

Finally, it is assumed that there were not many intervening factors that might affect the results and mislead the researcher.

1.5 Limitations of the Study

This study is a local one and a group of 5^{th}, 6^{th}, 7^{th}, and 8^{th} grade students in Evciler Şehit Osman Özkan Primary School, Merkez Primary School, and 18 Mart Primary School participated in this study. Therefore, the data collected in this study is limited to the participants of this study. For this reason, it is not possible to generalize the results of this study for all primary school students in Turkey.

In this study, a questionnaire and a socio demographic form were used to collect data. Thus, the results of the study are limited to these instruments. Therefore, those self regulatory behaviors, as they were included in these instruments, were determined. For this reason, the self regulation strategies which were described in this study can not be said to uncover all the self regulation strategies of these learners.

1.6 Organization of the Thesis

This thesis is composed of five chapters. Chapter I is an introduction and it presents the background of the study. The purpose of the study and the related research questions are presented as well. Furthermore, the significance, assumptions and limitations of the study are stated. Lastly, the description of the organization of the whole thesis and the summary of this chapter are included in this chapter.

Chapter II establishes a theoretical framework for SRL. It reviews the literature on definitions and history of SRL. Next, it presents models of self regulated learning. Then, it gives information about sub processes of SRL. Additionally, this chapter explains SRL from a social cognitive perspective. Furthermore, it introduces SRL strategies. Finally,

this chapter discusses self regulated learning in school learning and self regulated learning in language learning

Chapter III describes the methodology of the study by referring to the research questions and design of the study. Furthermore, the pilot study and main study are described in detail.

In Chapter IV, the findings of the study are reported and discussed accordingly in depth. Interpretations of the findings are complemented with tables and figures.

Chapter V is a summary of the whole study. It draws some conclusions, and underlines important implications in the light of these conclusions. It also presents several suggestions for further research.

1.7 Chapter Summary

This chapter reviewed the background of the study. It introduced the purpose of the study and presented research questions. It emphasized the significance of the study and highlighted the assumptions and limitations. Finally, the organization of the thesis was outlined.

CHAPTER II

SELF REGULATED LEARNING AND SELF REGULATION STRATEGIES

2.0 Introduction

This chapter begins with a detailed review on the definitions and history of the self regulated learning concept. Secondly, models of self regulated learning are presented. Thirdly, phases of self regulated learning are stated. Next, sub processes of self regulated-learning are explained. Then, self regulated learning is explained from a social cognitive perspective. As an addition, components of self-regulatory strategies including cognitive learning strategies**,** meta-cognitive learning strategies and volitional strategies are introduced. Finally, self regulated learning in school learning and self regulated learning in language learning are discussed.

2.1 Defining Self Regulation and Self Regulated Learning

According to a recent definition, SR is conceived of as an overarching construct covering aspects such as SRL, the regulation of one's health and stress management, which in turn cover lower level activities such as strategy use, self-observation and automaticity (Zeidner et al. 2000). This study is concerned with SRL which, according to the above definition, is characterized as an intermediate construct describing the ways in which individuals regulate their own cognitive processes within an educational setting.

Many definitions have been developed to describe SRL. SRL is an active, constructive process through which learners set goals for their own learning and then try to monitor, regulate, and control their cognition, motivation, and behavior, guided and restricted by their goals and the contextual features in the environment (Schunk 2005). Zimmerman and Shunk (1989 as cited in Boekaerts & Niemivirta 2005, p 418) defined SRL as "students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals." Winne (1995) described self regulated learning as an inherently constructive and self-directed process. Butler and Winne (1995) also

defined SRL as requiring intended, adaptive, and judgmental processes that involve self-awareness, task, and desired or required actions which mean knowledge and performance goals. SRL refers to the process by means of learners' activating and sustaining cognitions, behaviors, and affects that are systematically devoted to the attainment of learning goals (Schunk 1994). Additionally, Carr (1996 as cited in McCombs 2001) described SRL as a person's ability to learn independently of a teacher. In a similar way, Carver & Scheier (1982 as cited in Jackson, Mackenzie & Hobfoll 2005) described SRL as a systematic process of human behavior that provides individuals with the capacity to adjust their actions and goals to reach desired results. SRL is a cyclical process of cognitive engagement in which purposive behavior is planned adapted and evaluated (Butler & Winne 1995; Zimmerman 2000, 2001), therefore it is not a mental ability or an academic performance skill rather, as Zimmerman (2002) emphasized, it is a self-directive process by which learners convert their mental abilities into academic skills. Learning is assumed as an activity which students do for themselves proactively rather than as a secret event that happens to them in reaction to teaching (Zimmerman 2002). Zimmerman (1990, p. 4) stated "learners are self- regulated if they are metacognitively, motivationally, and behaviorally active participants in their own learning." In this definition metacognitive, motivational, and behavioral processes that facilitate learning such as self efficacy, self monitoring, setting personal goals, planning and organizing, reconstructing or creating ideas, practicing automaticity, and refining personal skills and behaviors are emphasized (McCombs 2001). SRL emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement (Paris & Paris 2001). Boekaerts (1997) stated that SRL is not an event but, rather, refers to a series of reciprocally related cognitive and affective processes that operate together on different components of the information processing system.

It could be concluded that one of the key issues in SRL is the students' ability to direct their own learning. A second key aspect of SRL is the students' ability to select, combine, and coordinate cognitive strategies in an elective way. Students' ability to learn independently is another key aspect of SRL. Lastly, students' active participation in learning activities is also an important aspect of SRL. All in all, SRL is a process that students set goals for their own learning, select and apply appropriate strategies in order to attain these goals and evaluate their own learning process.

2.2 History and Development of Self Regulated Learning

Subsequent to the definition of SRL, it is necessary to emphasize the history and development of SRL. The notion of SRL appeared in 1970s, in response to emerging paradigms in educational science and psychology (Paris & Paris 2001). In the 1970s, general learning strategies and how to teach them was particularly taken into consideration (Weinstein & Mayer 1983).

The term SRL became popular in the 1980s as it emphasized the emerging autonomy and responsibility of learners to take charge of their own learning (Paris & Winograd 2003). Since researchers realized that knowing strategies and how to implement them was not enough for students to be strategic. They also needed to be aware of their strategic knowledge and had to know not only how to use but also when to use and how to coordinate, monitor, and control their cognitive actions (Mayer 1998; Schoenfeld 1992). Flavell (1979) pointed out the idea of metacognition that became one of the major components of SRL, to refer to a student's knowledge about and control over his/her cognitive processes. Then, researchers began to study which kind of metacognitive knowledge (e.g., task, strategies) and skills (e.g., control, monitoring) were useful for effective learning.

Through the mid-1980s and 1990s, conceptions of SRL evolved to involve interactions between students' knowledge and cognitive and metacognitive skills as well as their motivation (Alexandar 1995; Butler & Winne 1995; Schunk 1994).

Motivation is a very broad term which has been discussed by the researchers for many years. There are many theories that have defined and explained what motivation is and its relation to the other psychological constructs in different ways. Eccles & Wigfield (2002) grouped motivational theories into four broad categories. The first, which includes self efficacy theory and control theories, focuses on beliefs about competence and expectancy for success. The second, which includes intrinsic motivation theories, interest theories, and goal theories, focuses on the reasons why individuals engage in different activities. The third, which includes attribution theory, modern expectancy value theory, and self-worth theory, integrates expectancy and value constructs. The fourth, which includes social cognitive theories of SR, theories linking motivation and cognition, theories of motivation and volition, and integrating theories of SR and expectancy value models of

motivation, draws links between motivational and cognitive processes. In this study, modern expectancy value theory and its relation to SRL are discussed.

Modern expectancy-value theories (e.g., Eccles 1987; Wigfield & Eccles 1992; Feather 1988 as cited in Eccles & Wigfield 2002) are based on Atkinson's (1964 as cited in Wigfield 1994) expectancy value model in that achievement performance, persistence, and choice are most directly linked to individuals' expectancy-related and task-value beliefs. Nevertheless, these modern expectancy theories differ from Atkinson's expectancy-value theory in several ways. Basically, both the expectancy and value components are more detailed and linked to a broader array of psychological and social/cultural determinants. In addition, expectancies and values are presumed to be positively related to each other, rather than inversely related, as proposed by Atkinson (Eccles & Wigfield 2002).

Modern expectancy-value theory assumes that the degree to which students will expand effort on a task is a function of (a) their expectation of how successfully they will be able to perform the task and get the rewards regarding successful completion of the task and (b) the value they place on the rewards regarding successful completion of the task. According to this model the amount of effort invested is a product of the expectation of success and the value of the reward (Tollefson 2000).

Pintrich & De Groot (1990) stated that the modern expectancy value theory proposes that there are three motivational components that might be linked to the three different components of SRL namely an expectancy component, a value component, and an affective component. Expectancy component involves students' beliefs about their ability to perform a task and their responsibility for their own performance. In other words, students who believe they are capable engage in more metacognition, use more cognitive strategies, and are more likely to persist in a task than those who do not believe they are able to perform a task. Value component involves students' goals and beliefs about the importance and interest of the task. This component basically concerns students' reasons for doing a task. Affective component involves students' affective or emotional reactions to the task (Pintrich & De Groot 1990).

All in all, SRL concept firstly appeared in 1970s in the context of learning strategies. In 1980s both SRL learning and the modern expectancy value theory became popular. SRL has become a current focus for research and one of the educational axes of

educational practice for over the last 30 years and today still is a striking research area for educational researchers.

2.3 Models of Self Regulated Learning

Relating to the definitions and the history of SRL stated above, it is necessary to discuss some models of SRL. There are five models of SRL that propose different constructs and conceptualizations, have been developed during the past decade, i.e. the models developed by Boekaerts (Boekaerts & Niemivirta 2000), Borkowski (1996 as cited in Puustinen & Pulkkinen 2001), Pintrich (2000), Winne (Winne & Hadwin 1998 as cited in Puustinen & Pulkkinen 2001) and Zimmerman (2000). For a summary of these models, see Figure 2.1.

Models	Background Theories	Definitions of SRL	Empirical Research
Boekaerts' Model of Adaptable Learning	*Action Control Theory & Transactional Stress Theory*	*a goal-oriented process*	*motivation oriented*
Borkowski's Process-oriented Model of Metacognition	*the information processing perspective*	*a metacognitively governed process*	*strategy oriented*
Winne's Four-stage Model of SRL	*have a heterogeneous theoretical background*	*a metacognitively governed process*	*strategy oriented*
Pintrich's General Framework for SRL	*social cognitive theory*	*a goal-oriented process*	*motivation oriented*
Zimmerman's Social Cognitive Model of SRL	*social cognitive theory*	*a goal-oriented process*	*both motivation and strategy oriented*

Figure 2.1 Models of Self Regulated Learning (Puustinen & L. Pulkkinen 2001).

As seen in the figure above, there are both similarities and differences between the models of SRL. Zimmerman's and Pintrich's models, both inspired by social cognitive theory, are discussed deeply in this study.

According to Zimmerman's model based on social cognitive theory, SRL can be viewed as the interaction of behavioral, personal and environmental triadic and at the same time cyclic processes (Zimmerman 2005). In the first place, behavioral processes include self-observing and strategically adjusting performance processes, such as students' learning method. In the second place, environmental processes deal with observing and adjusting environmental conditions or outcomes. Next, personal, or in other words covert processes, involve monitoring and adjusting affective and cognitive states (Zimmerman 2005).

According to Pintrich's framework, SRL can be defined as an active, constructive process by which students set their own learning goals and then attempt to monitor, regulate, and control their cognition, motivation, and behavior guided and constrained by their goals and contextual features in the environment (Wolters, Pintrich & Karabenick 2005).

There is no doubt that Zimmerman's and Pintrich's models are similar to each other concerning their background theory and definition of SRL. Both models consider students as active participants in the learning process with a goal, against which they can assess their progress. Although the two models of SRL, i.e. Zimmerman's and Pintrich's models, based on social cognitive theory are not identical, both emphasize the role of motivation in order to regulate behavior directed at accomplishing a task or activity (Eccles & Wigfield 2002).

In spite of the similarities, there are some differences between the two models. For example, Pintrich's model concentrates on the regulation of cognition, motivation and affect, behavior, and context in all phases, while Zimmerman's (2000) model emphasizes the cyclical nature of the phases—forethought, monitoring, control, and reflection (Schunk 2005).

In order to understand the similarities and differences between Zimmerman's and Pintrich's models, it is necessary to discuss the phases of SRL in detail with respect to both models.

2.3.1. Phases of Self Regulated Learning

Many researchers concur that SRL is a multidimensional process, in which there is a set of three repeated phases in a general time-ordered sequence that materialize with the attainment of SR skills (Zimmerman 1986) which are forethought, performance or volitional control, and self-reflection (Zimmerman 1989, 2000, 2002) (see Figure 2.2).

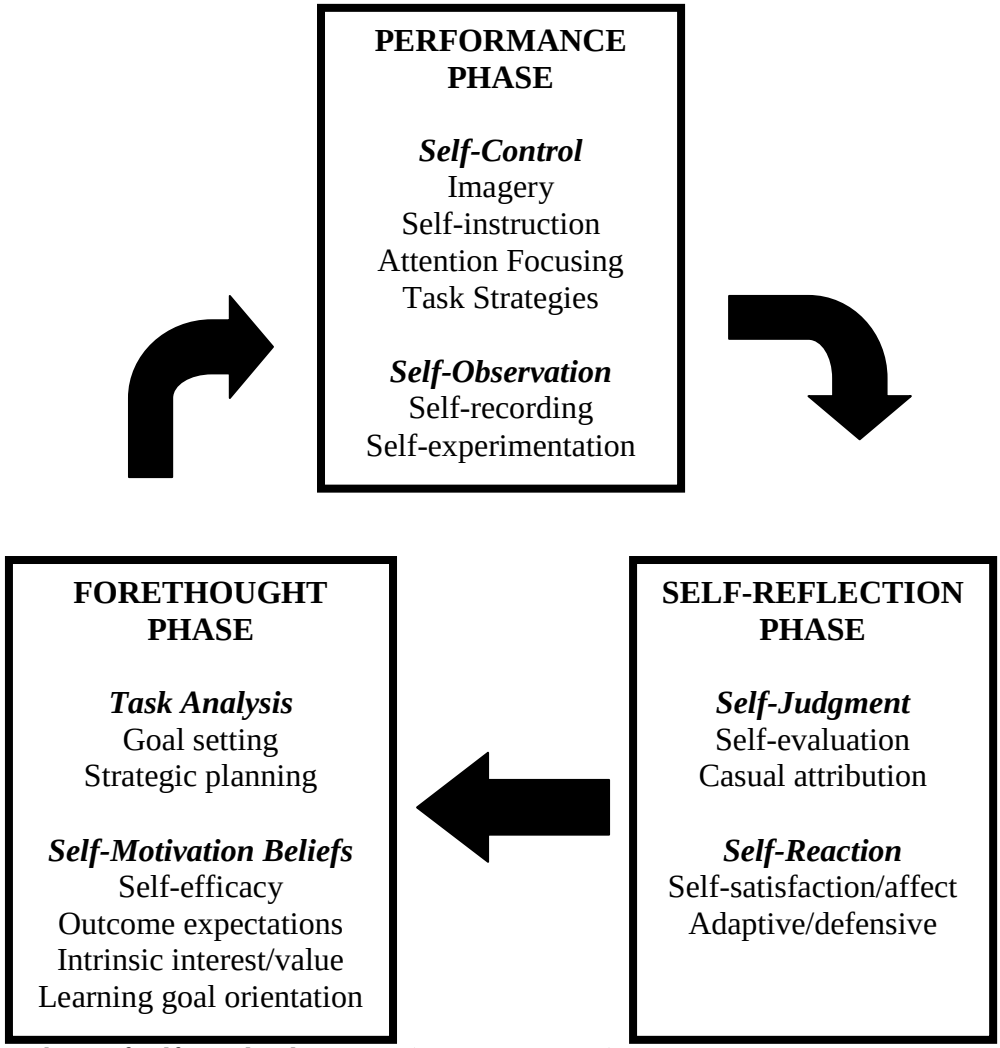

Figure 2.2 Phases of Self-Regulated Learning (Zimmerman 2002)

According to Zimmerman (1998), the forethought phase refers to influential processes and beliefs that precede efforts to learn and set the stage for such learning. During forethought, self-regulated learners plan their behaviors by analyzing tasks and setting goals (Corno 2001). Forethought process involves task analysis and self-motivational beliefs. (Zimmerman 2000). While, task analysis involves goal setting and strategic planning, Self-motivation refers to learners' beliefs about learning, such as self-efficacy beliefs about having personal capability to learn and outcome expectations about

personal consequences of learning (Bandura 1997). Intrinsic interest refers to learners' valuing the task, and learning goal orientation refers to valuing the process of learning for its own values. For instance, learners who find the subject matter of history interesting and enjoy increasing their mastery of it are more motivated to learn in a self regulated fashion (Zimmerman 2002).

Performance or volitional control refers to processes occurring during motoric efforts and action (Zimmerman 2005). During the performance or volition control phase, self-regulated learners monitor and control their behaviors, cognitions, motivations, and emotions by enlisting strategies such as attentional control, encoding control, self-instruction, and attributions (Corno 2001). There are two major classes of performance phase processes: self-control and self-observation. Self-control refers to the deployment of specific methods or strategies that are chosen during the forethought phase. The use of imagery, self-instruction, attention focusing, and task strategies are among the key types of self control methods that have been studied to date. Self-observation refers to self-recording personal events or self-experimentation to understand the cause of these events. Self-monitoring, an implicit form of self-observation, refers to one's cognitive tracking of personal functioning, such as the frequency of failing to capitalize words when writing an essay (Zimmerman 2002).

Self-reflection includes processes that occur after performance efforts and affect an individual's response to that experience (Zimmerman 2000, 2005). During the reflection phase the learner thinks about his/her performance relative to the goals and strategies that have been used to work towards that goal (Zimmerman 2000). Self-reflection involves self-judgment and self-reaction. One form of self-judgment, self-evaluation, is related with comparisons of self-observed performances against some standards, such as one's prior performance or another person's performance. Another form of self-judgment includes causal attribution referring to beliefs about the cause of one's errors or successes, such as a score on an English test. For example, a student who gets a poor score, which can be very damaging motivationally as it implies that efforts to improve on a future test will not be effective. In contrast, attributing a poor English score to controllable processes, such as the use of the wrong solution strategy, will sustain motivation as it implies that a different strategy may lead to success. One form of self-reaction comprises feelings of self-satisfaction and positive affect regarding one's performance. It is stated that decreases in

self-satisfaction undermine further efforts to learn, while increases in self-satisfaction enhance motivation (Schunk 2001). Self-reactions also take the form of adaptive or defensive responses. Defensive reactions are the efforts to protect one's self-image by withdrawing or avoiding opportunities to learn and perform, such as being absent for a test. On the contrary, adaptive reactions refer to adjustments planned to increase the effectiveness of one's method of learning, such as modifying an ineffective learning strategy (Zimmerman & Bandura 1994).

Similar to the Zimmerman's model, according to the Pintrich's (2000, 2004) model, which also inspired by social cognitive theory, SRL is composed of four phases that are forethought, monitoring, control, and reflection phases (see Figure 2.3).

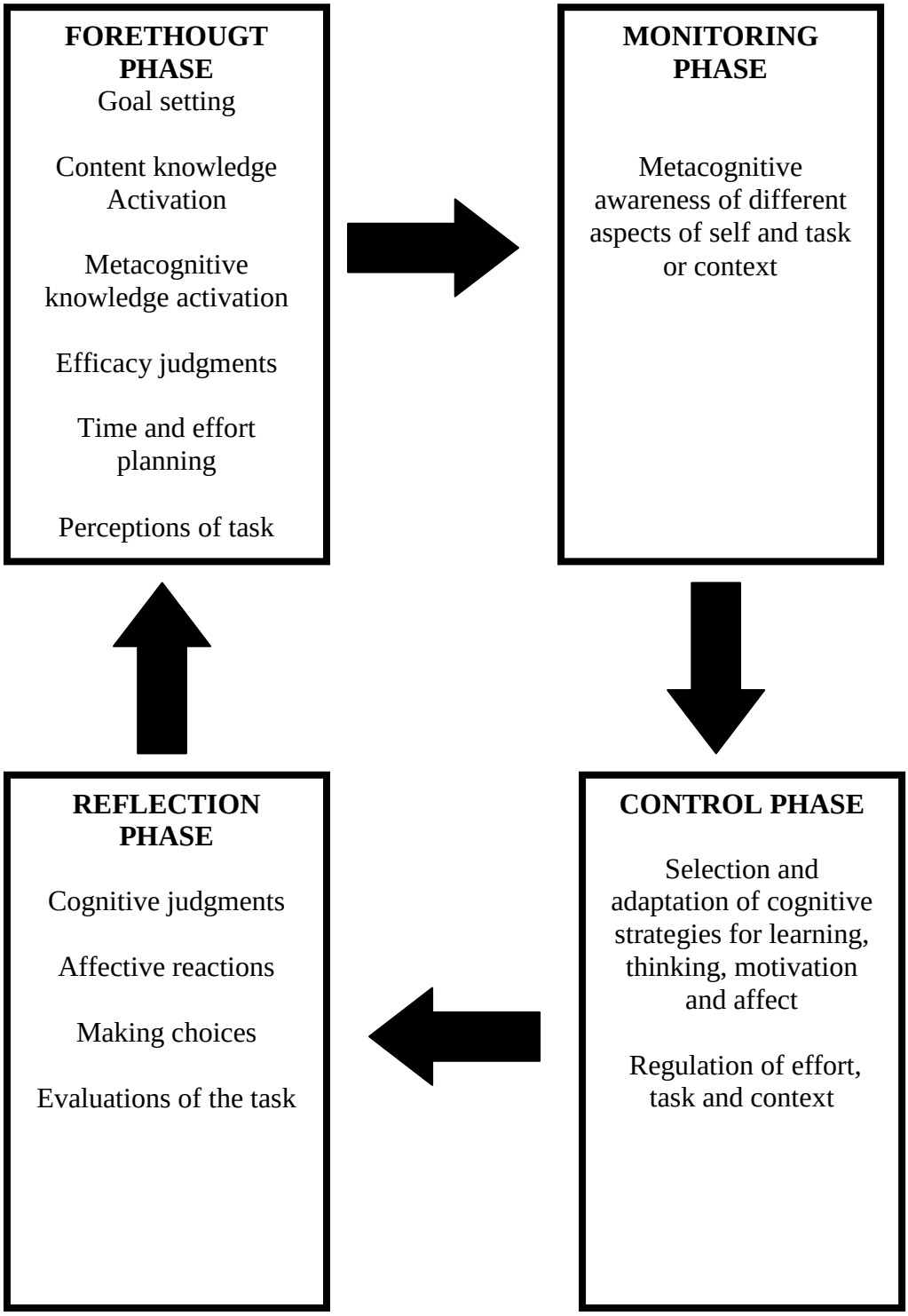

Figure 2.3 Phases of Self-Regulated Learning (Pintrich 2004)

Forethought phase includes goal setting, prior content knowledge activation, metacognitive knowledge activation, efficacy judgments, time and effort planning, and perceptions of task. The monitoring phase consists of metacognitive awareness of different aspects of self and task or context. The control phase concerns selection and adaptation of cognitive strategies for learning, thinking, motivation and affect, and

regulation of effort, task and context. Lastly, the reflection phase involves cognitive judgments, affective reactions, making choices, and evaluations of the task. Self-regulatory activities for each phase include the regulation of cognition, motivation and affect, behavior, and context. Accordingly, SRL can be defined as an active, constructive process whereby students set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior guided and constrained by their goals and contextual features in the environment (Wolters, Pintrich, & Karabenick 2003).

It can be concluded that both Pintrich's and Zimmerman's models depending on social cognitive theory describe SRL as a goal-oriented process, proceeding from a forethought phase through self-monitoring and self-control to self-reflection. All in all, the forethought phase refers to processes and beliefs that occur before efforts to learn; the performance phase refers to processes that occur during behavioral implementation, and self-reflection phase refers to processes that occur after each learning effort.

2.4 Subprocesses of Self Regulated Learning

SRL refers to the use of processes that activate and sustain thoughts, behaviors, and affects in order to attain goals (Schunk & Zimmerman 1997). In other words, it refers to taking charge of our own learning by coordinating the thinking skills.

According to social cognitive theorists SRL comprises three subprocesses: self-observation, self-judgment, and self-reaction (Bandura 1986, Schunk 1989). These sub processes are presumed to interact with each other reciprocally instead of operating independently (Shih 2002). For instance, listening to an audiotape of one's speech (self-observation) is expected to affect self-judgments of progress in acquiring rhetorical skill. These self-judgments, in turn, are supposed to determine one's subsequent willingness to continue this self-instructive practice (a self-reaction) (Zimmerman 1989). Similarly, Bandura (1986, 1991) describes three sub processes that are interrelated with each other. These processes are self-observation, self-evaluation, and self-reaction (see Figure 2.4). For effective self regulation, all three processes are necessary and function together.

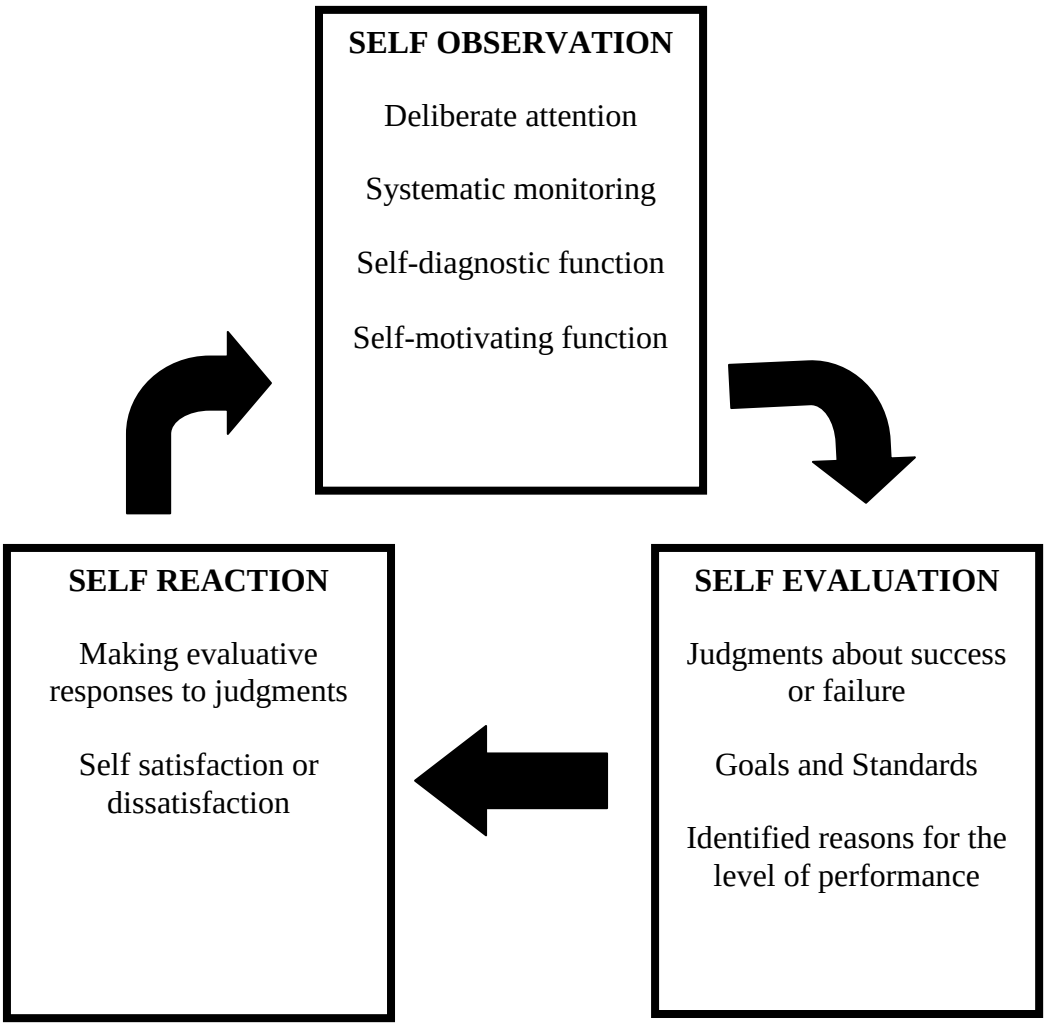

Figure 2.4 Subprocesses of Self-Regulated Learning (Bandura 1986, 1991)

Self-observation refers to the student's deliberate attention to his or her own performance, which usually involves systematic monitoring (Schunk 1994, Zimmerman 1989). Similarly, Wang (2004) defined self observation as deliberate attention to specific aspects of one's own behaviors. Self-observation refers to the strategies students employ to define the critical features of their behavior and the critical features of situations that might enhance or impede learning (Bandura 1991). Self-diagnostic function and self-motivating function are the two functions that are included in self-observation. The self-diagnostic function occurs when learners, by observing their own performance carefully, describe how environmental factors affect their thinking and how their thinking affects their emotions, motivation, or performance. The self- motivating function occurs when the self-observation activates the self-evaluation process (Du Bois & Staley 1997). Self-observation, or deliberate attention to aspects of one' behaviors, informs and motivates. Self-observation give students chance to know if a goal is achieved, and if not, what should

be done (Schunk 1990). By observing oneself, the learner obtains the information concerning how well he or she is progressing toward the goal. Further, the information acquired in the process of self-observation also can motivate students to improve their studying. For example, having students with poor study habits observe themselves enables them to find out that they waste much study time on non-academic activities (Schunk 1990). Self-observation is aided with self-recording without which observations may not faithfully reflect behaviors due to selective memory. It is better if behaviors are observed close in time to their occurrence and on a continuous basis rather than intermittently (Mace, Belfiore, & Shea 1989).

Self-evaluation has two phases. The first phase consists of judgments about success and failure and a casual analysis of those outcomes. Self-judgment involves comparing present performance with one's goal (Schunk 1990). In other words, in self-judgment learner compares present performance with his or her goal (Zimmerman 1989). Similarly, according to Wang (2004) self-judgment refers to comparing one's current progress toward a goal with a standard. Self-judgment, can also serve as a point of reference from which to continue progress toward the chosen goal (Chularut & DeBacker 2003). Not only the goals of learners but also the standards they employ to evaluate goals affect success. Students must define clear standards upon which to judge behavior, which means the typical daily activities of students, learning, which refers to the strategies students employ to covert information into knowledge once they have chosen to study, or performance, which means students' attainment level on a test or project, in order to evaluate performance (Du Bois & Staley 1997). The second phase consists of students' identified reasons for the level of performance. Self-regulated learners tend to attribute reasons to variables that they can control. In contrast, nonregulating students tend to explain failures to variables that they perceive they can not control (Du Bois & Staley 1997).

Self-reaction, like self observation and self judgment, has an important role in the self-regulation process. Self-reactions to learner's goal progress motivate behavior (Bandura 1986). According to Wang (2004) self-reaction refers to making evaluative responses to judgments of one's own performance. Following self-observation and self-judgment, learners experience either satisfaction or dissatisfaction and feelings of self-efficacy or inadequacy in relation to their progress. Self satisfaction and dissatisfaction depend upon both the outcome of the performance, which may be success or failure, and

the perceived cause of success or failure identified during self-evaluation (Du Bois & Staley 1997). Learners who judge their work as inadequate may react by seeking further information or asking for assistance. On the other hand, learners who feel satisfied with their learning progress most probably are motivated to continue and work more (Chularut & DeBacker 2003). There is no doubt that the belief that one is making progress, along with the anticipated satisfaction of goal accomplishment, enhances self-efficacy and sustains motivation (Schunk 1994). Schunk (1990, 1994) classified self-reactions into two major classes as personal and environmental. Evaluative reactions refer to personal feelings of satisfaction or dissatisfaction. Learners are likely to enhance their self-efficacy as well as efforts for continued improvement when they believe that they are making progress. In contrast, if students believe that they are incapable and more efforts or better strategy use are ineffective, motivation would not be enhanced. The other motivators, concrete reactions, refer to self-administered stimuli or consequences, such as work breaks, food, or new clothes contingent on task progress or goal attainment (Shih 2002). Social cognitive theorists suggest that anticipation of consequences of behavior rather than the consequences themselves boost motivation and self-efficacy (Bandura 1986).

To sum up, learners regulate their own learning by observing what they are able to do, then comparing this what they have observed to a standard of some kind and making judgments about the quality of this performance, and finally making plans regarding what to do next.

2.5 Theories of Self Regulated Learning

There are seven prominent theoretical perspectives on SRL- operant, phenomenological, information processing, volitional, Vygotskian, cognitive constructivist and social cognitive approaches (Zimmerman 2001). In this study SRL is discussed deeply from a social cognitive perspective as the lens of the current study is mainly on social cognitive theory.

2.5.1 Self Regulated Learning from a Social Cognitive Perspective

The social cognitive perspective defines SRL as “learning that results from students’ self-generated thoughts and behaviors that are systematically oriented toward the attainment of their learning goals” (Schunk 2001). In order to be self regulated learners

need to be aware of their own thought process and to be motivated to actively participate in their own learning (Zimmerman 2001).

In the social cognitive theoretical framework, SRL is constructed situationally specific, that is to say SRL is not a general trait or a particular level of development. SRL is considerably context dependent; learners are not generally self-regulated or nonself-regulated. It is not expected that learners engage in SRL equally in all domains. Some self-regulatory processes such as goal setting, may generalize across settings; however, learners must understand how to adapt processes to specific domains and must feel efficacious about doing so (Schunk 2001).

Zimmerman (1994, 1998) captures this situational specificity in his conceptual framework for studying SRL. According to this view, there are six areas in which one can use SRL processes: motives, methods, time, outcomes, physical environment, and social environment. It is claimed that SRL is possible to the extent that learners have some choice in one or more of these areas. Students may learn when all aspects of a task are predetermined, but the source of control is external (i.e. teachers, computers, parents) (Schunk 2001).

From a social cognitive perspective, SRL involves the interaction of personal, behavioral, and environmental variables (Bandura 1986). For instance, self efficacy, a personal variable, influences achievement behavior, i.e. choice of task, effort, and persistence. In other words, efficacious learners are more likely to choose to engage in a task, expand effort, and persist to overcome obstacles and succeed. Behaviors influence personal variables, too. While learners work on a task (behavior) they mentally note their progress (personal variable), which conveys to them that they are able to learn and this raises their self efficacy (Schunk 1998). Additionally, an example of the influence of environment on behavior occurs when teachers introduce an unusual topic, environmental variable, and students direct their attention toward it (behavior). Behavior can also affect the environment. If students are puzzled by a teacher's explanation (behavior), the teacher may reteach the material, an environmental variable (Schunk 1998). Further, personal and environmental variables affect one another, too. When students who feel efficacious try to solve problems in a distracting environment they may concentrate hard, a personal variable, to make the environment less distracting. The influence of environment on personal variables may occur when teachers give students verbal feedback, an

environmental variable, (e.g. “well done. You are getting better at English”) that raises their self-efficacy, personal variable (Schunk 1998).

According to social cognitive theory, there are four levels of development of self regulatory competence, namely observation, emulation, self-control, and self regulation (Schunk 2001 & Zimmerman 2005). This perspective presumes that the development of SRL initially starts with social sources and shifts to self sources through a series of developmental levels (Zimmerman 2005). At the observational level learners gain SRL competencies mainly through observing models with appropriate feedback. When learners’ performance follows the model’s behavior, attainment of the emulative level occurs. The learner imitates the model’s behavior but the behavior is not exactly the same as the model. The difference between observational and emulative level is that the learner at the emulative level develops capabilities to perform skills (Kaya 2007). According to Schunk (2001), both levels have social origins, and at this stage learners are not yet capable of performing the skills without the model. Attainment of the third level, self-controlled learning is reached when learners are able to perform the task without the model. It should be stated that at this level the learner’s performance is still not fully independent of the model’s performance, but learners internalize skills and capabilities to develop autonomy in order to make decisions regarding the most effective strategy use. The final level, SRL, refers to adaptive use of skill in changing conditions. In other words, learners are able to adjust their learning strategies in a systematic way depending on the changing personal and contextual situations (Kaya 2007).

Obviously, it is assumed that learners master each level in sequence will have more facility in learning than others, yet possessing the capacities does not automatically mean that they are used; motivational and environmental elements influence the final decision (Kaya 2007). Schunk and Zimmerman (1997) stated the importance of modeling in the development of SRL. They indicate that models are significant sources for learners to learn self-regulatory skills and construct self efficacy beliefs related to using these skills effectively.

As a last point, it is necessary to explain what differentiates social cognitive theory from earlier theories. In earlier reinforcement theories it is claimed that skillful performances are gradually acquired through reinforcement of successive approximations to the target behavior, a process known as shaping. According to them, cognitions may

accompany behavioral change, but they do not influence it. Conversely, social cognitive theory contends that behavioral consequences serve as strengtheners. Learners selectively engage in cognitive activities that assist learning and they are motivated to learn actions that they value and believe will lead to rewarding consequences (Schunk 2001).

2.6 Self Regulated Learning Strategies

SRL strategies refer to actions and processes directed at acquisition of information or skills that include agency, purpose (goals), and instrumentality self-perceptions by a learner (Zimmerman 1989; Zimmerman & Martinez-Pons 1986). According to Bandura (1986) a learner's use of SRL strategies is very important. There is no doubt that all learners use regulatory processes to some degree, but self-regulated learners are distinguished by not only their awareness of strategic relations between regulatory processes or responses and learning outcomes, but also their use of these strategies to achieve their academic goals (Zimmerman 1990). Self regulated learners who actively construct their meaning, goals, and strategies, have the ability to demonstrate strategic behaviors with regard to monitoring, regulating and modifying their motivation, cognition and environment (Schunk 2001; Zimmerman 2000).

SRL strategies help students guide their own learning process and make appropriate decisions independently. Also, SRL strategies may enhance student motivation and self-esteem. Ignoring learning strategies may discourage students from developing and exploring their own new learning strategies (Lee 2002).

SRL strategies can be categorized into four as motivational, metacognitive, volitional, and cognitive. The first three are concerned with supporting and managing the processes which manage learning. In contrast, cognitive strategies encourage the processes that lead most directly to produce knowledge (Du Bois & Staley 1997).

The first of these strategies, motivational ones, are used by learners to initiate and direct their behavior toward desired learning goals. These include strategies to influence expectancy for success, task value, academic goals, and attributions (Du Bois & Staley 1997). Learners use a variety of motivational strategies to maintain their attention on learning tasks, to increase their engagement, and to complete learning tasks. Goal orientation, task value, self-efficacy, and personal interest affect their strategies to regulate their motivation as well as their cognition and behavior (Pintrich 2000). Task value and

learner goal orientation are the two basic components of intrinsic value. The value component of learners' motivation refers to interest, utility and importance dealing with success or failure on a task. Goal orientation is related with a learner's reasons for engagement with the task (Pintrich & De Groot 1990; Pintrich et al. 1994). Intrinsic goal orientations allow students to self-monitor their cognition, and develop self-awareness to make judgments of their understanding and comprehension. Learners with high intrinsic motivation display positive self-efficacy beliefs and make positive attributions for the outcome (Kaya 2007). Extrinsic goal orientation concerns learners' engagement with a task for reasons such as to get good grades, praise or other types of incentives to maintain both their effort and attention for learning (Covington & Mueller 2001; Ryan & Deci 2000).

The second of these strategies, cognitive ones, are roughly synonymous with strategies as traditionally referred to study strategies, such as note taking, mental review, and self-questioning. Successful students apply cognitive strategies to select crucial information, organize information coherently, and link it to their prior knowledge (Du Bois & Staley 1997). They use cognitive strategies to learn, remember, and understand the course material (Corno & Mandinach 1983; Zimmerman & Martinez Pons 1986, 1988). By using cognitive strategies, self-regulated learners can evaluate the task and transform and organize information (Kaya 2007). Rehearsal is one of the important cognitive learning strategies that involve rereading class notes, underlying information or copying material. Rehearsal strategies are related with repetition, which aim to reproduce the material in some form (Pintrich et al. 1993; Weinstein & Mayer 1986). As an addition to rehearsal, cognitive learning strategies consist of elaboration, and organizational strategies (Garcia & Pintrich 1994). Elaboration strategies include creating analogies, summarizing or paraphrasing information, note-taking, connecting the ideas in learners' notes and reorganizing ideas through making connections among them (Garcia & Pintrich 1994; Pintrich et al. 1993; Weinstein & Mayer 1986). The organizational strategies include behaviors such as finding the main idea from text, outlining the material to be learned, and using a variety of some specific techniques for selecting and organizing the ideas in the material (Garcia & Pintrich 1994). Rehearsal strategies seem to affect the attention and encoding processes yet they do not appear to help learners link the recently acquired information with what they know or learned. Elaboration strategies involve processes by which the individuals associate the new information with prior knowledge (Pintrich et al.

1993; Weinstein & Mayer 1986). Organizational strategies enable learners to organize information into comprehensible categories such as, grouping information and making outlines (Pintrich et al. 1993; Weinstein & Mayer 1986). Learners who use elaboration and organizational strategies demonstrate more active engagement with the task and are able to retain information for a longer period of time to use it for the task when needed (Pintrich et al. 1994).

Metacognition refers to knowledge about the facilitation and regulation of cognitive processes. Metacognitive strategies perform an executive function in cognitive processing (Garner 1987 as cited in Du Bois & Staley 1997). Metacognitive strategies can be defined as self-regulatory strategies to control cognition (Garcia & Pintrich 1994). Metacognitive strategies have a significant effect on students' learning and performance (Garcia & Pintrich 1994; Pape & Wang 2003; Pintrich & DeGroot 1990; Pintrich et al. 1993; Schoenfeld 1992). Important metacognitive knowledge utilized by the learner involves knowledge about characteristics of the learner, characteristics of the task which has an influence on cognitive processing, and knowledge about when, why, and how to use cognitive strategies (Du Bois & Staley 1997). In other words, metacognitive strategies include strategic knowledge referring to individuals' knowledge of various general cognitive strategies in their repertoire (Pintrich 2002). Students use metacognitive strategies for planning, monitoring, and modifying their cognition (Pintrich & De Groot 1990; Pintrich 2002). Planning include analysis of the task, choosing strategies and making decisions on specific behaviors. Monitoring stands for comparing progress against goals or standards in order to guide the following actions. For instance, a type of self-regulatory strategy for reading occurs when a learner slows the pace when confronted with less familiar or more difficult text (Tanner & Jones as cited in Mousoulides & Philippou 2005). Learners use metacognitive strategies in general and across domains for learning and problem solving (Pintrich 2002). Zimmerman and Martinez Pons (1986) found that self regulated learners report more frequent planning for achieving academic goals and greater monitoring and evaluating of their performance than other less productive students.

Volitional Strategies refer to those actions students use to protect their learning activities from competing activities (Du Bois & Staley 1997). Kuhl & Krask (1989 as cited in Du Bois & Staley 1997) suggest that volitional strategies are similar to metacognitive strategies as both are executive control strategies. The main difference is

that metacognitive strategies operate on cognitive processes and volitional strategies operate on motivational processes. These include strategies learners can employ to avoid, remove, overcome, change, and / or create alternative solutions to obstacles. Eccles & Wigfield (2002) stated that motivational processes have an important role in making decisions to complete a task. Once learners engage in the task, volitional processes come into play and determine whether learners keep their attention and desire to achieve their goals. As intentions are fragile and people generally waver on commitments, volition becomes partly important (Corno 2001). Volitional strategies enable the learner to give priority to commitments and enhance task-related involvement (Kaya 2007).

It is appropriate to state that the effective use of SRL strategies promotes SRL processes and hence affects students' learning and achievement. There is an important distinction between SRL processes such as self-control and self-monitoring and SRL strategies that are designed to foster these processes (Zimmerman 1990). There is no doubt that all learners use self regulatory processes to some extent; however, self-regulated learners are self-aware about their capacities and knowledge to achieve their goals (Zimmerman 1990).

2.7 Self Regulated Learning in School Learning

According to Zimmerman (2000, 2002), what characterizes self regulated learners is their active participation in learning from metacognitive, motivational, and behavioral point of view. In general, studies show that skilful self-regulated learners have characteristics that differentiate them from those who do not self regulate their learning (Corno 2001; Weinstein, Husman & Dierking 2005; Winne 1995; Zimmerman 1998, 2000, 2001, 2002). Self regulated learners know how to use a series of cognitive strategies, i.e. repetition, elaboration, organization. They know how to plan, control and direct their mental processes toward the achievement of personal goals. They know how to plan and control time and effort to be used on tasks, and they know how to create favorable learning environments, such as finding an appropriate place to study and help seeking from their teachers and classmates when they have difficulties. They show greater efforts to take part in the control and regulation of academic tasks, classroom climate and structure. They are able to put into play a series of volitional strategies in order to maintain their concentration, effort and motivation while performing academic tasks. They have high sense of self efficacy. Next, they are more intrinsically motivated and manage to focus on their

performance. They use self-instructional techniques. Self monitoring and self evaluation are two other characteristics of them (Kreber, Castleden, Erfani & Wright 2005). They tend to attribute reasons to variables which they can control (Du Bois & Staley 1997). Self regulated learners attribute success or failure to the strategies used rather than their ability. Lastly, they have positive self-reactions, and show a high level of adaptivity (Kreber, Castleden, Erfani & Wright 2005). In summary, self regulated learners see themselves as agents of their own behavior, they believe learning is a proactive process, they are self motivated and they use strategies that enable them to achieve desired academic results.

After discussing what it means for students to be self regulated, it is worth to focus on how students become self regulated. It is believed that every student constructs his or her own theory of SRL which can be naïve and ill-informed or elaborate and appropriate. Indeed, children's theories of SRL, that is, what they must do to achieve specific goals in specific contexts, probably change like their theories of mind, school, and self (Paris & Paris 2001). It is claimed that children's understanding of SRL is enhanced in three ways, namely indirectly through experience, i.e. SRL can be induced from authentic or repeated experiences in school, directly through instruction, i.e. teachers may provide explicit instruction about SRL, and elicited through practice, i.e. SRL can be acquired through engagement in practices that require self-regulation. All these three probably operate together in classrooms as children create their theories about learning in school and their own abilities as they work with teachers, parents, and peers (Paris & Paris 2001).

Due to the changes in the context of the educational psychology over the past 30 years SRL has become a current focus for research and one of the essential axes of educational practice (Pintrich 2000; Reynolds & Miller 2003 as cited in Montalvo & Torres 2004). Currently SRL becomes one of the terms that explain learning. As Beltran (1996 as cited in Montalvo & Torres 2004) defined learning is conceived of as an active, cognitive, constructive, significant, mediated and self regulated process. Over the years the educational psychologists have promoted attention to SRL with a series of special issues (Paris & Paris 2001). For example, there were special issues devoted to academic studying (Levin & Pressley 1986 as cited in Paris & Paris 2001), metacognition (Paris 1987 as cited in Paris & Paris 2001), SRL theories (Zimmerman 1990), motivational influences on education (Brophy 1999), and social influences on school adjustment (Wentzel & Berndt 1999 as cited in Paris & Paris 2001). In addition, since 1990 there have

been more than 30 articles published in the educational psychologists on topics directly related to SRL (Paris & Paris 2001). The wide range of topics has included phenomenological aspects of SRL (McCombs & Marzano 1990), children's social regulation (Patrick 1997), family influences on self-regulation (Grolnick, Kurowski & Gurland 1999), social and cultural influences on SRL (Boekaerts 1997; Pressley 1995), monitoring reading (Pressley & Ghatala 1990), personal cognitive development (Ferrari & Mahalingam 1998), and specific influences of situation and domain knowledge on SRL (Alexander 1995). The variety of topics relevant to SRL illustrates how it is interwoven with many aspects of education and development (Pintrich & DeGroot 1990; Paris & Newman 1990 as cited in Paris & Paris 2001).

A large part of the rationale for studying academic self-regulation came from research showing that learners' skills and abilities did not fully explain their achievement (Zimmerman 2001), which suggests that other factors such as motivation and self regulation were important. Applying self-regulation to education also broadened its scope to actual learning beyond the historical emphasis of performance of previously learned actions. Today several theoretical perspectives exist to guide self-regulation research (Zimmerman & Schunk 2001), and self-regulation is viewed as a process that can help explain achievement differences among students and improve their achievement (Boekaerts et al. 2005). Research on academic self-regulation especially studies conducted in school contexts has addressed various facets of self-regulation (Boekaerts et al. 2005). Several studies have sought to identify key self-regulatory processes, often by comparing good with poor self-regulators. This research has broadened the original focus of self-regulation on overt behaviors to cognitive, motivational, and contextual factors (Pintrich 2000; Pintrich & Zusho 2002 as cited in Schunk 2005). Researchers also have examined the relations between self-regulation, motivation, and learning (Pintrich 2000). Not surprisingly this research has identified important linkages. Students with better self-regulatory skills tend to be more academically motivated and display better learning (Pintrich 2003). A third line of research has examined the development of students' self-regulatory skills. Developmental psychologists have been especially interested in how children' cognitive and emotional capacities change to allow them greater behavioral self-control (Henderson & Cunningham 1994). They also have explored the development of self-regulatory control of speech (Kopp 1982 as cited in Schunk 2005). Another major line of research has investigated the effects of interventions designed to improve students' self-

regulatory skills and school achievement. Students often are taught to set goals, use effective task strategies, monitor progress, take notes, organize their studying, establish a productive work environment, and other skills. Interventions typically have shown positive results, transfer beyond the training context, and generalization over time (Schunk & Ertmer 2005).

Research on SRL generally reflects two objectives. The first objective is describing characteristics of students who are highly self regulated, i.e. descriptive studies. In descriptive studies researchers identify self regulated learners and study their attributes. Investigators often compare and contrast self regulated learners' attributes with those of students displaying less self regulation. The second objective is teaching students self-regulatory processes and strategies, i.e. intervention studies. In intervention studies researchers typically select one or more self-regulatory processes, alter them systematically, and study their impact on students' learning and performance (Schunk & Zimmerman 1994). In this thesis the studies related with SRL, some of which are descriptive and some others are intervention studies, are presented. Firstly the studies in abroad are stated, then the studies in Turkey are included. It should be stated that while SRL has been examined by researchers over the past 30 years, in Turkey there are no studies before 2000s and after 2000s the number of the studies is limited.

Khatib (2010) examined the predictive association between meta-cognitive self-regulated learning, motivational beliefs and United Arab Emirates college students' academic performance. 404 college students enrolled in a variety of general education courses at Al Ain University of Science and Technology in the United Arab Emirates are the participants of the study. It was a descriptive quantitative study used MSLQ and a demographic survey to collect students' demographic information. Additionally, final course grades were used as the measure of students' academic performance. Analysis of the data revealed that four of the independent variables, i.e. intrinsic goal orientation, self-efficacy, test anxiety, and meta-cognitive self-regulated learning, were found to be significant predictors of college students' performance.

Van Der Veen & Peetsma (2009) carried out a study focuses on development in self-regulated learning behavior of students in the first year of the lowest level of secondary school in the Netherlands. 735 students in the first year of the lowest level of secondary schools were participated in the study. It was a descriptive and quantitative study that used

different questionnaires depending on Pintrich's model. According to the findings of the study, it was stated that development in self regulated learning behavior was best explained by the degree to which students intrinsically valued school work.

Kaya (2007) aimed to explore the critical connections between SRL, students' beliefs about mathematics, and Algebra I achievement among 1263 middle school and high school students across the United States who were participants in the Classroom Connectivity in Promoting Mathematics and Science Achievement project. In order to measure student views related to mathematics, a new instrument, Student View about Mathematics was developed and tested for construct validity and internal consistency. Moreover the new instrument was used with the MSLQ to provide evidence about the indirect effects of students' beliefs about mathematics on mathematical achievement through their effects on self-regulated learning behaviors. Students' performance in Algebra I was assessed through Algebra I posttest. It was found that student views related to mathematics directly influence students' achievement and SRL strategies. Moreover, student views related to mathematics indirectly predict their achievement, cognitive, metacognitive, and resource management strategies. Motivational beliefs appear to be directly related to students' use of cognitive, metacognitive, and resource management strategy use. Metacognitive and resource management strategy use seems to be the most influential mediating variable in explaining students' achievement in mathematics.

Surprisingly, cognitive strategy use was the only variable that may not contribute to students' achievement in mathematics.

Yetkin (2006) carried out a study the purpose of which was (a) to investigate the nature of the classroom practices (i.e., tasks and activities; instructional and motivational structures) that hold potential for impacting student self-efficacy and strategic learning in one sixth-grade mathematics classroom and (b) to explore the ways in which individual students' participation in these classroom practices potentially relates to their self-efficacy and strategic learning. In this study, in addition to examining one particular classroom as a case, three students, focal students, with different levels of mathematics achievement and self-regulatory competence were selected purposively for in-depth analysis. It was a qualitative case study and data were gathered through a survey instrument, videotaped classroom observations, interviews with focal students, and student journals. Findings from within and across case analysis showed that each focal student engaged with and

interacted within the classroom context differently. Their classroom practices showed differences in terms of the ways they participated in classroom activities such as; experienced success or failure, engaged with strategic learning activities, received teacher recognition, participated in peer modeling activities, and took control over challenge. Analyzing students' self-efficacy and strategic learning in relation to their classroom practices across three cases showed that these differences brought about diverse opportunities and challenges for each student, which may have affected his or her development of self-efficacy and strategic learning in distinctive ways Furthermore, the analyses supported the argument that students' participation in classroom practices, in part, is the result of complex interactions including their self-efficacy beliefs and strategic knowledge. The examination of survey data revealed that the low-achieving student reported higher levels of self-efficacy and strategy use than most of the students in the class. The high-achieving student believes in her capabilities in mathematics while she reported relatively lower levels of cognitive and metacognitive strategy use compared to most students in the class. On the other hand, the average achieving student was similar to most of his classmates in terms of his reported strategy use; whereas his self-efficacy was lower than most students in the class.

Merrick (2006) investigated how differing levels of self efficacy impact on both the type and degree of self regulatory behavior employed by the students when composing music in a high school music program. 68 students of varied year level and musical experience in a school in Sydney participated in the study. The data were gathered through a two-phased approach including a quantitative analysis of student measures over a period of four lessons, combined with the additional qualitative information gained through student reflections and logs in the classroom. The results suggested that the pre-task measure of self efficacy was closely associated with the students' use of their perceived level of creative ability. Weekly self efficacy measures also suggested that students' employ self regulation sub processes proportionally to their respective levels of self efficacy. The more efficacious students employed a wider and more sophisticated repertoire of self regulatory behavior when composing in contrast to less efficacious students. Self efficacy was also identified as a key factor amongst students who were initially identified as being naïve self regulators, but who through the duration of the task, modified their behaviors to become more skilful self regulators.

Bidjerano (2005) carried out a study in order to explore the extent to which the self-regulated learning strategies of metacognition, elaboration, critical thinking, organization, rehearsal, time and effort management, help seeking and peer learning vary with gender. He studied with 198 undergraduate students at a large university in Northeastern U.S. It was a descriptive and quantitative study for which MSLQ was used. According to the findings of the study, it was stated that female students tended to over report the use of rehearsal, organization, metacognition, time management skills, elaboration, and effort. No statistically significant gender differences were found with respect to studying with peers, help seeking and critical thinking skills.

Marcou & Philippou (2005) focused on motivational beliefs and self-regulated learning in the context of mathematical problem solving. The aim was to search for relationship between 5th and 6th Graders' motivational beliefs, i.e. self-efficacy, task value beliefs and goal orientation, and SRL, i.e. use of cognitive, metacognitive and volitional strategies, and between motivational beliefs and performance in mathematical problem solving. Data were collected from 219 5th and 6th grade students,108 boys and 111 girls, 110 students were five graders whereas 109 six graders. Students were coming from five different elementary schools, and ten different classrooms. This study was a descriptive one with quantitative methodology used MSLQ and a paper and pencil test for the data collection. Findings of the study showed a significant relation between all dimensions of motivational beliefs and SRL and between self-efficacy, intrinsic goal orientation and performance in mathematical problem solving. The results draw attention on SRL strategies to guide instruction and scaffolding that enhances motivational beliefs during mathematical problem solving.

Mousoulides & Philippou (2005) examined the relationships between motivational beliefs, self regulation strategies use, and mathematics achievement in Cypriot pre-service teachers. They developed a model depicting connections and causal relations among cognitive and affective factors, which was tested on the basis of self report data collected from 194 pre-service teachers using a modified version of MSLQ and a mathematics achievement test. They found that the data fits the theoretical model very well, meaning that the model explains the structure of the above relationships, with self-efficacy being a strong predictor of mathematics achievement and self-regulation strategies use having a negative effect on achievement.

Eilam & Aharon (2003) sought to identify ninth grade students self-regulated learning behaviors, enacted while engaged in a specially designed, long-term, group science inquiry task in an authentic classroom setting. It was a descriptive study with qualitative paradigm. Notes from random observations and video recordings of the two groups of participants were used for the data collection. According to the findings it was concluded that students evidenced SRL skill categories including the ability to set goals, plan activities, consider alternatives, monitor and reflect, perceive diverse cues from various sources, readjust plans to improve progress rates, and demonstrate accountability. High achieving students generally exhibited more SRL skills (were better planners and managers of time) than did average achieving students.

Pape et al. (2003) explored sixth and seventh grade students' self-reported strategy use and the relationship between strategy use, mathematical problem-solving behaviors, and their success in problem solving by using the strategy categories developed by Zimmerman and Martinez-Pons (1986). Students were asked to report the strategies they used to accomplish tasks in reading and mathematical-problem solving as well as the frequency of their use of each strategy and their confidence in using each strategy. Mathematical problem-solving behaviors and success in problem solving were assessed through a think-aloud stimulus. The results showed that high- and low-achieving students did not differ in terms of the number of strategies they used, their confidence in using these strategies, and the frequency of strategy use. High-achieving students, however, reported the use of more different strategies than low achievers. Even though problem-solving success was not related to the use of strategies, the frequency of strategy use, and confidence in using strategies, students' problem-solving behavior was related to their strategy use. Students, who transformed the information in the problem and used problem context to understand and solve the problem, were more likely to report using several different strategies, particularly self-evaluation, organizing and transforming, and goal setting and monitoring strategies.

Chen (2002) investigated effective self-regulated learning strategies in a lecture-led concept learning environment versus a hands-on computer lab learning environment for an introduction to information systems course. The participants of the study were 197 students in a business information systems course during the school years of 1999 and 2000. It was a descriptive study with quantitative paradigm used a demographic instrument and MSLQ

for the data collection. The findings revealed that effort regulation had a positive effect and peer learning had a negative effect on learning computer concepts.

Wolters & Rosenthal (2001) investigated the relation between a set of pre-decisional beliefs including students' task value, self-efficacy, and learning and performance goal orientations and five post-decisional, implementation strategies students use to regulate their effort and persistence for the academic tasks assigned for a specific class. The participants of this descriptive study were 114 eighth grade students. The participants completed a self-report survey that assessed these four motivational beliefs and the frequency that they used five motivational regulation strategies including self-consequating, environmental control, interest enhancement, and mastery and performance self-talk. As an indicator of students' actual ability in math, scores from a measure of standardized achievement in mathematics were collected from student records. Results indicated that the motivational beliefs, as a group, could be used to explain students' reported use of each of the regulatory strategies examined. Further, results indicated that task value, learning goal orientation, and performance goal orientation individually explained three or more of the regulatory strategies, whereas self-efficacy was not related significantly to any of the five regulatory strategies studied.

Vanderstoep, Pintrich. & Fagerlin (1996) examined college students' knowledge, motivation, and self-regulatory learning strategies in humanities, social science, and natural science college courses. The sample included 380 college students from three different institutions. Students were given a measure of their course knowledge and MSLQ at the beginning and end of the semester. Three levels of achievement were created from final course grade and the differences in knowledge, motivation, and self regulation by achievement level and discipline were examined. The results suggested that the components of knowledge, motivation, and self-regulation do distinguish high from low achievers in social and natural science courses, but not in the humanities courses.

Wolters, Yu & Pintrich (1996) examined the relations between three goal orientations and students' motivational beliefs and self-regulated learning in a correlational study of 434 seventh and eighth grade students. Data were collected over two time points (fall and spring) within one school year with MSLQ. Students' grades within each subject area from the first and second semesters were collected from school records. Regression analyses across three subject areas, i.e. English, social studies and mathematics, yielded a positive

pattern of motivational beliefs for a mastery-approach goal and a performance-approach goal orientation to include adaptive levels of self-efficacy, task value, and test anxiety, along with higher levels of cognitive strategy use, self-regulation, and academic performance. In contrast, an extrinsic goal orientation reflecting a desire to obtain good grades was linked with maladaptive motivational and cognitive outcomes.

Salisburg - Glenon, et al. (1999) investigated the effects of a learner-centered approach on SRL. 114 6^{th} and 7^{th} grade students from two multi-age classrooms participated in the study. A cluster analysis was used to categorize students based on their goal orientation, and further relate this goal orientation to the SRL strategies used by the learner. As the data collection instruments the SRL Interview Schedule and the Patterns of Adaptive Learning Survey, and classroom observations were used. The results showed that the learners in this study demonstrated the highest use of the SRL strategies of organizing and transforming, seeking social assistance from teachers, goal setting and planning, and seeking information, respectively. As an addition, the students indicated significantly less use of the SRL strategies of rehearsing and memorizing, self evaluation, and record keeping and monitoring than the sample. With regard to achievement goal orientation, the students were most oriented toward developing new skills, the intrinsic value of learning, developing their understanding, and improvement. Findings suggested that SRL strategy use may be affected by motivation goal orientation.

Verschaffel et al. (1999) designed an intervention based on some instructional techniques in order to improve fifth grade students' self-regulatory strategy use for solving mathematical application problems and help them develop positive beliefs and attitudes with regard to mathematics and mathematical problem-solving. The main features of this instructional model are (1) using complex, realistic and challenging problems, (2) using extensive and systematic instructional techniques (e.g., modeling, scaffolding, coaching, articulation, reflection, and exploration), and (3) establishing social and socio mathematical norms supporting self-regulation. Classroom discussions were particularly focused on constructing norms about what constitutes as a good mathematical problem, a good response, or a good solution procedure. Students were encouraged to articulate and reflect on their personal beliefs, problem-solving strategies, and feelings with respect to mathematical application problems. The effectiveness of this learning environment was assessed with an experimental design. The experimental group received 20 lessons over

about three months. Three parallel instruments were administered before, immediately after, and three months after the intervention. Standardized achievement testing was used to assess students' general mathematical knowledge and skills. Word problems assessed students' strategy use to solve nonroutine problems, and a questionnaire assessed students' beliefs about and attitudes toward mathematical problem solving. In order to get better insight into the qualitative changes in students' problem solving processes, pairs of students from each experimental group were also asked to solve problems in a structured interview and their problem solving processes were analyzed. The experimental group outperformed the control group on the nonroutine word problem test and on the standardized achievement test. Findings also supported a positive effect of the instruction on retention tests administered three months after the instruction. No significant improvement was found, however, regarding students' beliefs about and attitudes toward mathematical problem solving. Interviews with students showed substantial improvement in the intensity and quality of students' use of some but not all self-regulatory strategies that were addressed during the instruction.

Bielaczyc, Pirolli. & Brown (1995) examined the relations among strategy training, explanations, and programming performance with an experimental research design. This was accomplished by identifying a set of self-explanation and self-regulation strategies used by high-performance students in their earlier studies. They used strategy training to manipulate students' application of these strategies and examined the impact of their use on student explanations and performance. Twenty-four university students with no prior programming experience worked through a sequence of programming lessons. Following introductory lessons, participants received interventions involving explicit training in the strategies (experimental group) or received a similar set of interventions but no explicit training (control group). The experimental group showed significantly greater gains than the control group in the use of self-explanation and self-regulation strategies from the pre- to post interventions lessons. Increased strategy application was accompanied by significantly greater performance gains. The results indicated that the particular self-explanation and self-regulation strategies used in training contribute to learning and problem-solving performance.

Pintrich, Roeser & De Groot (1994) examined the relations between classroom experience and individual differences in motivation and self-regulated learning in a correlational study of seventh graders from a middle school in the Midwest. They administered the MSLQ to seventh graders to assess motivational beliefs, i.e. intrinsic value, self-efficacy, text anxiety, and self-regulated learning, i.e. cognitive strategy use, self-regulation. Results showed that positive motivational beliefs were positively related to higher levels of self-regulated learning. They also assessed students' perceptions of classroom experiences, i.e. productive classroom work, teacher effectiveness, cooperative work. Intrinsic value later in the school year was related to classroom experience more strongly than intrinsic value early in the year. Self-efficacy, cognitive strategy use, and self-regulation related positively to classroom experience. The results supported the idea that motivation and self-regulated learning bear a complex reciprocal relation to each other.

Pintrich and De Groot (1990) examined relationships between motivational orientation, self-regulated learning, and classroom academic performance. They examined relations among self-regulation (use of metacognitive and effort management strategies), cognitive strategy use (rehearsal, elaboration, and organizational strategies), and motivation for learning and performing well in class among seventh graders in science and English. 173 seventh graders from eight science and seven English classes were the participants of the study. MSLQ was administered and academic performance data were obtained from work on classroom assignments. They found that self-efficacy, intrinsic value (interest in and perceived importance of the learning), cognitive strategy use (e.g., rehearsal, organization, elaboration), and self-regulation (effort management, metacognition) were positively correlated and predicted achievement. Test anxiety related negatively to self-efficacy. Regression analyses revealed that self-efficacy, self-regulation, and test anxiety predicted performance, whereas intrinsic value did not directly affect performance, but was strongly related to self-regulation and cognitive strategy use, regardless of prior achievement level.

Zimmerman & Martinez Pons (1986) correlated high school students' strategy reports with their achievement track placement in school. Forty male and female 10th-grade students from a high achievement track and 40 from lower achievement tracks of a suburban high school were interviewed concerning their use of self regulated learning

strategies during class, homework, and study. Fourteen categories of self-regulation strategies, i.e. self-evaluation, organizing and transforming, goal-setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking peer assistance, seeking teacher assistance, seeking adult assistance, reviewing tests, reviewing notes, and reviewing text, were identified from student answers that dealt with six learning contexts. High achieving students displayed significantly greater use of 13 categories of self-regulated learning except for self evaluation. The students' membership in their respective achievement group was predicted with 93% accuracy using their reports of self-regulated learning. When compared to students' gender and socioeconomic status indices in regression analyses, self-regulated learning measures proved to be the best predictor of standardized achievement test scores.

Kadioglu & Uzuntiryaki (2010) carried out a study in order to investigate whether students attending different high schools differed in their use of self-regulatory learning strategies in chemistry course. A total of three hundred fifty two 10^{th} grade students enrolled in chemistry courses at public high schools in Turkey participated in the study. It was a descriptive study and the quantitative data were gathered from 122 tenth grade students from an Anatolian high school, and 230 students from two regular high schools. As data collection instrument, learning strategy section of MSLQ was used to assess students' use of different cognitive and metacognitive strategies, i.e. rehearsal, elaboration, organization, critical thinking, metacognitive self regulation, and management of different sources, i.e. time and study environment, effort regulation, peer learning, and help seeking. Results revealed statistically significant difference between school types on combined dependent variables. Univariate comparisons revealed significant differences between two school types on five strategy types (rehearsal, elaboration, organization, critical thinking, and metacognitive self regulation). Students attending regular high schools were reported to use these strategies more often.

Özturan Sağirli & Azapağasi (2009) examined whether university students are using their self-regulation capabilities or not and to learn which methods students use to arrange their self regulation capabilities. This study was conducted in the direction of qualitative research approach and descriptive analysis is made. The participants of the study were 19 students in Math teaching department of two different universities, Atatürk University and

Erzincan University, in Turkey. The class academic averages of the 19 student participants were taken from 3 different levels, low, medium and high. Individual interviews and focus group interviews were used as data collection methods. Semi configured survey form was used in both interviews. The draft of this form was prepared in order to question the answers of headers and footers in motivating strategies scale. In this study, the metacognitive self-regulation, the time and study environmental management, rehearsal, elaboration, peer learning, organizing, help seeking, critical thinking and effort regulation sub titles correspond to codes while motivation and learning strategies which are the headers correspond to categories. The results of the study showed that students more likely to use self-regulation capabilities such as metacognitive self-regulation, the time and study environmental management, rehearsal, elaboration, peer learning, organization and help seeking, critical thinking and effort regulation; in motivation category, test anxiety, control of learning beliefs, self efficacy, intrinsic goal orientation, extrinsic goal orientation and task value were categories seen in motivation domain.

Sungur & Güngören (2009) carried out a study on the relationship between classroom environment perceptions, self regulation, and science achievement. Participants were 900 students in grades 6-8 from 5 public elementary schools in Bolu, Turkey. The socioeconomic status of the schools was largely middle class. It was a descriptive and quantitative study. MSLQ to measure students' perceived mastery goal orientation, performance goal orientation, and strategy use, Approaches to Learning Instrument to measure students' perceived self-efficacy and intrinsic value, and Survey of Classroom Goals Structures to determine students' classroom environment perceptions were used as data collection instruments. Results showed that students' perception of classroom environment concerning motivating tasks, autonomy support, and mastery evaluation were positively associated with motivational and cognitive components of self-regulation and science achievement. Findings suggested that classroom environments emphasizing motivating tasks, autonomy and the link between personal effort and accomplishments can encourage self-regulation and achievement in science.

Yukseltürk & Bulut (2009) analyzed gender differences in self-regulated learning components, motivational beliefs and achievement in self-regulated online learning environment. Sample of the study consisted of 145 participants from an online programming course which is based on synchronous and asynchronous communication

methods over the Internet. It was a quantitative and descriptive study and as the data collection instrument MSLQ was used to assess students' motivation and use of learning strategies. The results of the study indicated that test anxiety explained a significant amount of variance in female students' achievement and two variables, i.e. self-efficacy for learning and performance, and task value, explained a significant amount of variance in male students' achievement. It was also found that there were not statistically significant mean differences among motivational beliefs; self regulated learning variables and achievement in programming with respect to gender.

Yumusak, Sungur & Çakıroglu (2007) investigated the contribution of motivational beliefs, cognitive and metacognitive strategy use to Turkish high school students' achievement in biology. 519 tenth-grade students from 15 different high schools located in rural and urban areas in Turkey participated in the study. It was a descriptive study with quantitative paradigm. The data collection instruments were MSLQ and a Biology Achievement Test developed by the researchers. Results showed that extrinsic goal orientation, task value, rehearsal strategy use, organization strategy use, management of time and study environment, and peer learning contributed significantly to the prediction of achievement scores.

Sungur & Tekkaya (2006) investigated the effectiveness of problem-based learning and traditional instructional approaches on various facets of students' self-regulated learning, including motivation and learning strategies. Participants included 61 tenth-grade students from 2 intact classes instructed by the same biology teacher. It was an experimental study and 1 class was randomly assigned as the experimental group and the other class as the control group with teacher-centered, textbook-oriented traditional instruction; they taught the experimental group with problem-based learning, in which students worked with ill-structured problems. For the data collection MSLQ was used. Results revealed that experimental-group students had higher levels of intrinsic goal orientation, task value, use of elaboration learning strategies, critical thinking, metacognitive self-regulation, effort regulation, and peer learning compared with control-group students.

Üredi & Üredi (2005) carried out a study the aim of which is to investigate the predictive power of self-regulation strategies and motivational beliefs for mathematic achievement. Participants were five hundred and fifteen 8^{th} grade students from a primary

school which is representative of middle socio-economic status, in Kadikoy-Istanbul. It was a descriptive and quantitative study. MSLQ was used to determine self-regulation strategies and motivational beliefs of students and students' final marks were used as a measure of mathematic achievement. Findings indicated that self-regulation strategies and motivational beliefs explain 30% of the total variance on mathematic achievement and that the most powerful predictive variable is the use of cognitive strategy use. In addition, the results indicated that the predictive power of self-regulation strategies and motivational beliefs for mathematic achievement in boys is higher than girls.

2.8 Self Regulated Learning in Language Learning

Subsequent to the studies given above part, the SRL studies in language learning are stated in this part. In the first place it should be stated that there is no study on SRL in language learning in Turkey. Additionally, in the world there are limited studies on SRL in language learning.

There are four studies on SRL in English language learning in the world, i.e. Shih et al. (2008), Yuti (2007), Chularut & DeBacker (2004), and Wang (2004). As it is clearly understood, the common point in these studies and this thesis is that all of them study SRL in English language learning. As an addition, not the three of these studies but one of them, Yuti (2007), has similarities with this thesis. Firstly, both Yuti's study and this study are descriptive ones. Additionally, in both studies the data were gathered through a questionnaire, including motivation and learning strategies sections which were taken from the MSLQ.

Shih et al. (2008) studied the SRL of high school students who utilize a scaffolding-based SRL system in English study. The goal of designing the SRL system was to help learners develop self-regulated skills and a set of constructive behavior that affects one's learning. The SRL system provided instructors a Content Accessibility Subsystem to facilitate their teaching and offered students many subsystems for a conducive mobile learning environment. Moreover, the system easily established the learners' SRL patterns. This study was done in a high school in Taiwan to demonstrate the effectiveness of the proposed SRL system. The experiment focused on whether learners think that the system can help them possess the four self-regulatory attributes. In the experiment, the target learners were the secondary students. The learning topic was English learning, which was

regarded as one of the major subjects in the high school in Taiwan. Seventeen volunteers from one of the 11th grade classes were involved in 3-week SRL. Each student was given a Hyperbook, a Hyperpen, and a tablet PC. The Hyperbook contained 6 English lessons from the IVY magazines, which were also popular English learning materials in Taiwan. Three weeks later, the students were requested to fill in a questionnaire, named Self-Regulated System Indication Questionnaire. Self-Regulated System Indication Questionnaire was used to evaluate the support of the self-regulatory attributes and the friendliness of user interfaces of the proposed system. Generally, a SRL was able to be surveyed in different psychological dimensions of research on academic self-regulation by using some Scientific Questions, including why, how, what, and where. The question of why addressed the learner's motivation to self-regulate his learning. The question of how indicated the methods which a learner uses to self-regulate his/her learning. The question of what dealt with the self-regulated effort of a learner. The question of where addressed the effort of a learner who self-regulates his physical and social environment in order to learn. Basically, Self-Regulated System Indication Questionnaire was to ask the students the Scientific Questions when the proposed system was involved in their SRL. Students filled in Self-Regulated System Indication Questionnaire according to the experience on using the system. The results retrieved from this questionnaire were used to determine the assistance of the system during students' SRL. The results of the experiment showed that the SRL skills of the students can be improved by utilizing the proposed system. Most of the students deemed that the system enables learners to possess the four Self-regulatory attributes: intrinsically or self-motivated, planned or automatized, self-awareness of performance outcomes, and environmentally/socially sensitive and resourcefulness.

Yuti (2007) administered a study in an effort to promote students' self regulate English learning by motivation at secondary vocational school. One of the purposes of the study was to examine and clarify the empirical relations between motivation and other three components, i.e. strategy, volition and environment, in self regulated English learning at secondary vocational school. The second purpose was to examine the role of motivation played among the four components in self regulated English learning at secondary vocational school. The last purpose was to examine the characteristics in self regulated English learning. The participants were 500 students registered in 3 different secondary vocational schools. Participants were randomly selected ranging from grade 1 to grade 3. All of them had studied English at least for three years and the mean age of them was 17

years old. This was a descriptive and quantitative study. Data were gathered through a questionnaire concerned with various aspects of SRL in English, including motivation, learning strategies, volition and environment. The items of motivation and learning strategies were taken from the MSLQ. The items of volition and environment were developed by the researchers at the University of Michigan. This study indicated that, in self regulated English learning in secondary vocational school, motivation was positively related to strategy use, volition control and environment adaptability. That is to say, students who had strong motivation were more likely to use more learning strategies, sustained volition in difficulties and made good use of learning environment. Conversely, students who were lack of motivation could not use more learning strategies, easy to give up in learning in difficulties and could not seek help from the learning environment.

Chularut & DeBacker (2004) investigated the effectiveness of concept mapping used as a learning strategy with students in English as a Second Language classrooms. Seventy-nine students at an English as a Second Language learning center in the Midwestern United States participated in the study. Variables of interest were students achievement when learning from English language text, students reported use of self-regulation strategies (self-monitoring and knowledge acquisition strategies), and students self-efficacy for learning from English language text It was an experimental study and a randomized pre-test–post-test control group design with a concept mapping group and an individual study plus discussion group was employed. Prior to the intervention, the concept mapping group and the individual study plus discussion group were administered pre-tests in achievement, self-regulation, and self-efficacy. At the conclusion of the intervention, all participants again completed the achievement test and measures of self-regulation and self-efficacy. The findings showed a statistically significant interaction of time, method of instruction, and level of English proficiency for self-monitoring, self-efficacy, and achievement. For all four outcome variables, the concept mapping group showed significantly greater gains from pre-test to post-test than the individual study group.

Wang (2004) carried out a study in order to explore the self-efficacy beliefs and SRL strategies of four Chinese children at an urban public school in the process of learning English as a second language. The aim of the study was to investigate the participants' existing beliefs about their capabilities and their use of language-learning strategies to accomplish specific English language tasks. The study also examined contextual factors

that might have an impact on the children's self-efficacy beliefs and SRL strategies. It was a qualitative case study. Data were gathered through six different resources, i.e. participant observations of children at play and in the classroom; on-going follow-up interviews with observations; reading and writing tasks; interviews with parents; analyses of student documents such as students' work in reading and writing, students' report cards, and their standardized achievement test reports; and pre-interview at the beginning of the project and guided interview at the end of the project. Participants reported self-efficacy beliefs across a variety of language learning tasks in listening, speaking, reading, and writing. This study suggested that self-efficacy is a task-specific construct. Each child's self-efficacy varied across specific tasks and across home-based and school-based language learning contexts. All participants in this study reported higher self-efficacy to complete listening and speaking language activities than reading and writing activities. Their self-efficacy to write a summary or a journal entry was the lowest among all language-learning activities, and this low self-efficacy was associated with their lack of interest and practice in writing. Sources of the children's self-efficacy were also explored. All participants claimed limited English vocabulary and reported low self-efficacy for English reading tasks that demanded advanced vocabulary. In addition, the participants' self-efficacy beliefs were associated with their expertise in the content area, self perceptions of English proficiency level, task difficulty level, social persuasion physiological or emotional state, interest, attitude toward the English language and the English speaking community, and the social and cultural context. These children's observed behavior was found to be associated with their self-efficacy. They showed persistence when they felt efficacious to accomplish the task and were likely to withdraw or give up when they felt less efficacious to do so. The children participated actively in the classroom interaction when they felt efficacious to answer the teacher's questions and were mostly silent when they were anxious because of low perceived competence to address the topic. While some boys reported more SRL strategies than others, nearly all 14 classes of the SRL strategies developed by Zimmerman and Martinez-Pons (1986) were reported. Students reported more strategies in reading than writing. The most commonly used SRL strategies employed by all the participants were seeking social assistance, seeking information, reviewing records, and environmental structuring.

2.9 Chapter Summary

This chapter started with the definition of the concept of SR and SRL. Secondly, history and development of SRL were explained. Thirdly, models of SRL were discussed and phases of SRL in relation to the Zimmerman's and Pintrich's models were presented. Next, subprocesses of SRL were included. Then, SRL was discussed from a social cognitive perspective. Additionally, SRL strategies were explained in detail. Lastly, SRL in school learning and SRL in language learning are stated in which the related research was included.

CHAPTER III
METHODOLOGY

3.0 Introduction

In this chapter, the methodology pursued in this study is described in detail. Firstly, rationale for the research design is explained and then objectives and research questions of the study are introduced. Finally, the details and findings of the pilot and main studies are presented.

3.1 Design of the Study and Research Questions

This study seeks answers to the question of what self regulatory behavior primary school students possess and its relation to different variables. As such being the case, this study, which has been designed as a survey research, follows a descriptive methodology within a quantitative paradigm.

Research methods are mainly divided into two types: qualitative and quantitative methods (Muijs 2004). Qualitative research assumes that all knowledge is relative and there is a subjective element in all knowledge or research. Thus, qualitative studies are holistic, subjective and ungeneralisable. Qualitative researchers are more concerned to understand individuals' perceptions of the world so they have an insider perspective (Nunan 1992). On the other hand, quantitative research can be described as "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)" (Creswell 1994). Quantitative research is obtrusive, controlled, objective, generalisable, and outcome oriented (Nunan 1992). In quantitative research the aim is to describe a situation, and determine the relationship between one thing (an independent variable) and another (a dependent variable) in a population (Hopkins 2000). Therefore, quantitative research is all about quantifying relationships between variables, and this study, being a descriptive study mainly, follows a quantitative paradigm.

There are several types of quantitative research such as survey research, correlational research, experimental research and casual comparative research. For this study, survey research, which is very popular, was chosen. Survey research includes researchers asking a large group of people questions about a particular topic or issue and this asking of questions, all related to the issue of interest, is called survey (Fraenkel & Wallen 2000). Surveys aim to obtain information that can be analysed and patterns extracted and comparisons made. A survey aims to get information from a representative selection of population and from that sample will then be able to present the findings as being representative of the whole population. In surveys, the same questions are asked to all respondents in, as far as possible, the same circumstances. Question wording is really difficult and careful piloting is necessary to ensure that all questions mean the same to all respondents (Bell 1993). Similarly, in this study, a modified version of MSLQ by Paul Pintrich was implemented with selected participants. As an addition a 10-questioned socio-demographic form was used.

The present study primarily aims to investigate self regulation strategies of primary school English language learners. This study included 5^{th}, 6^{th}, 7^{th}, and 8^{th} grade primary school English Language learners excluding the 4^{th} grades. The reason for this exclusion was that in Turkey students start learning English at 4^{th} grade and in this first year the curriculum is usually designed around vocabulary learning, therefore students' study load is restricted to this skill area and usually learned in the classroom through different games and activities without necessitating an extra work outside the classroom, which means that students' self-regulatory behavior may not be shaped at this grade, therefore the researcher of the study thought that it would be wiser to examine the behaviors of learners who have been studying English for at least a year assuming that they have already formed self-regulatory behavior related to studying English. In addition, this study intends to find out the possible relationship between self-regulation strategies of primary school English language learners and different grades, gender, residence, and socio-economic conditions.

The following questions were formulated to guide the study;

RQ 1: What are the self regulation strategies of primary school English language learners?

RQ 2: Is there a relationship between gender and self regulation strategies of primary school English language learners?

RQ 3: Is there a relationship between different grades and self regulation strategies of primary school English language learners?

RQ 4: Is there a relationship between residence and self regulation strategies of primary school English language learners?

RQ 5: Is there a relationship between socio-economic background and self regulation strategies of primary school English language learners?

RQ 6: Which of the variables predict self-regulatory behavior?

3.2 Pilot Study

The main purpose of the implementation of the pilot study was to test the validity of the instrument through examining any possible problems about the wording, layout and comprehension of the items during the administration of the questionnaire. The second purpose was to identify possible problems related to the items on the questionnaire, find solutions to them and make the necessary changes.

In the following section, a brief account of this study will be given together with a description of the subjects and setting, instruments, procedures and analysis.

3.2.1 Participants and Setting

The participants of the pilot study were the 5^{th}, $6^{th,}$ 7^{th} and 8^{th} grade students studying in Türkmenli Primary School, Çırpılar Primary School, Muratlar Primary School, Merkez Primary School and 18 Mart Primary School. The questionnaires were administered to 185 students.

Three different primary schools in rural areas and two other primary schools in urban areas in Çanakkale were chosen for the implementation of the pilot study since one of the aims of this study is to investigate whether there is a relationship between city centre and villages and self regulatory strategies of primary school students. The main reason for the implementation of the pilot study with these groups was their convenience to the researcher in that as the researcher worked as an English teacher in Çanakkale at the time of the research, arranging the appropriate time and environment for the administration of the questionnaires was easier. Therefore, the sampling strategy employed in the study was convenience sampling.

Furthermore, the main study was going to be carried out with a group of students in Merkez Primary School, 18 Mart Primary School and Evciler Şehit Osman Özkan Primary School. For the urban area, Merkez Primary School and 18 Mart Primary School were chosen. Although those schools were also included in the main study, since they had large number of students, some of these students, who were excluded in the main study, were randomly chosen to participate in the pilot study. However, the case for rural area was different. The main reason for the implementation of the pilot study and main study in different schools in the rural area is that the number of students in these schools was limited. Evciler Şehit Osman Özkan Primary School regarded as having the same properties with Çırpılar, Muratlar and Türkmenli Primary Schools since all these schools are in the villages of Bayramiç and they all located very near to each other and their students' characteristics are very similar to each other as they live in the same social and economical environment. Therefore, the sample chosen for the pilot study was thought to represent the main sample group. For the features of the pilot group see Table 3.1.

Table 3.1 Features of the Students Participated in the Pilot Study

Category	*Level*	*f*	*%*
	Female	97	52.4
Gender	**Male**	88	47.6
	Total	185	100
	5th grade	47	25.4
	6th grade	45	24.3
Grade	**7th grade**	45	24.3
	8th grade	48	25.9
	Total	185	100
	Urban	39	21.1
Residence	**Rural**	146	78.9
	Total	185	100

3.2.2 Instruments

In order to investigate the research questions stated previously, two instruments were used in this study: MSLQ by Paul Pintrich and a socio-demographic form developed by the researcher.

3.2.2.1 Adaptation of the MSLQ to the Turkish Context

The Motivated Strategies for Learning Questionnaire was originally an 81-item, self-report instrument. The MSLQ was founded on the social-cognitive theoretical framework which assumes that motivation and learning strategies are not characteristics of the learner, but rather that motivation is dynamic and contextually bound and that learning strategies can be learned and brought under the control of the student (Duncan & McKeachie 2005).

There are two sections in the MSLQ: a motivation section with 6 motivation subscales and a learning strategies section with 9 learning strategies subscales. Firstly, the motivation section contains 31 items that assess students' goals and value beliefs for a course, their beliefs about their skills to succeed in a course, and their anxiety about tests in a course. Secondly, the learning strategy section comprises 31 items concerning students' use of different cognitive and metacognitive strategies. As an addition, the learning strategies section includes 19 items regarding student management of different resources. The MSLQ items scored on a 7-point Likert-type scale, from 1 (not at all true of me) to 7 (very true of me). The scores of the scale are constructed by taking the mean of the items that make up that scale (Duncan & McKeachie 2005).

For this particular study, however, some elimination and adaptation were done. After the MSLQ was translated into Turkish, one of the subscales of the MSLQ, critical thinking, was eliminated as the items included in this subscale are not appropriate for the English lesson and the cognitive development of the students, i.e. "I often find myself questioning things I hear or read in this course to decide if I find them convincing" or "when a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence." Next, each item in the subscales was taken into consideration one by one and then some items were eliminated by considering cognitive developments of the young learners, some items were eliminated by considering characteristics of English lesson in primary schools (see Table 3.2).

Table 3.2 Eliminated MSLQ Items

Reasons	Item No
Items eliminated considering cognitive developments of students	24, 36, 56, 59
Items eliminated considering characteristics of English lesson in primary schools	4, 38, 47, 49, 51, 57, 61, 62, 64, 66, 69, 71, **7**3**,** 81

After these eliminations there were 63 items in the study and all of them were adapted by considering not only the characteristics of English lesson and elementary level students but also the cognitive developments of the primary school students as many items require higher order thinking (see Table 3.3).

Table 3.3 An Example of Adapted MSLQ Items

Original Version	Adapted Version
Bu ders için çalışırken, ders notlarımı tekrar gözden geçiririm ve önemli kavramların bir taslağını çıkarırım.	İngilizce dersine çalışırken, defterime yazdıklarımı tekrar gözden geçiririm ve önemli yerlerin özetini çıkarırım.

As a next step, the statements included in the questionnaire were reviewed with the help of 2 lecturers at the English Language Teaching Department at Çanakkale Onsekiz Mart University and 8 teachers including a Turkish teacher working at the Evciler Şehit Osman Özkan Primary School and some other schools in Bayramiç. They checked the wording and confusion of each statement and unclear terms if any. Finally, the necessary alterations were done on the questionnaire in the light of the lecturers' and teachers' suggestions and comments. After the eliminations and adaptations there were 63 items in the questionnaire. Consequently, the final versions of the questionnaire items were decided to be used in the pilot study. MSLQ items are scored on a 7-point Likert-type scale, from 1 (not at all true of me) to 7 (very true of me) as they were scored in the original version of

the MSLQ. Scale scores are constructed by taking the mean of the items which make up that scale.

3.2.2.2 Socio-Demographic Form

As a second instrument a socio-demographic form including 10 items was developed by the researcher in order to get personal information about the participants. The socio-demographic form includes questions about gender, grade level, residence, father's employment, father's education, mother's employment, mother's education, monthly income, and also there are two more questions asking if their parents have a house and car in order to have much more idea about students' socio economic background. In terms of monthly income, the statistical analysis related with hunger and poverty lines for June, 2009 were taken into consideration (see, www.turk-is.org).

3.2.2.3 Procedures

After the final version of the MSLQ was formed, the necessary permission was obtained from the Provincial Office of National Education (see App. 14). The piloting procedures started on 14 December, 2009 and ended on 18 December, 2009.

Firstly, the English teachers in all the schools where the pilot study took place were informed about the aims of the study and given extensive information about the data collection instruments. Secondly, the respondents, 5^{th} 6^{th} 7^{th} 8^{th} grade students, were informed about the purpose of the study and the copies of questionnaires were distributed to the respondents. They were also reminded that they did not need to write their names on the sheets as the data collected from their questionnaires would be kept confidential and used only for this research study and that their honesty was appreciated. Then, they were asked whether they wanted to take part in the study. All of them agreed to complete the questionnaires. Next, the items in socio-demographic form were explained one by one and all students answered the questions with the help of both their teachers and the researcher. After this step, they were instructed how to respond to the items in MSLQ and reminded not to leave any items unanswered. The researcher also asked the students to feel free to ask for clarification with regard to the comprehension of the items.

3.2.3 Analysis

After the pilot study the teachers and the researcher agreed that no major problems during the implementation of the questionnaire were encountered. However, a few problems related to the wording of the items were faced. For example in item 6, “şu anda benim için en tatmin edici şey İngilizce dersinden iyi bir not almaktır”, some of the students asked the meaning of “tatmin edici” and in item 60, “İngilizce dersine çalışırken her çalışma periyodum için kendime etkinliklerimi yönlendirecek hedefler koyarım”, they asked the meaning of “periyot”. In some classes the researcher and in some others the class teacher explained these words, and the problem was solved easily. Therefore, these items were not changed and it was decided that these words should be explained during the administration of the main study.

After this step, the data collected from the questionnaire were entered into the computer and analyzed with Statistical Package for Social Sciences (SPSS) and the reliability analysis for the whole instrument and its subscales were conducted. However, in the initial analyses some of the items’ cronbach’s alpha values were found to be <.60, therefore causing the total scale and its subscales’ cronbach’s alphas values to be lower than .60. For this reason to increase the reliability values some of the items were deleted. The final version of the scale, thus, included 52 items and the alpha values for the reliability analysis were presented in the table below.

Table 3.4 Reliability Analysis of the MSLQ

	MSLQ	α
	Subscales	
Motivation Scales	***Intrinsic Goal Orientation***	.60
	Extrinsic Goal Orientation	.75
	Task Value	.76
	Control of Learning Beliefs	.56
	Self-Efficacy for Learning and Performance	.87
	Test Anxiety	.64
Learning Strategies Scales	***Rehearsal***	.57
	Elaboration	.64
	Organization	.63
	Metacognitive Self-Regulation	.75
	Time and Study Environment Management	.57
	Effort Regulation	.70
	Peer Learning	.61
	Help Seeking	.52
	Total Scale	.91

As seen in Table 3.4, the whole instrument was found to be highly reliable since the total Cronbach alpha value for this questionnaire was found to be $\alpha = .91$. According to literature this instrument can be accepted as reliable (Şencan 2005). The Cronbach alpha's coefficient for the subscales of MSLQ ranged between .52 and .87.

As it is mentioned above, some of the subscales of the instrument such as control of learning beliefs, rehearsal, time and study environment management, and help seeking were found to have low reliability values. However, the Cronbach alpha's coefficient for

these subscales was the same or close to the Cronbach alpha's coefficient for the original form of the MSLQ, i.e. help seeking .52, control of learning beliefs .69, rehearsal .69, time and study environment management .76. Therefore, these subscales were not eliminated by considering the characteristics of the respondents, such as age, proficiency level, and these results were not surprising for the researcher, and it was clearly appropriate to include them in the main study. As the Cronbach alpha's coefficient for control of learning beliefs, rehearsal, and time and study environment management were proximate to .60, these subscales were also decided to be used in the main study in which the Cronbach alpha's coefficient for them were found to be higher than .60 (see, App. 3).

3.2.4 Implications for the Main Study

As a result of the pilot study, the problems that might be faced during the main study were determined and necessary precautions were taken and changes were made. The reliability analysis showed that the instrument could be used with this group of learners. Both the socio-demographic form and MSLQ were found appropriate in relation to the aims of the study.

3.3 Main Study

Subsequent to the pilot study and after the necessary adjustments were done on the questionnaires, the main study started.

3.3.1 Participants and Setting

The main study was conducted in three different Primary Schools in Çanakkale namely Evciler Şehit Osman Özkan Primary School, 18 Mart Primary School and Merkez Primary School. The main reason for the implementation of the study in this setting was its convenience to the researcher since she worked as an English teacher in Çanakkale at the time of the research. Thus, arranging the appropriate time and conditions for the implementation of the study was easier. As it is mentioned in the previous sections this study tries to find out the possible relationship between urban and rural areas and self regulatory strategies of primary school English language learners. For this reason schools were chosen both from urban, i.e. 18 Mart Primary School and Merkez Primary School, and rural, i.e. Evciler Şehit Osman Özkan Primary School, areas. Students in Evciler Şehit

Osman Özkan Primary School daily transported to the school from 7 different villages, therefore student profiles were assumed to be similar with the students' profiles participated in the pilot study. Besides, this study aims to differentiate the socioeconomic background of the participants. The social background consists of parents' employment and educational status and the economic one includes owning a car, a house and monthly income. According to these variables parent's socioeconomic status were classified as upper, middle, and lower. Therefore, both the schools in city centre and in village were chosen since it was expected that the socioeconomic backgrounds of the students in these areas were different from each other.

The study was implemented with 383 participants who were the 5th, 6th, 7th and 8th grade students. For the features of the main group see Table 3.5.

Table 3.5 Features of the Students Participated in the Main Study

Category	*Level*	*F*	*%*
Gender	***Female***	193	50.4
	Male	190	49.6
	Total	383	100
Grade	***5th grade***	80	20.9
	6th grade	86	22.5
	7th grade	121	31.6
	8th grade	96	25.1
	Total	383	100
Residence	***Urban***	272	70.2
	Rural	111	29.8
	Total	383	100
Father's Employment	***Jobless***	5	1.3
	Farmer	91	23.8
	Civil Servant	128	33.4
	Self-employed	140	36.6
	Retired	19	5.0
	Total	383	100.0

Table 3.5 Features of the Students Participated in the Main Study Continued

Category	*Level*	*F*	*%*
Father's Education	***Illiterate***	0	0
	Primary School	83	21.7
	Secondary School	82	21.4
	High School	93	24.3
	University	122	31.9
	Total	380	99.2
Mother's Employment	***Jobless (Housewife)***	236	61.6
	Farmer	19	5.0
	Civil Servant	78	20.4
	Self-employment	43	11.2
	Retired	7	1.8
	Total	383	100
Mother's Education	***Illiterate***	6	1.6
	Primary School	138	36.0
	Secondary School	56	14.6
	High School	109	28.5
	University	74	19.3
	Total	383	100
House	***Owner***	264	68.9
	Tenant	119	31.1
	Total	383	100
Car	***Yes (We have)***	245	64.0
	No (We Haven't)	138	36.0
	Total	383	100

Table 3.5 Features of the Students Participated in the Main Study Continued

Category	*Level*	*F*	*%*
Monthly Income	***Less than 750 TL***	69	18.0
	Between 751 – 2400 TL	251	65.5
	More than 2401 TL	63	16.4
	Total	383	100

As seen in the table, 383 students participated in the study. Of these, 193 were females and 190 were males, and 80 of them are 5th graders, 86 of them are 6th graders, 121 of them are 7th graders, and 96 of them are 8th graders. The number of students who represent the sample of urban area is 272, and the number of the students who represent the sample of rural area is 111. In terms of father's employment there are 5 jobless, 91 farmers, 128 civil servant, 140 self-employed, and 19 retired fathers. 83 of fathers primary school graduate, 82 of them secondary school graduate, 93 of them high school graduate, and 122 of them university graduate, and there are 3 missing values. Additionally, none of the fathers is illiterate. Most of the mothers are housewives, i.e. 236, in other words jobless. As an addition to housewives, 19 farmers, 78 civil servants, 43 self-employed and 7 retired mothers are included. There are 6 illiterate, 138 primary school graduate, 56 secondary school graduate, 109 high school graduate, and 74 university graduate mothers in this study. 264 of the respondents stated that their parents own a house, whereas 119 of them stated that their parents are tenants. 245 students' parents have a car and 138 student's parents have not. Lastly, 69 of the respondents stated that their parents' monthly income is less than 750 Turkish Liras, 251 of them stated that their parents' monthly income is between 751 and 2400 Turkish Liras, and 63 of them stated that their parents' monthly income is more than 2401.

3.3.2 The English Lessons and the Study Environment at Schools

In Turkey, primary schools students have 3 or 4 hours English lessons in a week according to their grade levels, 5th graders have 3 hours and 6th, 7th, and 8th graders have 4 hours. In some of the schools students have extra study times after school run by their

teachers, especially in urban areas. Therefore, they usually have the opportunity to study with their peers and do their homework together by getting help from their teachers more than the ones who do not have any extra study times after school.

In this study the participants are both from urban and rural areas. In rural areas students usually practice English only during the lessons with their teachers and to some extent peers as many of them come from different villages of Bayramiç and after school they go back to their homes, so they do not have extra study times. On the contrary, the participants in urban area have extra study times after school and many of them study in private courses at weekends. However, these interpretations are based on observation and no percentages can be given since any related data were not gathered in this study.

3.3.3 Procedures

The main study began on 4th January and ended on 15th January covering a period of two weeks during the fall semester of 2009-2010 teaching year for primary schools.

Similar to the steps followed in the pilot study, during the main study, firstly, the data collection instruments were introduced to the English teachers in all the schools where the study took place, and they were asked to help to conduct them. In the second place, the respondents, 5^{th} 6^{th} 7^{th} 8^{th} grade students, were informed about the aims of the study and asked whether they volunteer by reminding that they did not need to write their names on the sheets as the data collected from their questionnaires would be kept confidential and used only for this research study and that their honesty was appreciated. After all of them agreed to complete the questionnaires, the copies of the questionnaires were distributed to them. In the third place, the items in socio-demographic form were explained one by one by considering the possible problems in the light of the pilot study, and all students answered the questions with the help of the explanations done by both their teachers and the researcher. After they all answered the items in socio-demographic form, they were instructed how to respond to the items in the MSLQ and reminded not to leave any items unanswered. The problematic words that are determined to be explained after the pilot study were clarified by the researcher. Also, the students were reminded to feel free to ask for clarification with regard to the comprehension of the items. The completion of the questionnaire took almost 30 minutes for 7^{th} and 8^{th} graders; almost 40 minutes for 6^{th} graders, and nearly 50 minutes for 5^{th} graders, this difference could be interpreted in terms

of the difference between lower and upper graders' reading speed and reading comprehension levels. During the implementation of the questionnaire no major problems encountered since the possible problems were determined via the pilot study and the necessary precautions were taken.

3.3.4 Procedures for Data Analysis

The data obtained from the main study were entered onto the computer and analyzed with SPSS. For the data analysis frequencies and percentages, means and standard deviations, independent samples T-Test analysis, One Way Anova analysis, and regression analysis were done.

In order to determine the economic background of the participants, the items related to the economic conditions (car-item 9, income-item 10, house-item 8, see, App. 1) were merged. The highest and the lowest scores were determined and the economic status of the participants were recoded as 1 the lowest economic background, 2 the average economic background, and 3 the highest economic background. Finally, One Way-ANOVA analysis was carried out. The findings were presented, and necessary interpretations were provided in the following section.

3.4 Chapter Summary

This chapter described the methodology of the study. It began with the description of the study design including a brief overview of the approaches to educational research and the data collecting instruments followed in this study. Secondly, the purpose of the study was stated and research questions were introduced. Next, the description of the pilot study and the details of the instruments were provided. Finally, the methodology used in the main study was described thoroughly.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents and interprets the findings obtained through quantitative research techniques. The statistical findings are reported in relation to each research question of the study.

4.1 Findings of the Main Study

The main aim of the study is to explore self regulatory strategies of primary school English language learners. Additionally, it is intended to find out whether there is a relationship between self regulatory strategies of primary school English language learners and some other variables such as; gender, different grades, residence and social status.

The following research questions addressed throughout the study:

RQ 1: What are the self regulation strategies of primary school English language learners?

RQ 2: Is there a relationship between gender and self regulation strategies of primary school English language learners?

RQ 3: Is there a relationship between different grades and self regulation strategies of primary school English language learners?

RQ 4: Is there a relationship between residence and self regulation strategies of primary school English language learners?

RQ 5: Is there a relationship between socio-economic background and self regulation strategies of primary school English language learners?

RQ 6: Which of the variables predict self regulatory behavior?

4.1.1 RQ 1: What are the self regulation strategies of primary school English language learners?

In order to find out the self regulatory strategies of the primary school English language learners in the 5th, 6th, 7th, and 8th grades, the MSLQ was administered to 383 students. The data obtained from the questionnaire were entered onto the computer and analyzed. For the data analysis descriptive statistics with mean values and standard deviations were conducted. The total results are given in Table 4.1.

Table 4.1 Descriptive statistics for the self regulation strategies of primary school English language learners

MSLQ	Mean	SD
Motivation Scales		
Intrinsic Goal Orientation	5.5091	1.2632
Extrinsic Goal Orientation	5.6084	1.5167
Task Value	5.8014	1.1476
Control of Learning Beliefs	5.9086	1.0853
Self-Efficacy for Learning and Performance	5.4237	1.2844
Test Anxiety	4.7550	1.3290
Learning Strategies Scales		
Rehearsal	5.1758	1.5663
Elaboration	5.2898	1.6359
Organization	5.1092	1.4734
Metacognitive Self-Regulation	5.3004	1.3222
Time and Study Environment Management	5.5522	1.3941
Effort Regulation	3.9215	2.1322
Peer Learning	4.6575	1.5693
Help Seeking	5.3146	1.7338

As it is seen in the table, this group of participants' motivation and learning strategies scores are high, except effort regulation, peer learning, and test anxiety. These high scores indicate that students use SR strategies to some extent.

As for the first lowest rated subscale, that is *effort regulation,* the mean is 3.9215 and standard deviation is 2.1322. *Effort regulation* includes students' ability to control their effort and attention in the face of difficulties, distractions and uninteresting tasks (Pintrich et al. 1991). There may be several reasons why the participants in this study rated it low. Firstly, it is common knowledge that students' interests vary and this variation determines how much effort they put in a task (Saklofske & Zeidner 1995). Therefore, since English is one of the many courses students take during their school life they may not be so much

involved in this course. Besides, they may have different goals for their school studies, which may make English an insignificant one. Students should also have other reasons in order to make an effort for this lesson, for example they must like the topic of the lesson, course materials must be interesting, and the input must not be very difficult as they may feel bored or may give up (Pace 1982).

As for the second lowest rated subscale, that is *peer learning*, the mean is 4.6575 and standard deviation is 1.5693. *Peer learning* refers to collaborating with peers that have been found to be positively correlated with achievement (Ghaith 2002). Also, dialogue with peers can help a student clarify course material and reach insights one may not attain on one's own (Pintrich et al. 1991). This moderate rating in this study suggests that participants are engaged in some forms of peer learning. However, the reason why this sub-scale of self-regulatory behavior was not rated high in comparison with the other sub-scale by the participants could be that they do not have the opportunity to work together especially after the classes when they do their homework. They just have some pair and group work activities during the lessons but it is limited and it can be discussed that to what extent their classes are appropriate for these and to what extent their teachers encourage peer learning. Aydın (1999) investigated the activities used in classroom teaching and to what extent they used. He found that group work activities are limited and used less. Additionally, Çubukçu (2009) studied students' preferences regarding group or individual work. She found that students prefer working alone and working with pairs to working with the class. Another reason could be that young learners usually like individualistic work (Cifuentes & Özel 2006). Çubukçu (2009) also indicated that students who expect most from teachers in syllabus design and class activities prefer to be working individually with the guidance of teachers. Therefore, this finding of this study is also in the same trend with the findings of the early studies.

For the motivational scales, *test anxiety* is the third lowest rated subscale, the mean is 4.7550 and standard deviation is 1.3290. As the value indicates students are moderately anxious in terms of tests they take in their English course.

On the other hand, the top highly rated scales are *control of learning beliefs* (Mean= 5.9086, SD= 1.08537), *task value* (Mean= 5.8014, SD= 1.14764) and *extrinsic goal orientation* (Mean= 5.6084, SD= 1.51671).

The first highest rated sub-scale, *control of learning beliefs,* refers to students' beliefs that their efforts to learn will cause positive outcomes and if they believe that their efforts to study make a difference in their learning, they are more likely to study more effectively (Pintrich et al. 1991). This finding shows that the students in the cohort think that if they try hard enough and study in appropriate ways, they can understand the course material, and if they do not learn the material in this course, this is not because of other factors such as their teachers, their books, and other external factors but internal ones. Especially in this age learners attribute their failure in English to internal achievement attributions instead of external achievement attributions (Satıcılar 2006). Therefore, this finding supports the previous research concluding that in this particular group students believe that they can control their own learning.

The second highest rated sub-scale, *task value,* refers to students' evaluation and perceptions of the course material in terms of interest, importance, and utility (Pintrich et al. 1991). Based on a general expectancy-value framework (Pintrich 1989) the value component of students' motivation includes students' beliefs about the importance, utility, and interest of the task. According to this finding students perceive the lesson, its material etc to be interesting, important and beneficial. This may be due to a variety of reasons. In the first place, learners' beliefs about language learning have an important role in their perceptions of English lesson. They attach importance to learning English and they believe that learning English is necessary and beneficial for them so they are motivated to learn English. In the second place, their parents' positive attitudes towards learning English affect students' attitudes positively (Demirtaş 2007). The related literature (Dweck & Leggett 1988; Pintrich & De Groot 1990) indicated that there are links among beliefs and motivation. It was also found that students generally expressed positive reactions toward learning English (Yang 1999).

However, one might find it surprising that *effort regulation* and *task value* are contradictory according to the results of this study. This might be explained by the difference between thought and behavior; that is, the importance learners attach the course material does not lead them to make effort for it. As Martinez Pons (2002) indicates that some of the learners lose motivation if too much effort is required and the rewards are not enough to compensate the perceived effort. Therefore, as ELT program gradually increase

difficulty and getting challenging, it is an anticipated result that students lose their motivation and spend less effort for the English course.

The third highest rated sub-scale, *extrinsic goal orientation*, concerns the degree to which students perceive themselves to be participating in a task for reasons such as grades, rewards, performance, competition, and evaluation by teachers, parents and others (Pintrich et al. 1991). It is known that students are likely to be willing to do the behaviors that are valued by significant others to whom they feel connected, whether that is a family, a peer group, a teacher or a society (Ryan & Deci 2000; Urdan & Maehr 1995; Wentzel & Wigfield 1998; Ryan 2000; Leavitt, Pondy & Boje 1988). In this sense, it is not surprising that the students in this cohort are highly extrinsically motivated. This finding might also explain the first lowest rated subscale, which is effort regulation; the more students were externally regulated the less they showed effort (Ryan & Deci 2000).

In conclusion, it is seen that the range of self-regulatory behavior of students are between 3.9215 and 5.9086 and generally speaking it is moderately high.

4.1.2 RQ 2: Is there a relationship between gender and self regulation strategies of primary school English language learners?

Independent samples T-test analysis was conducted for male and female students to understand whether there is a significant relationship between gender and the subscales of MSLQ (See Table 4.2). For ease only the significant values have been reported in this table.

Table 4.2 Independent Samples T-Test Analysis of the Relationship between Gender and Motivation and Learning Strategies

Scales	Gender	N	Mean	SD	*t*	p
Task Value	*Female*	193	5.9464	1.0127	2.508	.013*
	Male	190	5.6542	1.2557		
Control of Learning Beliefs	*Female*	193	6.0212	.9569	2.054	.041*
	Male	190	5.7943	1.1935		
Self-Efficacy for Learning and Performance	*Female*	193	5.5514	1.1873	1.968	.049*
	Male	190	5.2940	1.3670		
Rehearsal	*Female*	193	5.3791	1.4707	2.579	.010*
	Male	190	4.9693	1.6359		
Elaboration	*Female*	193	5.6218	1.4557	4.084	.000*
	Male	190	4.9526	1.7405		
Organization	*Female*	193	5.2634	1.3967	2.073	.039*
	Male	190	4.9526	1.5352		
Help Seeking	*Female*	193	5.5285	1.6888	2.449	.015*
	Male	190	5.0974	1.7562		

* $p<0.05$

As seen in the table above, those subscales, namely task value, control of learning beliefs, self-efficacy for learning and performance, rehearsal, elaboration, organization, and help seeking, significant differences were found to be significant in relation to gender ($p<.05$). According to the table, it can be concluded that there is a significant difference in favor of girls as mean $_{(girls)}$ > mean $_{(boys)}$. In literature, there were several studies examined gender differences in relation to various aspects of SRL and found significant differences in favor of girls (Ablard & Lipschultz 1998; Bidjerano 2005; Khatib 2010; Zimmerman & Martinez Pons 1990). Therefore, the findings of this study supported the results of these early studies. On the other hand, Pintrich & De Groot (1990) found a

contradictory result that there were gender differences in self-efficacy and test anxiety in favour of boys who rated themselves more efficacious and felt less anxious than did girls. Therefore, gender differences in SRL should be investigated in future studies.

For the other subscales, namely intrinsic goal orientation (Female Mean= 5.5794, SD=1.1513; Male Mean= 5.4377, SD=1.3670), extrinsic goal orientation (Female Mean= 5.5933, SD= 1.4645; Male Mean=5.6237, SD=1.5716), test anxiety (Female Mean=4.8478, SD=1.3181; Male Mean= 4.6608, SD= 1.3369), metacognitive self-regulation (Female Mean= 5.3665, SD=1.2450; Male Mean= 5.2333, SD=1.3964), time and study environment management (Female Mean= 5.6598, SD=1.3637; Male Mean= 5.4430, SD=1.4195), effort regulation (Female Mean= 3.7917, SD=2.1972; Male Mean= 4.0526, SD=2.0618), and peer learning (Female Mean=4.6304, SD=1.5455; Male Mean= 4.6851, SD=1.5967), the mean differences in relation to gender were not significant ($p>.05$).

4.1.3 RQ 3: Is there a relationship between different grades and self regulation strategies of primary school English language learners?

For each subscale firstly the mean values for each grade level were calculated. The descriptive statistics are presented in Table 4.3.

Table 4.3 Mean Values for Each Grade Level Regarding the Sub-scales of MSLQ

	Scales	Grade Levels	N	Mean	SD
Motivation Scales	Intrinsic Goal Orientation	5th	80	6.2167	.9381
		6th	86	5.6434	1.1802
		7th	121	5.3829	1.1671
		8th	96	4.9583	1.3975
	Extrinsic Goal Orientation	5th	80	6.1625	1.1900
		6th	86	5.3023	1.8218
		7th	121	5.5868	1.4385
		8th	96	5.4479	1.4554
	Task Value	5th	80	6.4006	.6732
		6th	86	6.0593	1.0661
		7th	121	5.7335	1.1021
		8th	96	5.1568	1.2567
	Control of Learning Beliefs	5th	80	6.2563	.9626
		6th	86	6.0029	1.1177
		7th	121	5.8822	.9220
		8th	96	5.5677	1.2436
	Self-Efficacy for Learning and Performance	5th	80	6.1022	.7826
		6th	86	5.5909	1.1504
		7th	121	5.3163	1.2683
		8th	96	4.8438	1.4629
	Test Anxiety	5th	80	5.1475	1.2153
		6th	86	4.7748	1.5100
		7th	121	4.6037	1.4267
		8th	96	4.6010	1.0392

Table 4.3 Mean Values for Each Grade Level Regarding the Sub-scales of MSLQ Continued

	Scales	Grade Levels	N	Mean	SD
Learning Strategies Scales	Rehearsal	5th	80	6.0500	1.0022
		6th	86	5.3081	1.4980
		7th	121	5.1694	1.5220
		8th	96	4.3368	1.6506
	Elaboration	5th	80	6.0250	1.2270
		6th	86	5.4826	1.3227
		7th	121	5.4008	1.5727
		8th	96	4.3646	1.8573
	Organization	5th	80	5.6875	1.2167
		6th	86	5.5000	1.3284
		7th	121	5.1763	1.3798
		8th	96	4.1927	1.4966
	Metacognitive Self-Regulation	5th	80	6.1705	.7640
		6th	86	5.6348	1.0750
		7th	121	5.1956	1.1742
		8th	96	4.4078	1.4870
	Time and Study Environment Management	5th	80	6.3042	.8734
		6th	86	5.8101	1.2757
		7th	121	5.4229	1.3633
		8th	96	4.8576	1.5269
	Effort Regulation	5th	80	3.6188	2.3101
		6th	86	3.6860	2.1338
		7th	121	3.9667	2.0351
		8th	96	4.3281	2.0581
	Peer Learning	5th	80	5.2792	1.3547
		6th	86	4.8469	1.5685
		7th	121	4.6529	1.5992
		8th	96	3.9757	1.4549
	Help Seeking	5th	80	5.8188	1.3830
		6th	86	5.4360	1.5695
		7th	121	5.1818	1.8416
		8th	96	4.9531	1.9044

As seen in the table, the mean values range from 4.1927 to 6.4006 that mean self-regulatory behaviour shows moderate and high tendencies. There is a general trend in decrease from 5th to 8th graders. In consistence with this finding, Kılıç Çakmak et al. (2008) found that students' motivational factors and level of learning strategies generally decrease by increasing class levels. Similarly, Demir (2005) found that 4th graders have higher levels of motivation. This result could be interpreted in terms of the developing interests of learners. The students in upper grades have more lessons than 5th graders and they attach importance to different lessons according to their interests. They also take a level determination examination (SBS –Seviye Belirleme Sınavı) at the end of 6th, 7th and 8th grade levels and they attach more importance to studying for these exams and make more effort for the other lessons which bring high scores in SBS exams. Additionally, for 5th graders English is so interesting and they enjoy English lessons as it is different from others and in English lessons they meet with a new teacher which also attracts their attention. In contrast, for upper graders English and English teachers are ordinary as they have many others. Besides, when compared with older ones young learners have no awkwardness or inhibitions with the new language and are not bothered about making mistakes. There is no peer pressure in lower grades. In several studies it has also been reported that younger learners could also present more positive attitudes and be more motivated because of their general positive attitude towards learning as opposed to the rejection of the school system typically associated with older learners (Burstall 1975; Cenoz & Lindsay 1994; Donato et al. 2001; Nikolov 1999).

In order to understand whether the differences in mean values in different grades were statistically significant or not the One Way-ANOVA analyses were conducted with Post Hoc Tukey test. The findings will be discussed separately for each of the subscales below.

For the motivation strategies subscales, namely, intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self efficacy for learning and performance, and test anxiety, One Way-ANOVA analysis was conducted in order to indicate whether there is a significant relationship between different grades and each of these subscales. Firstly, the findings of the One Way-ANOVA analysis that shows the relationship between grade levels and intrinsic goal orientation are reported below.

Table 4.4 One Way-ANOVA Analysis of the Relationship between Grade Levels and Intrinsic Goal Orientation

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between	72.651	3	24.217	17.093	.000*	5>6
Groups						5>7
Within	536.956	379	1.417			5>8
Groups						6>8
Total	609.607	382				7>8

* $p<0.05$

According to the data in the table above there is a significant relationship between grade levels and intrinsic goal orientation ($F = 17.093$; $p = 0.000$). There is a significant difference between 5th graders and 6th, 7th, and 8th graders in favour of 5th graders. Also there is a significant difference between 6th, 7th graders and 8th graders in favour of 6th and 7th graders. As it is stated above these anticipated differences are also proved to be statistically significant in this study. In consistence with this finding Demir (2005) found that comparing to the 8th graders, 4th graders have higher levels of intrinsic motivation. This could be because of their perceptions about learning English since 4th graders regard learning English as an entertaining activity.

In order to find out whether there is a significant difference between grade levels and extrinsic goal orientation One Way-ANOVA analysis was carried out. Table 4.5 shows the results of the analysis.

Table 4.5 One Way-ANOVA Analysis of the Relationship between Grade Level and Extrinsic Goal Orientation

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between Groups	35.148	3	11.716	5.264	.001*	5>6 5>7 5>8
Within Groups	843.605	379	2.226			
Total	878.753	382				

* $p<0.05$

According to the data in the table above there is a significant relationship between grade levels and extrinsic goal orientation ($F = 5.264$; $p = 0.001$). Extrinsic goal orientation refers that a student takes part in a task for reasons such as grades, rewards, performance, evaluations by others and competition (Hamilton & Ghatala 2005 as cited in Marcou & Philippou 2005; Pintrich et al.1991). One possible explanation for this result may be that strategies based on wanting good grades or obtaining extrinsic rewards are used more frequently because students are more familiar with this type of motivation as research showing teachers tending to use extrinsic rewards as their primary method for motivating younger students (Newby 1991). As it is mentioned previously, Demir (2005) found that 4th grade students are more motivated than 8th graders not only intrinsically but also extrinsically. In their study, Lepper, Corpus & Iyengar (2005) found that extrinsic motivation showed few differences across grade levels.

To understand the relationship between grade level and task value One Way-ANOVA analysis was carried out. The findings are presented in Table 4.6.

Table 4.6 One Way-ANOVA Analysis of the Relationship between Grade Level and Task Value

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between	74.897	3	24.966	22.095	.000*	5>7
Groups						5>8
Within	428.230	379	1.130			6>8
Groups						7>8
Total	503.127	382				

*p <0.05

According to the data in the table above there is a significant relationship between grade levels and task value (F = 22.095; p = 0.000). Firstly, a significant difference between 5th graders and 7th and 8th graders in favor of 5th graders, secondly, a significant difference between 6th graders and 8th graders in favor of 6th graders, and lastly a significant difference between 7th graders and 8th graders in favor of 7th graders was found. This finding shows that lower grade students' interest and importance they attach to English are higher than the upper graders. Atkinson (as cited in Eccles et al. 2005) defined task value as incentive value of anticipated success. It can be interpreted that lower graders expectancy beliefs about English are higher than the upper graders. A parallel finding was stated by Jacobs et al. (2002) carried out a 10-year longitudinal study on children's and adolescents' motivations for different school subjects revealed that children's expectancy beliefs, perceived competence and task values declined steadily from elementary to high school. In another study by Wigfield et al. (1989) it is found that younger elementary school children are more positive in their beliefs than older ones.

In order to analyze the relationship between grade levels and control of learning beliefs One Way-ANOVA analysis was carried out. In the following table the results are statistically given (see Table 4.7).

Table 4.7 One Way-ANOVA Analysis of the Relationship between Grade Level and Control of Learning Beliefs

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between Groups	21.674	3	7.225	6.392	.000*	5>8 6>8
Within Groups	428.336	379	1.130			
Total	450.010	382				

* $p<0.05$

According to the data in the table above there is a significant relationship between grade levels and control of learning beliefs ($F = 6.392$; $p = 0.000$). There is a significant difference between 5^{th} graders and 8^{th} graders in favor of 5^{th} graders, and between 6^{th} graders and 8^{th} graders in favor of 6^{th} graders. This result could be interpreted in terms of the beliefs about learning and the learners' attributions about their achievement. 5^{th} and 6^{th} graders believe that if they study enough they can be successful and they attribute their achievement to internal factors, they take the responsibility of their learning more than 8^{th} graders who attribute their achievement mostly to external factors. Also, there is a trend in decrease from 5^{th} and 6^{th} graders to 8^{th} graders' with regard to beliefs about learning and the responsibility they should take about their learning. 8^{th} graders ignore the necessity of more individualistic effort and they believe that they can not be successful even if they study and make effort, hence they give up. Also, in literature it is statistically proved that the students in lower grades perceive that their success mainly depends on internal causes that are ability and effort that they can control whereas the upper graders attribute their achievement mostly to external causes that are task difficulty and luck (Satıcılar 2006). Therefore, this finding supports the related literature.

To investigate the relationship between grade levels and self-efficacy for learning and performance One Way-ANOVA analysis was carried out. In the following table the results of the analysis that show the relationship between grade levels and self-efficacy for learning and performance are set out in Table 4.8.

Table 4.8 One Way-ANOVA Analysis of the Relationship between Grade Level and Self-Efficacy for Learning and Performance

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between	72.924	3	24.308	16.532	.000*	5>6
Groups						5>7
Within	557.260	379	1.470			5>8
Groups						6>8
Total	630.184	382				7>8

* $p<0.05$

According to the data in the table above there is a significant relationship between grade levels and self-efficacy for learning and performance ($F = 16.532$; $p = 0.000$). There is a significant difference between 5^{th} graders and 6^{th}, 7^{th}, and 8^{th} graders in favour of 5^{th} graders. Also there is a significant difference between 6th, 7^{th} graders and 8^{th} graders in favour of 6^{th} and 7^{th} graders. This finding shows that younger learners feel more efficacious about their learning and performance. They believe that they can learn English, understand the course material even if it is difficult, get better grades, and they have more achievement expectations. In related literature it was found that self-efficacy is the most important predictor of achievement in the examinations (McPherson & McCormick 2006). It could be stated that achievement scores of learners decrease gradually by grade level increases.

In order to analyze the relationship between grade levels and test anxiety One Way-ANOVA analysis was carried out. The following data in Table 4.9 reveals the relationship between grade levels and test anxiety.

Table 4.9 One Way-ANOVA Analysis of the Relationship between Grade Level and Test Anxiety

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between Groups	17.403	3	5.801	3.344	.019*	5>7 5>8
Within Groups	657.373	379	1.734			
Total	674.776	382				

* $p<0.05$

According to the data in the table above there is a significant relationship between grade levels and test anxiety ($F = 3.344$; $p = 0.019$). A significant difference was detected between 5^{th} graders and 7^{th} and 8^{th} graders in favor of 5^{th} graders. There is a gradual decrease in test anxiety from 5^{th} grade to 8^{th} grade. When compared with extrinsic goal orientation and test anxiety scores of 5^{th} graders, it an anticipated result that their anxiety level is higher than the 7^{th} and 8^{th} graders as they are more extrinsically motivated. Most students may wish to rank in the top part of their class (e.g., at the elementary school level, to attain "high grades") because of parental, peer, or self-induced aspirations and expectations. This will place many students under pressure to achieve at a higher level than they can, resulting in strong anxiety dynamics (Hill & Wigfield 1984). As contrary to this finding Wigfield & Meece (1988) examined the anxiety in elementary and secondary school students and found that ninth-grade students reported experiencing the most worry about math and sixth graders the least. Therefore, the perception of courses through different grade levels may change.

For the learning strategies subscales, namely rehearsal, elaboration, organization, metacognitive self regulation, time and study environment management, effort regulation, peer learning, and help seeking, One Way-ANOVA analysis was conducted to find out whether there is a significant difference between grade levels and each of these subscales. In the first place, the results of the One Way-ANOVA analysis that shows the relationship between grade levels and rehearsal are given in Table 4.10.

Table 4.10 One Way-ANOVA Analysis of the Relationship between Grade Level and Rehearsal

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between	130.225	3	43.408	20.388	.000*	5>6
Groups						5>7
Within	806.938	379	2.129			5>8
Groups						6>8
Total	937.162	382				7>8

*p <0.05

According to the data in the table above there is a significant relationship between grade levels and rehearsal (F = 20.388; p = 0.000). There is a significant difference between 5th graders and 6th, 7th, and 8th graders in favour of 5th graders. Also there is a significant difference between 6th, 7th graders and 8th graders in favour of 6th and 7th graders. This result could be interpreted in terms of individual effort and motivation. Students rehearse if they believe that they can achieve when they study individualistically. This finding is consistent with the findings of self-efficacy for learning and performance, task value, and control of learning beliefs. As it is stated above, students in lower grades have higher expectations and they believe that they can achieve if they study enough. In contrast students in upper grades do not make effort individualistically as they do not believe that they can be successful if they study and rehearse by themselves. Additionally, it should also be stated that students in upper grades might lose their interests in English lessons.

The following table presents the results of the One Way-ANOVA analysis that was carried out to find out the possible relationship between grade levels and elaboration (see Table 4.11).

Table 4.11 One Way-ANOVA Analysis of the Relationship between Grade Level and Elaboration

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between	130.107	3	43.369	18.422	.000*	5>7
Groups						5>8
Within	892.223	379	2.354			6>8
Groups						7>8
Total	1022.330	382				

*p <0.05

According to the data in the table above there is a significant relationship between grade levels and elaboration (F = 18.422; p = 0.000). There is a significant difference between 5^{th} graders and 7^{th}, and 8^{th} graders in favour of 5^{th} graders. Also there is a significant difference between 6^{th}, 7^{th} graders and 8^{th} graders in favour of 6^{th} and 7^{th} graders. Actually, elaboration is a sophisticated strategy and generally we may expect the older the learner, the more they use this strategy, but here surprisingly it is the opposite. This could be interpreted in terms of the gradual difficulty in English Language Teaching (ELT) curricula in which content becomes wider and more difficult in upper grades. Therefore, lower grade students might use this strategy more, since in lower grades the ELT content includes simple structures and basic vocabulary.

To find out whether there is a significant difference between grade levels and organization One Way-ANOVA analysis was carried out. The results of the analysis that show the relationship between grade levels and organization are given in Table 4.12.

Table 4.12 One Way-ANOVA Analysis of the Relationship between Grade Level and Organization

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between	121.070	3	40.357	21.597	.000*	5>7
Groups						5>8
Within	708.222	379	1.869			6>8
Groups						7>8
Total	829.292	382				

* $p<0.05$

According to the data in the table above there is a significant relationship between grade levels and organization ($F = 21.597$; $p = 0.000$). There is a significant difference between 5th graders and 7th, and 8th graders in favour of 5th graders. Also there is a significant difference between 6th, 7th graders and 8th graders in favour of 6th and 7th graders. This finding could be related with students' intrinsic goal orientation. Intrinsically motivated students use more cognitive learning strategies such as organization. They use cognitive strategies to learn, remember, and understand the course material (Corno & Mandinach 1983; Zimmerman & Martinez Pons 1986, 1988). As it is stated above there is a gradual decrease in students' intrinsic goal orientations form 5th grade to 8th grade. Therefore, this finding, the use of organization strategies, is an anticipated one. In consistent with this interpretation Wolters (1998) found that intrinsic regulation has a positive relation to students' reported use of cognitive strategies one of which is organization. Also, it could be stated that students' who regulate their level of effort by using strategies to increase their interest, value, and efficacy are more likely to use some deep-level-processing strategies than students who do not use these regulation strategies (Wolters 1998). There are some other studies that support this interpretation that they found a positive relation between intrinsic motivation and cognitive and metacognitive strategy use (Ames 1992; Dweck & Leggett 1988).

In order to investigate the relationship between grade levels and metacognitive self-regulation One Way-ANOVA analysis was carried out. Table 4.13 presents the results of the analysis.

Table 4.13 One Way-ANOVA Analysis of the Relationship between Grade Level and Metacognitive Self-Regulation

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between	147.999	3	49.333	35.963	.000*	5>6
Groups						5>7
Within	519.894	379	1.372			5>8
Groups						6>7
Total	667.893	382				6>8
						7>8

*p <0.05

According to the data in the table above there is a significant relationship between grade levels and metacognitive self-regulation (F = 49.333; p = 0.000). There is a significant difference between 5th graders and 6th ,7th , and 8th graders in favour of 5th graders, between 6th graders and 7th and 8th graders in favour of 6th graders, and also between 7th and 8th graders in favour of 8th graders. This finding shows that there is a gradual decrease from 5th graders to 8th graders in terms of metacognitive self-regulation. Metacognition can be defined as higher order thinking that involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature (Livingstone 1997). Cognitive strategies are used to help students achieve a particular goal (e.g., understanding a text) whereas metacognitive strategies are used to ensure that the goal has been reached (e.g., quizzing oneself to evaluate one's understanding of that text). Metacognitive experiences usually precede or follow a cognitive activity (Roberts & Erdos 1993). Some related research in literature also reveals that students with a high sense of self-efficacy tend to use cognitive and metacognitive strategies and persist in difficult or uninteresting tasks (Dembo & Eaton 2000; Neber & Schommer-Aikins 2002; Pintrich & DeGroot 1990; Shih 2002). Therefore this finding is not a surprising one as there is also a decrease from 5th graders to 8th graders in terms of cognitive strategies included in this study such as rehearsal, elaboration and organization.

To understand the relationship between grade levels and time and study environment management One Way-ANOVA analysis was carried out. The results of the analysis are indicated in Table 4.14.

Table 4.14 One Way-ANOVA Analysis of the Relationship between Grade Level and Time and Study Environment Management

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between	99.291	3	33.097	19.503	.000*	5>7
Groups						5>8
Within	643.164	379	1.697			6>8
Groups						7>8
Total	742.456	382				

* $p<0.05$

According to the data in the table above there is a significant relationship between grade levels and time and study environment management ($F = 19.503$; $p = 0.000$). There is a significant difference between 5^{th} graders and 7^{th}, and 8^{th} graders in favour of 5^{th} graders. Also there is a significant difference between 6th and 8^{th} graders in favour of 6^{th} graders, and between 7^{th} and 8^{th} graders in terms of 7^{th} graders. Time and study environment management refers to the ability to engage in time management and to exercise some control and organization over learners' study environments (Stefanou & Salisbury-Glennon 2001). According to this finding students in lower grades manage their study time and their study environment more efficiently than the upper grade students. This could be explained in terms of the importance they attach learning English. They do their homework regularly in an appropriate environment; they use their study time efficiently and believe that they can finish their homework on time. Additionally, the effect of parental control also explains this result. It becomes more difficult for parents to control their children as they become older. Besides, this finding could be interpreted in terms of intrinsic goal orientation and self efficacy. As it is stated above younger students feel more efficacious and intrinsically motivated, hence, this finding is an anticipated one. Similarly, Lynch & Dembo (2004) found a significant correlation between time and study environment management and intrinsic goal orientation and self efficacy which indicate

the relationship between learner motivation and the behavioral strategies involved in learner control of study time and study environment.

To find out whether there is a significant difference between grade levels and effort regulation One Way ANOVA analysis was carried out. Table 4.15 presents the results of the analysis.

Table 4.15 One Way-ANOVA Analysis of the Relationship between Grade Level and Effort Regulation

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between Groups	28.218	3	9.406	2.087	.102*	---
Within Groups	1703.926	379	4.508			
Total	1732.144	382				

* p>.05

According to the data in the table above there is no significant relationship between grade levels and effort regulation (p >0.102).

In order to investigate the relationship between grade levels and peer learning One Way-ANOVA analysis was carried out. The related results are shown in Table 4.16.

Table 4.16 One Way-ANOVA Analysis of the Relationship between Grade Level and Peer Learning

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between Groups	78.632	3	26.211	11.522	.000*	5>7 5>8
Within Groups	862.142	379	2.275			6>8 7>8
Total	940.774	382				

* p<0.05

The data in the table above shows that there is a significant relationship between grade levels and peer learning (F = 11.522; p = 0.000). There is a significant difference between 5th graders and 7th, and 8th graders in favour of 5th graders. Also there is a significant difference between 6th and 8th graders in favour of 6th graders, and between 7th and 8th graders in terms of 7th graders. As it is stated above in Table 4.1 peer learning is one of the lowest rated subscales in this study. Peer learning might occur both in the classroom during the lesson and after the classroom. The reason why it's low could be due to that lower grade students are more willing to share their knowledge and do their homework together whereas upper graders feel uneasy if they ask help of a friend.

To find out whether there is a significant difference between grade levels and help seeking One Way-ANOVA analysis was carried out. Table 4.17 presents the relationship between grade levels and help seeking.

Table 4.17 One Way-ANOVA Analysis of the Relationship between Grade Level and Help Seeking

Source of Variance	Sum of Squares	Sd	Mean Square	F	P	Significant Relationship
Between Groups	36.279	3	12.093	4.121	.007*	5>7 5>8
Within Groups	1112.059	379	2.934			
Total	1148.338	382				

* p<0.05

The data in the table above indicates that there is a significant relationship between grade levels and help seeking (F = 4.121; p = 0.007). There is a significant difference between 5th graders and 7th, and 8th graders in favor of 5th graders. There is a relationship between peer learning (e.g., using a study group or friends to help learn) and help-seeking (e.g., seeking help from peers or instructors when needed) as both of them focus on the use of others in learning (Duncan & McKeachie 2005). As it is stated above, upper graders feel uneasy that their friend might think that they are dumb for asking questions. Ryan and Pintrich (as cited in Ryan, Pintich & Midgley 2001) found that many students worried about negative judgments from both teacher and classmates regarding their abilities and this is related to the avoidance of help seeking. In consistency with this result, Good (as

cited in Newman & Schwager 1993) stated that students appear to ask increasingly fewer questions as they proceed in school from grade to grade. Also, Ryan and Midgley (as cited in Ryan, Pintich & Midgley 2001) found that help avoidance increase during early adolescence. Therefore, the findings of this study support the early studies.

4.1.4 RQ 4: Is there a relationship between residence and self regulation strategies of primary school English language learners?

Independent samples T-test analysis was conducted for urban and rural areas to understand whether there is a significant relationship between residence and the subscales of MSLQ (See Table 4.18).

Table 4.18 Independent Samples T-Test Analysis of the Relationship between Residence and Motivation and Learning Strategies

	Scales	Residence	N	Mean	SD	*t*	p
Motivation Scales	**Intrinsic Goal Orientation**	*Urban*	272	5.4767	1.3225	-0.786	0.432
		Rural	111	5.5886	1.1061		
	Extrinsic Goal Orientation	*Urban*	272	5.7353	1.4527	2.583	0.010
		Rural	111	5.2973	1.6284		
	Task Value	*Urban*	272	5.7825	1.2053	-0.504	0.615
		Rural	111	5.8477	.9956		
	Control of Learning Beliefs	*Urban*	272	5.8165	1.1567	-2.620	0.009
		Rural	111	6.1344	.8496		
	Self-Efficacy for Learning and Performance	*Urban*	272	5.5157	1.2902	2.206	0.028
		Rural	111	5.1982	1.2471		
	Test Anxiety	*Urban*	272	4.6257	1.3681	-3.013	0.003
		Rural	111	5.0721	1.1748		
Learning Strategies Scales	**Rehearsal**	*Urban*	272	5.3989	1.4697	4.471	0.000
		Rural	111	4.6291	1.6652		
	Elaboration	*Urban*	272	5.4982	1.5755	3.977	0.000
		Rural	111	4.7793	1.6756		
	Organization	*Urban*	272	5.2953	1.3589	3.943	0.000
		Rural	111	4.6532	1.6413		
	Metacognitive Self-Regulation	*Urban*	272	5.4409	1.2672	3.298	0.001
		Rural	111	4.9560	1.3953		
	Time and Study Environment Management	*Urban*	272	5.6967	1.2979	3.213	0.001
		Rural	111	5.1982	1.5559		
	Effort Regulation	*Urban*	272	4.0110	2.1151	1.292	0.197
		Rural	111	3.7000	2.1675		
	Peer Learning	*Urban*	272	4.7083	1.5157	0.992	0.322
		Rural	111	4.5330	1.6942		
	Help Seeking	*Urban*	272	5.2776	1.7339	-0.654	0.513
		Rural	111	5.4054	1.7379		

As seen in the table above, significant differences were found in relation to residence ($p<.05$). Generally speaking, there is a significant difference in favor of urban as $\text{mean}_{(\text{urban})} > \text{mean}_{(\text{rural})}$, except for the two subscales, namely control of learning beliefs and test

anxiety, for which the differences were in favor of rural, as mean $_{(rural)}$ > mean $_{(urban)}$. However, for some of the subscales no significant difference was found in relation residence. The findings of the independent samples T-test analysis in relation to residence are going to be discussed below.

For the first subscale, intrinsic goal orientation, the mean differences in relation to residence were not significant ($p>.05$).

For the second subscale, extrinsic goal orientation, there is a significant difference between urban and rural in favor of urban ($p< .05$). Students in the city centre are more extrinsically motivated. This finding could be interpreted in terms of the personal and social relationships as Goodenow & Grady (1993) stated that there is a growing consensus that academic motivation is not purely individual; rather it grows out of a complex web of social and personal relationships. Weiner (1990), also, stated that "school motivation can not be understood apart from the social fabric in which it is embedded" (p. 621). Comparing to the rural, the general school motivation could be higher than in urban and students' friends also influence their academic motivation. Students' beliefs about their friends and parents' academic values have an effect on students' motivation and they value school work and they have expectancies for success. They compete with each other and their grade, which is an extrinsic factor, are the most explicit indicator of their success, hence; they study more in order to get better grades. Therefore, it could be stated that general school motivation is an indicator of extrinsic goal orientation, and this study supports the idea that general school motivation and accordingly students' extrinsic goal orientation are higher in urban area than rural area.

For the third subscale, task value, no significant difference was found in relation to residence ($p> .05$).

The mean values of the next subscale, control of learning beliefs, indicate a significant difference between urban and rural in favor of rural ($p< .05$). Contrary to extrinsic goal orientation, this finding shows a difference in favor of rural which is an anticipated result. As the students in the city centre are more extrinsically motivated they attribute their achievement or failure to external factors, whereas the students in rural area attribute their achievement or failure to internal factors, and they believe that if they study enough, they can be successful.

Next, a significant difference was found between urban and rural in relation to self-efficacy for learning and performance in favor of urban ($p < .05$). This finding could be interpreted in terms of the students' beliefs about their capability to perform classroom tasks. Students in the city centre believe that they can understand the topic of the lessons even if they are difficult and they can achieve their goals. It is an anticipated result that they are more efficacious since they use more strategies as it is stated in the table above. Pintrich & De Groot (1990) found that higher levels of self-efficacy are correlated with higher levels of cognitive strategy use, and the students who believe that they are capable are more likely to report more use of cognitive strategies, to be more self-regulating and to persist more in difficult or uninteresting academic tasks.

For test anxiety there is a significant difference between urban and rural in favor of rural ($p < .05$). This finding is an anticipated one as it is seen in the table that the students in city centre use more self regulation strategies, such as rehearsal, elaboration, organization, metacognitive self regulation, and time and study environment management, and they are more self-confident and have less test anxiety. Test anxiety is also related with self efficacy. As it is stated above students in city centre are more efficacious than the students in villages and this is one of the reasons that the students in city centre are less anxious than the students in villages. Bandura (1997) stated that students' self efficacy beliefs to manage academic task demands can influence them emotionally by decreasing their stress, anxiety, and depression. Pintrich & De Groot (1990) also found a negative relation between self-efficacy and test anxiety. It is also stated that high anxious students reported less self regulation and persistence.

As for the next subscales, those are rehearsal, elaboration, organization, metacognitive self-regulation, and time and study environment management, the mean values show a significant difference between urban and rural in favor of urban ($p < .05$). These subscales are not discussed separately as all of them are included in the learning strategies section. According to the findings it is obvious that the students in city centre use more strategies than the students in villages.

For the next three subscales, namely effort regulation, peer learning, and help seeking the mean differences in relation to residence were not significant ($p > .05$).

4.1.5 RQ 5: Is there a Relationship between Socio-Economic Background and Self Regulation Strategies of Primary School English Language Learners?

To easily analyze the data and reach some conclusions the factors related to the socio-economic background of the participants were considered independently as the social and the economic backgrounds. The social background consists of parents' employment and educational status whereas the economic one includes owning a car, a house and monthly income. As aforementioned in 4.3.4, procedures for data analysis, the economic status of the participants was determined by merging the related data.

For each sub-scale firstly the mean values for father's employment were calculated. The descriptive statistics are presented in Table 4.19.

Table 4.19 Descriptive Statistics for Father's Employment Regarding the Sub-scales of MSLQ

	Scales	Employments	N	Mean	SD
Motivation Scales	**Intrinsic Goal Orientation**	*Farmer*	91	5.6337	1.0447
		Civil Servant	128	5.5990	1.2900
		Self Employed	140	5.4000	1.3127
		Jobless	5	5.2667	.8628
		Retired	19	5.1754	1.6827
	Extrinsic Goal Orientation	*Retired*	19	5.7632	1.4754
		Civil Servant	128	5.7227	1.4766
		Self Employed	140	5.5929	1.5379
		Farmer	91	5.4505	1.5829
		Jobless	5	5.4000	.9617
	Task Value	*Retired*	19	5.8842	1.2566
		Civil Servant	128	5.8332	1.2085
		Farmer	91	5.8247	.9662
		Self Employed	140	5.7561	1.1937
		Jobless	5	5.5200	1.2377
	Control of Learning Beliefs	*Retired*	19	6.1447	.6938
		Farmer	91	6.0668	.8867
		Jobless	5	5.9000	.8023
		Civil Servant	128	5.8698	1.1430
		Self Employed	140	5.8095	1.1909
	Self-Efficacy for Learning and Performance	*Civil Servant*	128	5.7546	1.1510
		Retired	19	5.7030	1.1531
		Self Employed	140	5.2580	1.3692
		Jobless	5	5.2000	.8505
		Farmer	91	5.1670	1.2862
	Test Anxiety	*Farmer*	91	5.1868	1.0395
		Jobless	5	5.1600	.6542
		Self Employed	140	4.8288	1.3711
		Civil Servant	128	4.4066	1.3716
		Retired	19	4.3842	1.4695

Table 4.19 Descriptive Statistics for Father's Employment Regarding the Sub-scales of MSLQ Continued

	Scales	Employments	N	Mean	SD
Learning Strategies Scales	**Rehearsal**	*Retired*	19	5.7193	1.2235
		Civil Servant	128	5.3516	1.6077
		Self Employed	140	5.2488	1.4903
		Jobless	5	4.7333	1.6566
		Farmer	91	4.7271	1.6075
	Elaboration	*Civil Servant*	128	5.5039	1.6343
		Self Employed	140	5.4071	1.5772
		Retired	19	5.1053	1.6962
		Farmer	91	4.8846	1.6800
		Jobless	5	4.6000	1.1937
	Organization	*Civil Servant*	128	5.3138	1.4435
		Self Employed	140	5.2631	1.3526
		Jobless	5	5.2000	1.0165
		Retired	19	5.1053	1.5317
		Farmer	91	4.5806	1.5979
	Metacognitive Self-Regulation	*Jobless*	5	5.5429	1.0661
		Retired	19	5.4687	1.2698
		Civil Servant	128	5.4330	1.2913
		Self Employed	140	5.3706	1.2629
		Farmer	91	4.9574	1.4389
	Time and Study Environment Management	*Retired*	19	5.7895	1.0494
		Civil Servant	128	5.7604	1.3521
		Self Employed	140	5.5631	1.2812
		Jobless	5	5.4667	1.3864
		Farmer	91	5.1978	1.6208
	Effort Regulation	*Retired*	19	4.2368	2.2995
		Jobless	5	4.1000	1.7818
		Self Employed	140	4.0321	2.0804
		Civil Servant	128	3.8242	2.2082
		Farmer	90	3.8111	2.1128
	Peer Learning	*Jobless*	5	5.1333	1.0435
		Self Employed	140	4.8155	1.5427
		Farmer	91	4.5879	1.6486
		Civil Servant	128	4.5742	1.5711
		Retired	19	4.2632	1.4638
	Help Seeking	*Jobless*	5	6.1000	.7416
		Retired	19	5.7632	1.2623
		Farmer	91	5.4451	1.5695
		Self Employed	140	5.3286	1.7067
		Civil Servant	128	5.1094	1.9379

According to the table above, it can be stated that self regulatory behaviour shows moderate and high tendencies as the mean values range from 3.8111 to 6.1447. Generally speaking, there is a trend in decrease from retired and civil servants to farmers and jobless except for a few subscales in respect to father's employment. This finding could be interpreted in terms of father's attitudes towards and attributions about learning English. This finding may indicate that those fathers who are retired and civil servants have more positive attitudes towards English and they are interested in their children's school performance. On the contrary to this general trend, the mean values for test anxiety are higher for farmers than the others. This is an anticipated result that the students who are more motivated, perceive themselves more efficacious, and use more learning strategies feel less anxious.

To find out whether there is a significant difference between father's employment and motivation and learning strategies One Way-ANOVA analysis was carried out. Table 4.20 presents the relationship between father's employment and motivation and learning strategies. For ease only the significant ones have been reported in this table. For the whole table, see App. 4.

Table 4.20 One Way-ANOVA Analysis of the Relationship between Father's Employment and Motivation and Learning Strategies

	Scales	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Tukey
Motivation Scales	**Self-Efficacy for Learning and Performance**	Between Groups	25.587	4	6.397	3.999	.003*	CS>F
		Within Groups	604.597	378	1.599			CS>SE
		Total	630.184	382				SE>F
	Test Anxiety	Between Groups	36.696	4	9.174	5.435	.000*	F>CS
		Within Groups	638.080	378	1.688			
		Total	674.776	382				
Learning Strategies Scales	**Rehearsal**	Between Groups	29.612	4	7.403	3.083	.016*	CS>F
		Within Groups	907.550	378	2.401			
		Total	937.162	382				
	Elaboration	Between Groups	25.761	4	6.440	2.443	.046*	CS>F
		Within Groups	996.569	378	2.636			
		Total	1022.330	382				
	Organization	Between Groups	34.144	4	8.536	4.058	.003*	CS>F
		Within Groups	795.148	378	2.104			
		Total	829.292	382				

* $p<0.05$

According to the data in the table above there is a significant relationship between father's employment and some of the subscales of MSLQ, namely self-efficacy for learning and performance ($F = 3.999$; $p = 0.003$), test anxiety ($F = 5.435$; $p = 0.000$), rehearsal ($F = 3.083$; $p = 0.016$), elaboration ($F = 2.443$; $p = 0.046$), and organization ($F = 4.058$; $p = 0.003$). When the Post Hoc Tukey test results are taken into consideration there is a significant difference between farmers and civil servants in favor of civil servants for

all the subscales except for test anxiety, for which there is a significant difference between farmers and civil servants in favor of farmers. As an addition, there is also a significant difference between civil servants and self employed in favor of civil servant for self efficacy for learning and performance, and between farmer and self employed in favor of self employed. These findings show that the students whose fathers are civil servants perceive that they are more efficacious, use more self regulation strategies and as anticipated have less test anxiety whereas the students whose fathers are farmers believe that they are less efficacious, use less self regulation strategies and as anticipated their anxiety levels are high. Kayalı (2008) carried out a study in order to determine the effects of near-to-far principle and other factors effective on students' achievement on learning and teaching the subjects of Marmara and Aegean Regions in the 7th Grade Social Studies course at the primary education schools and found a significant difference between the achievements test scores of students and father's employment. The achievements test scores of students ranged as civil servant, other, self employed, and worker. Kurnaz & Yılmaz (2006) aimed to determine the level of understanding of the Principle and Revolutions of Atatürk, by 8th grade students in the primary school and to determine the factors affecting the level of understanding. One of the factors they took into consideration was father's employment. They found a significant difference between father's employment and the level of understanding of the Principle and Revolutions of Atatürk. They also conducted Scheffe test and found a significant difference between civil servant and jobless in favor of civil servant. Çiçek (2005) carried out a study in order to determine the pronunciation problems of students in primary schools in the city centre of Erzincan and found that father's employment is an important factor that affects the pronunciation problems of students. On the other hand Özabacı (2001) carried out a study in order to determine the relationship between demographical characteristics and the perceptions on causes of underachievement of youth. In terms of father's employment no significant differences were found in this study. Similarly, Keskin & Sezgin (2009) found no significant relationship between father's employment and adolescents' academic achievement. Therefore, it seems that father's employment is an important indicator of differences in self regulatory behavior of these students, as well.

After the statistical findings related with father's employment was presented above, mother's employment was taken into consideration as a second factor for the social background of the participants. The mean values for mother's employment were calculated for each sub-scale of MSLQ. Table 4.21 shows the descriptive statistics.

Table 4.21 Descriptive Statistics for Mother's Employment Regarding the Sub-scales of MSLQ

	Scales	Employments	N	Mean	SD
Motivation Scales	**Intrinsic Goal Orientation**	*Civil Servant*	78	5.7628	1.1872
		Retired	7	5.7619	1.7817
		Jobless	236	5.4774	1.2527
		Self Employed	43	5.2907	1.3700
		Farmer	19	5.2632	1.1893
	Extrinsic Goal Orientation	*Retired*	7	5.8571	1.8644
		Civil Servant	78	5.8526	1.3462
		Jobless	236	5.5975	1.4914
		Self Employed	43	5.4884	1.7371
		Farmer	19	4.9211	1.7341
	Task Value	*Retired*	7	6.0857	1.0447
		Civil Servant	78	5.9724	1.1697
		Jobless	236	5.7703	1.1382
		Self Employed	43	5.7000	1.2438
		Farmer	19	5.6105	.9876
	Control of Learning Beliefs	*Farmer*	19	6.2237	1.0134
		Civil Servant	78	6.0267	.9777
		Jobless	236	5.8859	1.0795
		Self Employed	43	5.7229	1.2782
		Retired	7	5.6429	1.3138
	Self-Efficacy for Learning and Performance	*Retired*	7	6.2449	.8553
		Civil Servant	78	5.7498	1.2110
		Jobless	236	5.3677	1.2514
		Self Employed	43	5.1719	1.5050
		Farmer	19	5.0470	1.3017
	Test Anxiety	*Farmer*	19	5.0421	1.0145
		Jobless	236	4.8316	1.2645
		Self Employed	43	4.8217	1.3849
		Civil Servant	78	4.4878	1.4995
		Retired	7	3.9643	1.5090

Table 4.21 Descriptive Statistics for Mother's Employment Regarding the Sub-scales of MSLQ Continued

	Scales	Employments	N	Mean	SD
Learning Strategies Scales	**Rehearsal**	*Retired*	7	5.7619	1.1661
		Civil Servant	78	5.5855	1.4486
		Self Employed	43	5.3992	1.6495
		Jobless	236	5.0466	1.5688
		Farmer	19	4.3772	1.5090
	Elaboration	*Retired*	7	6.0000	1.3228
		Civil Servant	78	5.6538	1.4534
		Self Employed	43	5.5698	1.8663
		Jobless	236	5.1780	1.6289
		Farmer	19	4.2895	1.4936
	Organization	*Retired*	7	6.2857	.8261
		Self Employed	43	5.4690	1.5678
		Civil Servant	78	5.3376	1.3648
		Jobless	236	4.9838	1.4768
		Farmer	19	4.4825	1.4042
	Metacognitive Self-Regulation	*Retired*	7	6.0068	1.2537
		Civil Servant	78	5.6374	1.1494
		Self Employed	43	5.2821	1.4221
		Jobless	236	5.2170	1.3267
		Farmer	19	4.7343	1.4537
	Time and Study Environment Management	*Retired*	7	6.2857	.8908
		Civil Servant	78	5.8462	1.3351
		Jobless	236	5.4972	1.3812
		Self Employed	43	5.4922	1.5105
		Farmer	19	4.8947	1.4274
	Effort Regulation	*Self Employed*	43	4.3953	2.2161
		Farmer	19	4.1053	2.0788
		Jobless	236	3.9468	2.1026
		Civil Servant	78	3.6603	2.1674
		Retired	7	2.5714	1.9669
	Peer Learning	*Self Employed*	43	5.0194	1.5550
		Retired	7	4.9048	1.5836
		Civil Servant	78	4.7051	1.4354
		Jobless	236	4.5989	1.5912
		Farmer	19	4.2807	1.8367
	Help Seeking	*Self Employed*	43	5.6512	1.6166
		Retired	7	5.5714	1.0578
		Jobless	236	5.3136	1.7268
		Civil Servant	78	5.2115	1.8135
		Farmer	19	4.8947	1.9477

According to the table above, there is a general trend in decrease from retired and civil servant to farmer and self employed for extrinsic goal orientation, task value, self efficacy for learning and performance, rehearsal, elaboration, organization, metacognitive self regulation, and time and study environment management. Conversely there is a trend in decrease from farmer to retired in terms of control of learning beliefs and test anxiety. As for the two subscales, i.e. effort regulation and peer learning there is a trend in decrease from self-employed to farmer, and lastly for help seeking the decrease is from self employed to retired. It might be assumed that less employed mothers such as retired ones have much time to prepare the appropriate environment for their children's studying and they could help them with their lessons. Civil servants also have regular working hours and arrange their time according to their children and help them. On the other hand self employed and farmers' working hours are not regular and they spend much time for their work than house and family. For this reason it is an anticipated result that children whose mother is a farmer are more anxious than the children whose mothers are retired or civil servants. Also, the children whose mothers are self employed need more effort regulation, help seeking, and peer learning since they do not expect any help from their mothers.

To understand the relationship between mother's employment and motivation and learning strategies One Way-ANOVA analysis was carried out. The findings are presented in Table 4.22. For ease only the significant values have been reported in this table. For the whole table, see App. 6.

Table 4.22 One Way-ANOVA Analysis of the Relationship between Mother's Employment and Motivation and Learning Strategies

	Scales	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Tukey
Motivation Scales	Self-Efficacy for Learning and Performance	Between Groups	19.175	4	4.794	2.966	.020*	
		Within Groups	611.009	378	1,616			
		Total	630.184	382				
Learning Strategies Scales	Rehearsal	Between Groups	33.698	4	8.425	3.525	.008*	
		Within Groups	903.464	378	2.390			
		Total	937.162	382				
	Elaboration	Between Groups	39.202	4	9.801	3.768	.005*	
		Within Groups	983.128	378	2.601			
		Total	1022.330	382				
	Organization	Between Groups	30.502	4	7.625	3.608	.007*	
		Within Groups	798.790	378	2.113			
		Total	829.292	382				
	Metacognitive Self Regulation	Between Groups	20.093	4	5.023	2.931	.021*	
		Within Groups	647.800	378	1.714			
		Total	667.893	382				
	Time and Study Environment Management	Between Groups	19.588	4	4.897	2.561	.038*	
		Within Groups	722.867	378	1.912			
		Total	742.456	382				

* $p<0.05$

According to the data in the table above there is a significant relationship between mother's employment and some of the subscales of MSLQ, namely self-efficacy for learning and performance (F = 2.966; p = 0.020), rehearsal (F = 3.565; p = 0.008), elaboration (F = 3.768; p = 0.005), organization (F = 3.608; p = 0.007), metacognitive self-regulation(F = 2.931; p = 0.021), and time and study environment management (F = 2.561; p = 0.038). In order to find out the groups that show the significant differences firstly Post Hoc Tukey test was carried out; however no significant differences were found as Tukey tests are so strict. For this reason, Post Hoc LSD test, which is less strict, are preferred and significant differences were observed (see App.7).

In the light of the data gathered by Post Hoc LSD tests, in the first place, there is a significant difference between civil servants and jobless, farmers, and self employed in favor of civil servants, and between retired and farmers and self-employed in favor of retired in terms of self efficacy. In the second place, a significant relationship was found between civil servants and jobless and farmers in favor of civil servants, between self employed and farmers in favor of self employed, and between retired and farmers in favor of retired. In the third place, with respect to elaboration there is a significant difference between civil servants and jobless and farmers in favor of civil servants, between retired and farmers in favor of retired, between self employed and farmers in favor of self-employed, and between jobless and farmers in favor of jobless. Next, in terms of organization a significant difference was found between retired and jobless and farmers in favor of retired, between civil servants and farmers in favor of civil servants, between self employed and jobless in favor of self employed in favor of self employed, and between farmers and self employed in favor of farmers. Then, for another subscale, metacognitive self regulation, there is a significant difference between civil servants and jobless and farmers in favor of civil servants, and between retired and farmers in favor of retired. Lastly, a significant difference was found in relation to the time and study environment management between civil servants and farmers in favor of civil servants and between retired and farmers in favor of retired.

Generally speaking, it could be concluded that mother's employment has an effect on self regulatory behavior and it could be interpreted that the children whose mothers are retired or civil servants use more self regulation strategies than the children whose mothers are farmers or jobless. Different studies showing a significant difference between mother's

employment and achievement have been reported in literature (see, Kurnaz & Yılmaz 2006; Çiçek 2005; Mercy & Steelman 1982). Contrary to the findings of these studies, there were also studies that found no significant difference between mother's employment and achievement (see, Özabacı 2001; Keskin & Sezgin 2009).

For the other indicator of social background, i.e. educational status of the parents, in the first place the descriptive statistics were conducted for father's educational status (see Table 4.23).

Table 4.23 Descriptive Statistics for Father's Educational Status Regarding the Sub-scales of MSLQ

	Scales	Educational Status	N	Mean	SD
Motivation Scales	**Intrinsic Goal Orientation**	*University*	122	5.6134	1.3939
		High School	93	5.5520	1.2551
		Secondary School	82	5.5081	1.1514
		Primary School	83	5.3072	1.1841
		Illiterate	0	0	0
	Extrinsic Goal Orientation	*University*	122	5.8811	1.3936
		Secondary School	82	5.6159	1.4725
		High School	93	5.5000	1.6501
		Primary School	83	5.3072	1.5575
		Illiterate	0	0	0
	Task Value	*University*	122	5.8955	1.1791
		High School	93	5.8672	1.1279
		Secondary School	82	5.8018	1.1025
		Primary School	83	5.5988	1.1721
		Illiterate	0	0	0
	Control of Learning Beliefs	*University*	122	5.9440	1.1520
		High School	93	5.9301	.9838
		Secondary School	82	5.9065	1.0823
		Primary School	83	5.8253	1.1287
		Illiterate	0	0	0
	Self-Efficacy for Learning and Performance	*University*	122	5.7611	1.1554
		High School	93	5.5434	1.2760
		Secondary School	82	5.2167	1.3317
		Primary School	83	4.9892	1.3058
		Illiterate	0	0	0
	Test Anxiety	*Secondary School*	82	5.0299	1.2559
		Primary School	83	4.9205	1.2020
		High School	93	4.6172	1.3835
		University	122	4.5519	1.3961
		Illiterate	0	0	0

Table 4.23 Descriptive Statistics for Father's Educational Status Regarding the Sub-scales of MSLQ Continued

	Scales	Educational Status	N	Mean	SD
Learning Strategies Scales	**Rehearsal**	*University*	122	5.4645	1.4836
		High School	93	5.3047	1.6801
		Secondary School	82	5.1728	1.4806
		Primary School	83	4.5843	1.5269
		Illiterate	0	0	0
	Elaboration	*University*	122	5.5697	1.5418
		High School	93	5.4247	1.7193
		Secondary School	82	5.2866	1.5072
		Primary School	83	4.7349	1.7096
		Illiterate	0	0	0
	Organization	*University*	122	5.3552	1.3945
		High School	93	5.3011	1.4915
		Secondary School	82	5.1260	1.3339
		Primary School	83	4.4880	1.5632
		Illiterate	0	0	0
	Metacognitive Self-Regulation	*University*	122	5.5896	1.2710
		High School	93	5.3431	1.3764
		Secondary School	82	5.1945	1.1799
		Primary School	83	4.9103	1.3969
		Illiterate	0	0	0
	Time and Study Environment Management	*University*	122	5.7896	1.3203
		High School	93	5.7204	1.3162
		Secondary School	82	5.4512	1.3861
		Primary School	83	5.0944	1.5005
		Illiterate	0	0	0
	Effort Regulation	*Secondary School*	82	4.3025	2.1875
		University	122	3.9139	2.2283
		Primary School	83	3.7831	2.0124
		High School	93	3.7151	2.0488
		Illiterate	0	0	0
	Peer Learning	*Secondary School*	82	4.7622	1.5728
		University	122	4.7090	1.4759
		High School	93	4.6057	1.6305
		Primary School	83	4.5000	1.6579
		Illiterate	0	0	0
	Help Seeking	*Primary School*	83	5.3916	1.6584
		University	122	5.3197	1.8205
		High School	93	5.2903	1.7388
		Secondary School	82	5.2134	1.7123
		Illiterate	0	0	0

As seen in the table above, the mean values range from 3.7151 to 5.9440 that means self-regulatory behaviour shows moderate and high tendencies. It should be stated that in this study none of the students' fathers is illiterate and the explanations will be accordingly.

Generally speaking there is a trend in decrease from university and high school graduates to secondary and primary school graduates. There are, however, a few exceptions. For example, there is a trend in decrease from secondary and primary school graduates to university and high school graduates in terms of test anxiety which is an anticipated result that students whose fathers are highly educated, are more motivated both intrinsically and extrinsically, report themselves as more efficacious, and use more self regulation strategies, therefore they feel less anxious, on the other hand students whose fathers are primary or secondary school graduates feel less motivated, believe that they are less efficacious, and use less self regulation strategies, accordingly feel more anxious. According to this finding, it could be concluded that generally highly educated fathers help their children for their homework and motivate them more, which positively affect students' self-efficacy perceptions and self regulatory behavior.

As an addition to the descriptive statistics, for more detailed data regarding the relationship between father's education and motivation and learning strategies one way-ANOVA analysis was carried out (see Table 4.24). For ease only the significant data are included in the table, for the whole table, see App. 8.

Table 4.24 One Way-ANOVA Analysis of the Relationship between Father's Education and Motivation and Learning Strategies

	Scales	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Tukey
Motivation Scales	**Self-Efficacy for Learning and Performance**	Between Groups	34.402	3	11.467	7.249	.000*	
		Within Groups	594.843	376	1.582			
		Total	29.245	379				
	Test Anxiety	Between Groups	15.262	3	5.087	2.906	.035*	
		Within Groups	658.196	376	1.751			
		Total	673.458	379				
Learning Strategies Scales	**Rehearsal**	Between Groups	40.736	3	13.579	5.706	.001*	
		Within Groups	894.815	376	2.380			
		Total	935.551	379				
	Elaboration	Between Groups	36.803	3	12.268	4.691	,003*	
		Within Groups	983.315	376	2.615			
		Total	1020.118	379				
	Organization	Between Groups	42.849	3	14.283	6.845	,000*	
		Within Groups	784.531	376	2.087			
		Total	827.380	379				
	Metacognitive Self Regulation	Between Groups	23.911	3	7.970	4.663	,003*	
		Within Groups	642.619	376	1.709			
		Total	666.530	379				
	Time and Study Environment Management	Between Groups	27.735	3	9.245	4.892	,002*	
		Within Groups	710.591	376	1.890			
		Total	738.326	379				

* $p < 0.05$

According to the data in the Table 4.24 there is a significant relationship between father's education and some of the subscales of MSLQ, namely self-efficacy for learning and performance, test anxiety, rehearsal, elaboration, organization, metacognitive self-regulation, and time and study environment management ($p<0.05$). In order to find out the groups that show the significant differences Post Hoc Tukey test was carried out (see App. 9). According to the findings, there is a significant difference between university and primary school and secondary school in favor of university, and between high school and primary school in favor of high school in terms of self efficacy for learning and

performance. For the second subscale, test anxiety, Post Hoc Tukey test results show no significant difference between groups. One of the reasons of this finding could be that all of the students have moderate level of anxiety whether their fathers are highly educated or not. Next, for the three subscales, i.e. rehearsal, elaboration, and time and study environment management, a significant difference was found between university and primary school graduates in favor of university graduates, and between high school and primary school graduates in favor of high school graduates. Then, there is a significant difference between university and primary school graduates in favor of university graduates, between high school and primary school graduates in favor of high school graduates, and between secondary school and primary school graduates in favor of secondary school graduates for organization. Lastly, a significant difference was found between university and primary school graduates in favor of university graduates with respect to metacognitive self regulation. In the light of this finding, it could be interpreted that education seems to play an important role in students' self regulatory behavior. In the literature there are numerous studies with similar findings (see, Hortaçsu 1995; Hortaçsu et al. 1990; Kayalı 2008; Mercy & Steelman 1982; Yenilmez & Özbey 2006; Kurnaz & Yılmaz 2006; Aslan 1994 as cited in Özabacı 2001; Keskin & Sezgin 2009). Contradictorily, Özabacı (2001) found no relationship between father's education and the perceptions on causes of underachievement of youth.

Subsequent to the analysis for father's education, the descriptive statistics were conducted for mother's educational status and the analyses are shown in Table 4.25.

Table 4.25 Descriptive Statistics for Mother's Educational Status Regarding the Sub-scales of MSLQ

	Scales	Educational Status	N	Mean	SD
Motivation Scales	**Intrinsic Goal Orientation**	*University*	74	5.8761	1.1294
		Illiterate	6	5.4722	.8056
		Secondary School	56	5.4554	1.2183
		Primary School	138	5.4348	1.1985
		High School	109	5.3838	1.4343
	Extrinsic Goal Orientation	*Illiterate*	6	6.1667	.9309
		University	74	6.1284	1.0503
		Secondary School	56	5.7411	1.4174
		High School	109	5.4450	1.6933
		Primary School	138	5.3804	1.5771
	Task Value	*University*	74	6.1047	.9897
		Illiterate	6	5.9167	.8400
		Secondary School	56	5.7750	1.0787
		Primary School	138	5.7739	1.1053
		High School	109	5.6376	1.3149
	Control of Learning Beliefs	*University*	74	6.1092	.9475
		Primary School	138	5.9644	1.0844
		Secondary School	56	5.9643	.9038
		High School	109	5.7018	1.2278
		Illiterate	6	5.3889	1.0719
	Self-Efficacy for Learning and Performance	*University*	74	5.8670	1.1287
		High School	109	5.4469	1.3115
		Secondary School	56	5.3584	1.3308
		Illiterate	6	5.2917	.8897
		Primary School	138	5.1998	1.2904
	Test Anxiety	*Illiterate*	6	5.1333	1.1707
		Primary School	138	5.0098	1.1504
		Secondary School	56	4.7366	1.2336
		University	74	4.5838	1.5896
		High School	109	4.5375	1.3651

Table 4.25 Descriptive Statistics for Mother's Educational Status Regarding the Sub-scales of MSLQ Continued

		Illiterate	**6**	**6.0556**	**.8798**
	Rehearsal	*University*	74	5.6937	1.4150
		High School	109	5.1590	1.5572
		Secondary School	56	5.0208	1.5693
		Primary School	138	4.9360	1.6119
	Elaboration	*University*	74	5.8378	1.3244
		High School	109	5.5092	1.5796
		Illiterate	6	5.0000	1.4832
		Primary School	138	4.9819	1.6865
		Secondary School	56	4.9286	1.7874
	Organization	*University*	74	5.5203	1.2599
		Illiterate	6	5.2222	1.0680
		Secondary School	56	5.2083	1.3948
		High School	109	5.1667	1.4593
		Primary School	138	4.7983	1.5842
Learning Strategies Scales	**Metacognitive Self-Regulation**	*University*	74	5.7452	1.0543
		High School	109	5.3106	1.4345
		Illiterate	6	5.3095	.6665
		Secondary School	56	5.1259	1.3473
		Primary School	138	5.1243	.3285
	Time and Study Environment Management	*University*	74	5.8739	1.3134
		Illiterate	6	5.5833	.8547
		High School	109	5.5535	1.4026
		Secondary School	56	5.5060	1.3882
		Primary School	138	5.3961	1.4378
	Effort Regulation	*Primary School*	138	4.0036	2.0894
		High School	109	3.9725	2.0557
		Secondary School	56	3.9018	2.2772
		Illiterate	6	3.7500	2.2304
		University	74	3.7230	2.2439
	Peer Learning	*Illiterate*	6	5.2778	1.1434
		University	74	4.7838	1.4570
		High School	109	4.6820	1.5423
		Primary School	138	4.6655	1.6702
		Secondary School	56	4.3571	1.5464
	Help Seeking	*Illiterate*	6	5.7500	1.2942
		Primary School	138	5.3732	1.7384
		High School	109	5.3073	1.7624
		Secondary School	56	5.2768	1.5952
		University	74	5.2095	1.8431

As it is presented in the table above, self-regulatory behaviour shows moderate and high tendencies as the mean values range from 3.7230 to 6.1667.

As an addition to the descriptive statistics, one way-ANOVA analysis was conducted to understand the relationship between mother's education and motivation and learning strategies deeply. The statistical analysis was presented in Table 4.26. For ease only the significant data are given in the table, the whole table is given in appendices (see App. 10).

Table 4.26 One Way-ANOVA Analysis of the Relationship between Mother's Education and Motivation and Learning Strategies

	Scales	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Tukey
Motivation Scales	Extrinsic Goal Orientation	Between Groups	32.947	4	8.237	3.681	.006*	
		Within Groups	845.806	378	2.238			
		Total	878.753	382				
	Self-Efficacy for Learning and Performance	Between Groups	21.865	4	5.466	3.397	.010*	
		Within Groups	608.319	378	1.609			
		Total	630.184	382				
	Test Anxiety	Between Groups	17.163	4	4.291	2.466	.045*	
		Within Groups	657.613	378	1.740			
		Total	674.776	382				
Learning Strategies Scales	Rehearsal	Between Groups	33.803	4	8.451	3.536	.008*	
		Within Groups	903.359	378	2.390			
		Total	937.162	382				
	Elaboration	Between Groups	48.366	4	12.092	4.693	.001*	
		Within Groups	973.964	378	2.577			
		Total	1022.330	382				
	Organization	Between Groups	26.829	4	6.707	3.160	.014*	
		Within Groups	802.462	378	2.123			
		Total	829.292	382				
	Metacognitive Self Regulation	Between Groups	20.637	4	5.159	3.013	.018*	
		Within Groups	647.256	378	1.712			
		Total	667.893	382				

* $p < 0.05$

According to the data presented in the Table 4.26 there is a significant relationship between mother's education and some of the subscales of MSLQ, i.e. extrinsic goal orientation, self-efficacy for learning and performance, test anxiety, rehearsal, elaboration,

organization, and metacognitive self-regulation. Post Hoc Tukey test was carried out to define the groups that show significant differences. For the first subscale, extrinsic goal orientation, there is a significant difference between illiterate and university graduates in favor of illiterate, and between university and high school graduates in favor of university graduates. For the second subscale, self efficacy for learning and performance, a significant difference was found between university and primary school graduates in favor of university graduates. For the third subscale, test anxiety a significant difference was found between primary school and high school graduates in favor of primary school graduates. For the next subscale, rehearsal, the significant relationship is between university and primary school graduates in favor of university graduates. For elaboration, there is a significant difference between university and primary school graduates and secondary school graduates in favor of university graduates. For the last two scales, i.e. organization and metacognitive self regulation, a significant difference was found between university and primary school graduates in favor of university graduates. It could be concluded that the students whose mothers are highly educated feel less anxious as they perceive themselves more motivated and more efficacious, and use more self regulatory strategies, and the children of mothers with lower levels of education feel more anxious since they feel less motivated, believe that they are less efficacious, and use less self regulatory strategies. This finding could be interpreted of responsibilities of mothers for childrearing in Turkey, and it might be argued that mothers with higher levels of education are capable of tutoring and supervising their children's lessons whereas women with lower levels of education are not able to do so. Also this result could be explained by the differential status of women within the family. In different studies, several researchers have investigated the relationship between mother's education and different variables such as academic achievement, anxiety, and learning, (see, Hortaçsu 1995; Hortaçsu et al. 1990; Yenilmez & Özbey 2006; Kayalı 2008; Kurnaz & Yılmaz 2006; Mercy & Steelman 1982), and found significant relationships. In contrast to these findings, Keskin & Sezgin (2009) found no significant relationship between mother's education and adolescents' academic achievement. The reason for this could be the different characteristics of young learners and adolescents, and also the difference between young learners and adolescents' relationships with their mothers.

In order to understand parents' socio-economic background, as an addition to the first indicator, i.e. social background, the second indicator, i.e. economical status of parents,

was taken into consideration. Therefore, the descriptive statistics were conducted for parents' economic background and the statistical analyses were presented in Table 4.27.

Table 4.27 Descriptive Statistics for Parents' Economic Background Regarding the Sub-scales of MSLQ

	Scales	Economic Background	N	Mean	SD
Motivation Scales	Intrinsic Goal Orientation	*Middle*	197	5.5787	1.2181
		Lower	7	5.5238	.6900
		Upper	179	5.4320	1.3278
	Extrinsic Goal Orientation	*Middle*	197	5.6574	1.5112
		Lower	7	5.5714	1.3047
		Upper	179	5.5559	1.5359
	Task Value	*Lower*	7	6.1143	.7104
		Middle	197	5.8409	1.1223
		Upper	179	5.7458	1.1890
	Control of Learning Beliefs	*Lower*	7	6.1071	1.0191
		Middle	197	5.9450	1.0717
		Upper	179	5.8608	1.1059
	Self-Efficacy for Learning and Performance	*Upper*	179	5.5143	1.2989
		Lower	7	5.4464	.4440
		Middle	197	5.3406	1.2893
	Test Anxiety	*Lower*	7	5.3143	.9299
		Middle	197	4.7563	1.3372
		Upper	179	4.7318	1.3341
Learning Strategies Scales	Rehearsal	*Lower*	7	5.2857	1.4328
		Upper	179	5.1778	1.6176
		Middle	197	5.1701	1.5302
	Elaboration	*Lower*	7	5.7143	1.2863
		Upper	179	5.3492	1.6573
		Middle	197	5.2208	1.6298
	Organization	*Lower*	7	5.7619	1.0131
		Middle	197	5.1286	1.4802
		Upper	179	5.0624	1.4806
	Metacognitive Self-Regulation	*Lower*	7	6.0918	.2631
		Upper	179	5.3389	1.3620
		Middle	197	5.2373	1.3011
	Time and Study Environment Management	*Lower*	7	6.1905	.6900
		Upper	179	5.6667	1.3711
		Middle	197	5.4255	1.4224
	Effort Regulation	*Lower*	7	4.5714	2.2440
		Middle	197	3.9772	2.0881
		Upper	179	3.8343	2.1815
	Peer Learning	*Lower*	7	5.9524	.5587
		Middle	197	4.6404	1.5370
		Upper	179	4.6257	1.6143
	Help Seeking	*Lower*	7	5.7143	1.2198
		Middle	197	5.3528	1.7353
		Upper	179	5.2570	1.7532

As seen in the table the mean values range from 3.8343 to 6.1905 that mean self-regulatory behaviour shows moderate and high tendencies. According to the data, there seems to be a relationship, but no regularities. Of the 16 subscales, in 11 of them those students coming from low economic background seem to have higher self regulatory behaviour.

However, the results of One Way-ANOVA and Post Hoc Tukey analyses have shown no significant relationship between the parents' economical status and their children's self-regulation strategies ($p>.05$) (see App. 12, 13). Yet, this finding should be reconsidered since the data driven in this present study is limited to the data collection instrument. Especially, to elicit the economic status of parents the question number 10 (see App. 1) was designed taking hunger and poverty lines for June, 2009 into consideration. Especially the 751-2400 TL range may not have differentiated the economic status differences among the parents' monthly incomes, thus, causing analysis error. For this reason, before reaching more concrete conclusions similar studies should be conducted. In literature, several researchers have investigated the relationship between economic background and different variables such as academic achievement, cognitive development, sense of self efficacy, level of understanding, (see, White 1982; McLoyd 1998; Brooks-Gunn & Duncan 1997; Duncan, Brooks-Gunn & Klebanov 1994; Şirin 2005; Demir 2005; Kurnaz & Yılmaz 2006; Whitbeck, Simons, Conger, Wickrama, Ackley, Elder 1997; Brody et al. 1999; Mercy & Steelman 1982) and found significant relationships.

4.1.6 RQ 6: Which of the variables predicts self-regulatory behavior?

A multiple regression analysis was conducted to examine the causal effect of the predictor variables i.e. gender, grade level, residence, father's employment, father's education, mother's employment, mother's education, and parent's economic background upon the dependent variable self-regulatory behavior.

The regression formula is as follows:

$$Y=\alpha+\beta_1X_1+\beta_2X_2+\beta_3X_3+\beta_4X_4+\beta_5X_5+\beta_6X_6+\beta_7X_7+\beta_8X_8+\varepsilon$$

When the variables are placed in the formula, the following formula appears:

Self-regulatory behavior= α (constant) +β_1* (gender) + β_2*(grade level) + β_3* (Residence) + β_4* (father's employment) + β_5*(father's education) + β_6* (mother's employment) + β_7*(mother's education) + β_8*(economic background) +ε (error)

The summaries of the linear multiple regression analyses are presented in Table 4.28 below. According to the table, the predictor variables jointly explained 23.1 % of the variance on self-regulatory behavior. Results showed that R^2 was statistically significant, $F_{(8.374)} = 14.023$, $p < .000$. According to the standardized regression coefficients (β), the relative importance order of the predictor variables was grade level, gender, father's education, mother's employment, father's employment, residence, mother's education, and parent's economic background. When the t-test results about the regression coefficients were analyzed, it was seen that two of the predictor variables, i.e. gender and grade level, had a significant effect on self-regulatory behavior ($p<. 05$).

According to the results of the multiple regression analysis, the final regression equation is as follows:

Self-regulatory behavior= 8.019 + (-.276)*(gender) + (-.384)*(grade level) + -.063* (residence) + .033*(father's employment) + (.061)*(father's education) + (.034)* (mother's employment) + (-.023)*(mother's education) + (-.003)*(economic background) +ε (error)

Table 4.28 Regression Analysis

Variables	B	Standard Error $_B$	β	T	p	Zero-order	Partial r
Constant	8.019	.496	---	16.183	.000	---	---
Gender	-.276	.087	-.147	-3.193	.002	-.124	-.163
Grade Level	-.384	.041	-.440	-9.446	.000	-.447	-.439
Residence	-.063	.126	-.030	-.499	.618	-.088	-.026
Father's Employment	.033	.048	.036	.687	.492	.038	.036
Father's Education	.061	.048	.075	1.267	.206	.154	.065
Mother's Employment	.034	.038	.045	.903	.367	.082	.047
Mother's Education	-.023	.053	-.029	-.431	.667	.121	-.022
Economic Background	-.003	.085	-.002	-.035	.972	-.006	-.002
$R = 0.480$, $R^2 = 0.231$ $F_{(8,.374)} = 14.023$, $p = .000$							

4.2 Chapter Summary

In this chapter the findings obtained from the statistical analysis of the quantitative data were presented. Then in the light of the findings, the research questions were discussed in detail.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

5.0 Introduction

This chapter aims to draw the conclusions of the study and present the pedagogical implications. Finally, suggestions for further research are stated.

5.1 Conclusions

The main objective of this study was to find out self regulatory strategies of primary school English language learners. The study also aimed to find those possible relationships between self regulatory strategies of primary school English language learners and the variables of gender, grade differences, residence and social status differences. Additionally, the study aimed to identify the predictor variables that have a significant effect on self-regulatory behavior. In this context the study addressed 6 research questions.

First of all, the findings of the study revealed that the primary school English language learners used self regulatory strategies and the range of self-regulatory behavior of students (see Table 4.1) is moderately high. It was found that the lowest rated subscales were effort regulation, peer learning, and test anxiety. On the other hand, the top highly rated subscales were control of learning beliefs, task value, and extrinsic goal orientation.

The data were further analyzed for the relationship between gender and the subscales of MSLQ, i.e. intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, test anxiety, rehearsal, elaboration, organization, metacognitive self-regulation, time and study environment management, effort regulation, peer learning, and help seeking. It was found that girls' overall measure of SRL was higher than that of boys. The findings of the study indicated significant gender differences in favor of girls with respect to task value, control of learning beliefs, self-efficacy for learning and performance, rehearsal, elaboration, organization, and help seeking. Additionally, no statistically significant gender differences

were found with respect to intrinsic goal orientation, extrinsic goal orientation, test anxiety, metacognitive self-regulation, time and study environment management, effort regulation, peer learning.

The study also investigated the relationship between different grades and the subscales of MSLQ. The findings of the study revealed that there is a general trend in decrease from 5th graders to 8th graders for all subscales that mean 5th graders show higher levels of self-regulatory behaviour than 6th, 7th, and 8th graders, 6th graders show higher levels of self-regulatory behaviour than 7th and 8th graders, and 7th graders show higher levels of self-regulatory behaviour than 8th graders.

Another aim of the present study was to seek any possible relationships between residence of the students and the subscales of MSLQ. The statistical results showed that the students in the city centre were more extrinsically motivated, perceive them as more efficacious, and use more learning strategies such as rehearsal, elaboration, metacognitive self regulation, time and study environment management. On the other hand for two of the subscales, control of learning beliefs and test anxiety, the results were found in favor of rural areas. Lastly, for some of the subscales, intrinsic goal orientation, task value, effort regulation, peer learning, and help seeking, no significant differences were found between the students in urban and rural areas.

The study also tried to find out whether there is a relationship between socio-economic background and self regulatory strategies of primary school English language learners. As it is stated in 4.1.5 the factors related to the socio-economic background of the participants were considered independently as the social and the economic backgrounds. The social background consists of parents' employment and educational status whereas the economic one includes owning a car, a house and monthly income. Firstly, it was concluded that the students whose parents were retired or civil servants showed more self regulatory behavior than the students whose parents were farmers, jobless, or self employed. Secondly, in terms of parents' educational status it was concluded that the level of parents' education was related to students' self regulatory behavior. The students, whose parents were highly educated were less anxious as they were more motivated, perceived that they were more efficacious, and used more self regulatory strategies. Surprisingly, in terms of parents' economic background it was

concluded that students who had better economic conditions showed less self regulatory behavior.

The study finally examined the causal effect of the predictor variables i.e. gender, grade level, residence, father's employment, father's education, mother's employment, mother's education, and parent's economic background upon the dependent variable self-regulatory behavior. It was found that two of the predictor variables, namely gender and grade level, had a significant effect on self regulatory behavior.

Consequently, this study revealed significant results in terms of self regulatory strategies of primary school English language learners.

5.2 Implications

The results of the present study hold several important implications regarding teachers, teacher educators, and National Ministry of Education. In addition, some suggestions for further research could be put forward in the light of the findings and results drawn from this study.

5.2.1 Implications for Teachers

Self regulatory behaviour does not develop by itself. As it is concluded in the study, to some extent, however, students use some of these strategies as a part of their study skills. However, to expand their repertoire of strategies is the responsibility of educators. As the studies have shown, there is a close link between achievement and self regulatory behaviour (Pintrich & De Groot 1990; Yumuşak, Sungur, Çakıroğlu 2007; Üredi & Üredi 2005). That is, the more learners use these strategies the more they become successful. For this reason, teachers need to introduce learners these strategies systematically, guide them in the use of these strategies, as well as monitor whether the students use these strategies or not.

The results of this study showed that students' self regulatory behaviour decreases in upper grades, i.e. 8^{th} graders show less self regulatory behaviour when compared to lower graders. Contradictory to this finding, in the context of ELT curricula content becomes wider and more difficult in upper grades. Therefore, teachers should be more insistent in the use of self regulatory behaviour as years go by and they should realize the importance

of SR strategy uses. Thus, SRL should be a part of instruction. To do this SR strategy training sessions should be held by teachers systematically and they train their students.

As it is observed in this study, students in urban areas show more self regulatory behaviour than students in rural areas. Therefore, teachers working in rural areas especially might become more sensitive in terms of their students self regulatory behaviours; they should apply more instructional practices, and try to make their students self regulated.

5.2.2 Implications for Teacher Educators

As an addition to the implications for teachers, this study also has important implications for teacher educators. Departments of ELT programmes do not include an explicit learner strategy training or self regulatory behaviour training. However, they might be referred implicitly or explicitly in courses such as Second Language Acquisition, ELT Methodology, and Teaching English to Young Learners. As it is stated in 5.2.1, if teachers are expected to train their students, they should be educated during their undergraduate studies. Therefore, one of the implications of the study is that teacher educators have to make room for the introduction of the concept of SRL behaviour in their course contents and during their lessons they have to equip them with the skills of knowledge so that the future teachers of English could use and implement it in their own real teaching circumstances.

5.2.3 Implications for National Ministry of Education

As it is stated above English teachers should introduce their students SRL strategies systematically and guide them in the use of these strategies. Therefore, it is clear that in service teachers should know how to teach their students to be strategic and to do this they might need help. Thus, one of the implications of this study is that National Ministry of Education might arrange in-service seminars to help these teachers. These seminars should not only inform teachers theoretically but also educate them how to train their learners.

Additionally, SRL should be explicitly inserted in ELT curricula. Hence, books and other educational materials should include SRL and explicit SR strategy training sessions.

5.3 Suggestions for Further Research

The present study calls for further research for examining self regulatory behavior in English lessons more thoroughly. For example, the possible relationships between SRL and other variables such as self efficacy, learning beliefs, motivational orientations and classroom academic achievement and so on might be investigated by future researchers.

Additionally, as this study is a local one it should be repeated again with larger population so as to become generalizable.

Furthermore, SRL training could be included in longitudinal studies and different results might be achieved, for example longitudinal studies could show the way to teachers how to teach SR strategies to English language learners.

Lastly, in terms of the relationship between SRL and socio-economic backgrounds of students future researchers might use different scales or socio-demographic forms and obtain different results. As it is indicated in limitations of this study, the findings of students' socio-economic backgrounds are limited to the questions in the socio-demographic form, which was used in this study, yet more advanced questionnaires could be used for more precise results in future research.

5.4 Chapter Summary

In this chapter, a general conclusion was drawn in the light of the results obtained from the analysis of the findings. Pedagogical implications were followed by the suggestions for further research.

REFERENCES

Ablard, Karen E.; Rachelle E. Lipschultz. "Self-regulated learning in high-achieving students: Relations to advanced reasoning, achievement goals, and gender.", *Journal of Educational Psychology*, Vol. 90, No:1, 1998, 94-101.

Alexander, Patricia A. "Superimposing a situation-specific and domain-specific perspective on an account of self-regulated learning.", *Educational Psychologist*, 30, 1995, 189-193.

Ames, Carole. "Classrooms: Goals, Structures, and Student Motivation.", *Journal of Educational Psychology*, Vol. 84, 1992, 261-271.

Aydın, Özgür. "Orta Okullarda Dilbilgisi Öğretimi Üzerine Öğretmen Görüşleri.", *Dil Dergisi*, Vol. 81, 1999, pp. 23-29.

Bandura, Albert. "Social Foundations of Thought and Action: A social Cognitive Theory", Englewood Cliffs, NJ: Prentice-Hall 1986.

Bandura, Albert. "Social cognitive theory of self-regulation", *Organizational behavior and Human Decision Processes,* Vol. 50, No: 2, 1991, pp. 248-287.

Bandura, Albert. "Self-efficacy: The exercise of control", 1997. New York: WH. Freeman

Bell, Judith. *Doing Your Research Project (2nd edt.) A Guide for Fist-Time Researchers in Education and Social Science,* Open University Press, Buckhingam, 1993.

Bidjerano, Temi. "Gender Differences in Self-Regulated Learning.", *Paper presented at the 36th Annual Meeting of the Northeastern Educational Research Association,* Kerhonkson, 2005, NY.

Bielaczyc, Katerine; Peter L. Pirolli, Ann L. Brown. "Training In Self-Explanation And Self-Regulation Strategies: Investigating The Effects Of Knowledge Acquisition Activities On Problem Solving.", *Cognition and Instruction*, Vol.13, No: 2, 1995, pp. 221-252.

Boekaerts, Monique. "Self-regulated learning: a new concept embraced by researchers, policy makers, educators, teachers and students.", *Learning and Instruction*, Vol. 7, No: 2, 1997, pp. 161-186.

Boekaerts, Monique; Paul R. Pintrich, Moshe Zeidner (Eds.), Handbook of Self Regulation San Diego, Elsevier, 2005, pp. 276- 300.

Boekaerts, Monique; Markku Niemivirta."*Self-Regulated Learning: Finding a Balance between Learning Goals and Ego-Protective Goals."*, 2000. In M. Boekaerts, P. R. Pintrich& M. Zeidner (Eds.), Handbook of Self Regulation, San Diego, Elsevier 2005, pp. 417- 450.

Brody, Gene H.; Douglas L. Flor, Nicole Morgan Gibson. "Linking maternal efficacy beliefs, developmental goals, parenting practices, and child competence in rural single-parent African American families.", *Child Dev.* Vol. 70, No:1, 1999, pp. 197–208.

Brophy, Jere. "Toward a Model of the value aspects of motivation in education: Developing Appreciation for Particular Learning Domains and Activities.", *Educational Psychologist*, Vol. 34, No. 2, 1999, pp.75-85.

Brooks-Gunn; Jeanne, Greg J. Duncan. "The effects of poverty on children.", *The future of children*, Vol. 7, No: 2, 1997, pp. 55-71.

Burstall, Clare. "Factors affecting foreign-language learning:Aconsideration of some recent research findings.", *Language Teaching and Linguistics*, Vol. 8, 1975, 5–25.

Butler, Deborah L.; Philip H. Winne. "Feedback and self-regulated learning: A theoretical synthesis.", Review of Educational Research, Vol. 65, 1995, 245-281.

Cenoz, Janose; Diana Lindsay. “Teaching English in primary school:Aproject to introduce a third language to eight year olds.”, *Language and Education,* Vol. 8, No: 4, 1994, 201–210.

Chularut, Pasana; Teresa K. DeBacker. “The influence of concept mapping on achievement, self-regulation, and self-efficacy in students of English as a second language.”, *Contemporary Educational Psychology*, Vol. 29, 2004, pp.248–263

Chen, Catherine S. “Self-regulated Learning Strategies and Achievement in an Introduction to Information Systems Course.”, *Information Technology, Learning, and Performance Journal*, Vol. 20, No. 1, 2002, pp. 11-25.

Cifuentes, Lauren; Serkan Özel. “Resources for Attending to the Needs of Multicultural Learners.”, *Knowledge Quest*, Vol. 35, No: 2, 2006, pp. 14-21.

Chularut, Pasana; Teresa K. DeBacker. “The influence of concept mapping on achievement, self-regulation, and self-efficacy in students of English as a second language”, *Contemporary Educational Psychology*, Vol. 29, No: 3, 2003, pp. 248-263.

Creswell, John W. “Research Design: Qualitative & Quantitative Approaches”, London: SAGE Publications, 1994.

Corno, Lyn.; “*Volitional aspects of self-regulated learning”'* in B.J. Zimmerman and D.H. Schunk (eds.), Self-regulated learning and academic achievement: Theoretical perspectives, Lawrence Erlbaum, Mahwah, NJ, 2001, pp. 191-225.

Corno, Lyn.; Ellen B. Mandinach. “The role of cognitive engagement in classroom learning and motivation”, *Educational Psychologist*, Vol. 18, No: 2, 1983, 88-100.

Covington, Martin. V.; Kimberly J. Mueller. “Intrinsic Versus Extrinsic Motivation: An Approach / Avoidance Reformulation.”, *Educational Psychology Review*, Vol. 13, No: 2, 2001, 157-176.

Çiçek, Ali. “Erzincan Merkez İlköğretim Okulları İkinci Kademede Okuyan Bazı Öğrencilerin Telaffuz Problemleri.”, *Erzincan Eğitim Fakültesi Dergisi*, Vol. 7, No: 2, 2005, pp.77- 89.

Çubukçu, Feryal. “Learner Autonomy, Self Regulation and Metacognition.”, *International Electronic Journal of Elementary Education*, Vol. 2, No: 1, 2009, pp. 54-64.

Demir, Bora. An Investigation into Effects of Motivational Factors and Attitudes of Primary School Students on Learning English as a Foreign Language. Unpublished MA Thesis, 2005.

Demirtaş, Seydo. “An Investigation into Parental Attitudes towards English Language Learning and Students’ Perception of Their Parents’ Attitudes.”, Unpublished MA Thesis, 2007.

Dembo, Myron H.; Martin j. Eaton. “Self-regulation of academic learning in middle-level schools.”, *The Elementary School Journal*, Vol. 100, No: 5, 2000, 473–490.

Donato, Richard; G. Richard Tucker, Jirada Wudthayagorn, Kanae Igarashi. “Converging evidence: Attitudes, achievements, and instruction in the later years of FLES.”, *Foreign Language Annuals*, Vol. 33, No: 4, 2001, pp. 377–393.

Du Bois, Nelson F.; Richard K. Staley. “A self regulated learning approach to teaching educational psychology.”, Educational Psychology Review, Vol. No: 2, 1997, pp. 171-197.

Duncan, Teresa Garcia; Wlbert J. McKeachie. “The Making of the Motivated Strategies for Learning Questionnaire”, *Educational Psychologist*, Vol. 40, No. 2, 2005, 117-128.

Duncan, Greg. J.; Jeanne Brooks-Gunn, Pamela Kato Klebanov. “Economic Deprivation and Early Childhood Development.”, *Child Development*, Vol. 65, No: 2, 1994, pp. 296-318.

Dweck, Carol.S.; Ellen L. Leggett. “A Social-Cognitive Approach to Motivation and Personality.”, *Psychological Review*, Vol. 95, No: 2, 1988, pp. 256-273.

Eccles, Jacquelynne S. “Gender Roles and Women’s Achievement-Related Decisions.”, *Psychology of Women Quarterly*, Vol. 11, 1987, 135-172.

Eccles, Jacquelynne S.; Allan Wigfield. “Motivational Beliefs, Values, and Goals”, *Annual Reviews*, Vol. 53, 2002, pp. 109-132.

Eccles, Jacquelynne S.; Susan O’Neill, Allan Wigfield. “Ability self-perceptions and subjective task values in adolescents and children.”, Vol.3, No: 9, 2005, pp. 237-249. Retrieved from http://www.springerlink.com/content/g31012x01420n7vw/fulltext.pdf

Eilam, Billie; Irit Aharon. “Students Planning in the Process of Self-Regulated Learning.”, *Contemporary Educational Psychology*, Vol. 28, 2003, pp. 304–334.

Ferrari, Michel; Ram Mahalingam. “Personal cognitive development and its implications for teaching and learning.”, *Educational Psychologist*, Vol. 33, No: 1, 1998, pp. 35–44.

Flavell, John. H. “Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry.”, *American Psychologist*, Vol. 34, No: 10, 1979, pp. 906-911.

Fraenkel, Jack R.; Norman E. Wallen. *How to Design and Evaluate Research in Education (4th edt.)*, USA: McGraw-Hill Higher Education, 2000.

Garcia, Teresa; Paul R. Pintrich. “Regulating motivation and cognition in the classroom: the role of self-schemas and self-regulatory strategies.” In Dale. H. Schunk & Barry. J. Zimmerman (Eds.), Self-Regulation of Learning and Performance: Issues and Educational Applications, Hillsdale, NJ: Erlbaum, 1994, pp.127-153.

Ghaith, Ghazi M. “The relationship between cooperative learning, perception of social support, and academic achievement.”, *Elsevier Science*, Vol. 30, No: 3, 2002, pp. 263-273.

Goodenow, Carol; Kathleen E. Grady. “The Relationship of School Belonging and Friends' Values to Academic Motivation among Urban Adolescent Students”, *Journal of experimental Education*, Vol. 62, No: 1, 1993, 60-71.

Grolnick, Wendy S.; Carolyn O. Kurowski, Suzanne T. Gurland. “Family processes and the development of children’s self-regulation.”, *Educational Psychologist*, Vol. 34, No: 1, 1999, pp. 3–14.

Henderson, Ronald W.; Linda Cunningham. Creating Interactive Sociocultural Environments for Self Regulated Learning, 1994. In D. H. Schunk, & B. J. Zimmerman (Eds.), Self-Regulation of Learning and Performance: Issues and Educational Applications Hillsdale, NJ: Erlbaum. (pp. 255–281).

Hill, Kennedy T.; Allan Wigfield. **“**Test Anxiety: A Major Educational Problem and What Can Be Done about It”, *The Elementary School Journal*, Vol. 85, No. 1, 1984, pp.105-126.

Hopkins, William G. “Quantitative Research Design”, *Sportscience*, Vol. 4, No: 1, 2000.

Hortaçsu, Nuran. “Parents’ education levels’, parents’ beliefs, and child outcomes”, *The Journal of Genetic Psychology*, Vol. 156, No: 3, 1995, pp. 373-383.

Hortaçsu, Nuran; Levent Ertem, Hülya Kurtoğlu, Berna Uzer. “Family Background and Individual Measures as Predictors of Turkish Primary School Children's Academic Achievement”, *Journal of Psychology*, Vol. 124, 1990.

Jackson, Tamara; Jean Mackenzie, Stevan E. Hobfoll. *Communal Aspects of Self-Regulation*. In M. Boekaerts, P. R. Pintrich& M. Zeidner (Eds.), Handbook of Self Regulation San Diego, Elsevier, 2005, pp. 276- 300.

Jacobs, Janis E.; Stephanie Lanza, D. Wayne Osgood, Jacquelynne S. Eccles, Allan Wigfield. “Changes in Children’s Self-Competence and Values: Gender and Domain Differences Across Grades One Through Twelve.”, *Child Development,* Vol. 73, No: 2, 2002, 509–527.

Kadıoğlu, C., & Uzuntiryaki, E. (2010). Differences In 10th Grade Students’ Use Of Selfregulatory Learning Strategies By School Type. In G. Cakmakci & M.F. Taşar (Eds.), Contemporary science education research: learning and assessment (pp. 3–12). Ankara, Turkey: Pegem Akademi.

Khatib, Saleh Ahmed Al. “Meta-Cognitive Self-Regulated Learning and Motivational Beliefs As Predictors Of College Students’ Performance.”, *International Journal For Research In Education*, Vol. 27, 2010, 57-72.

Kaya Şükrü, The Influences of Student Views Related To Mathematics And Self-Regulated Learning On Achievement Of Algebra I Students”. (Unpublished M.A Thesis), Ohio, 2007, The Ohio State University.

Kayalı, Hülya. “Sosyal Bilgiler Dersinde Marmara Ve Ege Bölgeleri Konularının Öğrenilmesi Ve Öğretilmesinde Yakından Uzağa İlkesi Ve Diğer Faktörlerin Etkisi.”, *Marmara Coğrafya Dergisi,* Vol. 18, 2008, pp. 134 – 148.

Keskin, Gülseren; Burcu Sezgin. “Bir Grup Ergende Akademik Basarı Durumuna Etki Eden Etmenlerin Belirlenmesi.”, *Fırat Sağlık Hizmetleri Dergisi*, Vol. 4, No:10, 2009, 3-18.

Kılıç Çakmak, Ebru; Özcan Erkan Akgün, Şirin Karadeniz, Şener Büyüköztürk, Funda Demirel. “Determining learning strategies and motivation level of students in primary schools’ second level and high schools according to course and class level.”, *International Journal of Human Sciences*, Vol. 5, No: 1, 2008.

Kreber, Caroline; Heather Castleden, Nina Erfani, Tarah Wright. “Self-regulated learning about university teaching: an exploratory study.” *Teaching in Higher Education*, Vol. 10, No: 1, 2005, p. 75-97.

Kurnaz, Şefika; Dilek Yılmaz. "İlköğretim 8. Sınıf Öğrencilerinin Atatürk İlke ve İnkılâplarını Kavrama Düzeyleri.", *Gazi Eğitim Fakültesi Dergisi*, Vol. 26, No: 3, 2006, pp.181-205.

Leavitt, Harold J.; Louis R. Pondy, David M. Boje. *Readings in Managerial Psychology*, University of Chicago Press. London 1988.

Lee, Sook. "Gender Differences in Self-regulated On-line Learning Strategies within Korea's University Context" *Educational Technology Research and Development.* Vol. 50, No. 1, 2002.

Lepper, Mark R.; Jennifer Henderlong Corpus, Sheena S. Iyengar. "Intrinsic and Extrinsic Motivational Orientations in the Classroom: Age Differences and Academic Correlates", *Journal of Educational Psychology*, Vol. 97, No: 2, 2005, 184–196.

Livingston, Joy A. "Metacognition: An Overview", retrieved from http://webu2.upmf-grenoble.fr/sciedu/grangeat/EnsI/Meta/MetaLivingstonOverview.pdf , 1997 (16.05.2010).

Lynch**,** Richard; Myron Dembo. "The Relationship between Self-Regulation and Online Learning in a Blended Learning Contex", *The International Review of Research in Open and Distance Learning*, Vol. 5, No: 2, 2004.

Mace, F. C., Belfiore, P. J., & Shea, M. C. (1989). Operant Theory and Research on Self-Regulation. In B. J. Zimmerman & D.H. Schunk (Eds.), S*elf regulated learning and academic achievement: Theory, research, and practice*, New York: Springer-Verlag, pp. 27-50.

Marcou, Andri; George Philippou. "Motivational Beliefs, Self-Regulated Learning and Mathematical Problem Solving", In Chick, H. L. & Vincent, J. L. (Eds.). Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education, Vol. 3, pp. 297-304. Melbourne, 2005: PME.

Martinez Pons, Margaret. “Designing Learning Objects to Personalize Learning”, *The instructional use of learning objects,* Ph. D., 2002.

Mayer, Richard E. “Cognitive, metacognitive, and motivational aspects of problem solving”, *Instructional Science*, Vol. 26, No: 1-2, 1998, 49-63.

McCombs, Barbara L., *Self-Regulated Learning and Academic Achievement: A Phenomenological View.* In B. J. Zimmerman & D. H. Schunk (Eds.), Self-Regulated Learning and Academic Achievement: Theoretical Perspectives (2nd ed.) (pp. 67-123). Mahwah, NJ: Erlbaum, 2001.

McCombs, Barbara L.; Robert J. Marzano. “Putting the Self in Self-Regulated Learning: The Self as Agent in Integrating Will and Skill.”, *Educational Psychologist,* Vol. 2, 1990, 51–69.

McLoyd, Vonnie C. “Socioeconomic disadvantage and child development.”, *American Psychologist*, Vol.53, 1998, 185-204.

McPherson, Gary E.; John McCormick. “Self-efficacy and music performance”, *Psychology of Music*, Vol. 34, No: 3, 2006, 322-336.

Mercy, James A.; Lala Carr Steelman. “Familial Influence on the Intellectual Attainment of Children.”, *American Sociological Review,* Vol. 47, No: 4, 1982, pp. 532-542.

Merrick, Bradley Maxwell. The Relationship between Self efficacy and Self regulated Behavior within a Secondary School Music Technology Based Creative Learning Environment, (Unpublished M.A Thesis) University of New South Wales, 2006.

Montalvo, Fermin Torrano; Maria Carmen Gonzalez Torres. Self Regulated Learning: Current and Future Directions. Educational Journal of Research in Educational Psychology, Vol.2, No.1, 2004, pp. 1-34.

Mousoulides, Nikos; George Philippou. *"Students' Motivational Beliefs, Self-Regulation Strategies and Mathematics Achievement"* In Chick, H. L. & Vincent, J. L. (Eds.). (2005) *Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education*, Vol. 3, pp. 321-328, 2005, Melbourne: PME.

Muijs, Daniel. *Doing Quantitative Research in Education with SPSS*, London: SAGE Publications, 2004.

Newby, Timothy J. "Classroom motivation strategies of first-year teachers.", *Journal of Educational Psychology*, Vol. 83, 1991, 195-200.

Neber, Heinz; Marlene Schommer-Aikins. "Self-regulated science learning with highly gifted students: The role of cognitive, motivational, epistemological, and environmental variables.", *High Ability Studies*, Vol. 13, 2002, 59–74.

Newman, Richard S.; Mahna T. Schwager. "Students' Perceptions of the Teacher and Classmates in Relation to Reported Help Seeking in Math Class", *The Elementary School Journal*, Vol. 94, No: 1, 1993.

Nikolov, Marianne. "'Why do you learn English?' 'Because the teacher is short.' A study of Hungarian children's foreign language learning motivation. *Language Teaching Research*, Vol. 3, 1999, 33–56.

Nunan, David. *Research Methods in Language Learning*, USA: Cambridge University Press, 1992. Retrieved from http://www.google.com/books?hl=tr&lr=&id=YCT6fwTV4noC&oi=fnd&pg=PR11&dq=nunan+research+methods+in+language+learning&ots=BwIEEvkrnm&sig=ETw77jNEAhZnpdLLlCQBmIsqRgs#v=onepage&q&f=false, (20.06.2010)

Özabacı, Nilüfer. "Demografik Özellikler ile Okul Başarısızlığına Neden Olan Faktörler Arasındaki İlişkinin İncelenmesi.", *M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, Vol. 13, 2001, pp. 135-150.

Özturan Sağırlı, Meryem; Esra Azapağası. "Investigation of Self-Regulated Learning Abilities of College Students." *Ankara University, Journal of Faculty Of Educational Sciences*, Vol. 42, No: 2, 2009, pp. 129-161.

Pace, Robert. "Achievement and the Quality of Student effort." *Paper presented at a Meeting of the National Commission on Excellence in Education*, 1982, Washington DC.

Pape, Stephen J.; Chuang Wang. "Middle school children's strategic behavior: Classification and relation to academic achievement and mathematical problem solving.", *Instructional Science*, Vol. 31, No: 6, 2003, 419-449.

Paris, Scott G.; & Alison H. Paris. "Classroom Applications of Research on Self-Regulated Learning", *Educational Psychologist*, Vol. 36, No. 2, 2001, pp. 89–101.

Paris, Scott G.; Peter Winograd. "The Role of Self Regulated Learning in Contextual Teaching: Principles and Practices for Teacher Preparation", *Office of Educational Research and Improvement* (ED), Washington DC. Vol:1, No.13, 2003.

Patrick, Helen. "Social self-regulation: Exploring the relations between children's social relationships, academic self-regulation, and school performance.", *Educational Psychologist*, Vol. 32, No: 4, 1997, 209–220.

Perry, Nancy E. "Yang Children's Self-Regulated Learning and Contexts That Support it", *Journal of Educational Psychology*, Vol. 90, No: 4, 1998, 715-729.

Pintrich Paul R.; David A. F. Smith, Teresa Garcia, Wilbert J. McKeachie. "A Manual for the Use of the Motivated Strategies for Learning Questionnaire". *Technical Report 91-B-004*. The Regents of the University of Michigan, 1991, Michigan.

Pintrich, Paul R. "*The role of goal orientation in self-regulated learning"*, In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), Handbook of self-regulation, San Diego, CA: Academic Press, 2000, pp. 452 – 502.

Pintrich, Paul R. “The role of metacognitive knowledge in learning, teaching, and assessing.”, *Theory into Practice*, Vol. 41, No: 4, 2002, 219-225.

Pintrich, Paul R. “A motivational science perspective on the role of student motivation in learning and teaching contexts.”, *Journal of Educational Psychology*, Vol. 95, No: 4, 2003, pp. 667–686.

Pintrich, Paul R., “A conceptual framework for assessing motivation and self-regulated learning in college students”, *Educational Psychology Review*, Vol. 16, 2004, 385 – 407.

Pintrich, Paul R.; Robert W. Roeser, Elisabeth A. M. de Groot. “Classroom and individual differences in early adolescents’ motivation and self-regulated learning.”, *Journal of Early Adolescence*, Vol. 14, No: 2, 1994, 139–161.

Pintrich, Paul R.; Elisabeth V. De Groot. “Motivational and Self-Regulated Learning Components of Classroom Academic Performance”, *Journal of Educational Psychology,* Vol. 82, No. 1, 1990, 33-40.

Pintrich, Paul R.; David A. F. Smith, Teresa Garcia, Wilbert J. McKeachie. “Reliability and predictive validity of the Motivated Strategies for Learning Questionnaire (MSLQ).”, *Educational and Psychological Measurement,* Vol. 53, No: 3, 1993, 801-813.

Pintrich, Paul R. The role of goal orientation in self-regulated learning, 2000. In Boekaerts, M., Pintrich, P. R., & Zeidner, M. (Eds). *Handbook of Self-Regulation,*(pp. 13-35). Orlando, FL: Academic Press.

Pressley, Michael; Elizabeth S. Ghatala. “Self-regulated learning: Monitoring learning from text.”, *Educational Psychologist,* Vol. 25, No: 1, 1990, 19–33.

Puustinen, Minna; Lea Pulkkinen. “Models of self-regulated learning: A review”, *Scandinavian Journal of Educational Research*, Vol. 45, No: 3, 2001, 269 – 286.

Roberts, Maxwell J.; George Erdos. “Strategy selection and metacognition.”, *Educational Psychology,* Vol. 13, No: 3 & 4, 1993, 259-266.

Ryan, Richard M.; Edward L. Deci. “Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions.”. *Contemporary Educational Psychology,* Vol. 25, No: 1, 2000, 54–67.

Ryan, Allison M. “Peer groups as a context for the socialization of adolescents’ motivation, engagement, and achievement in school.”, *Educational Psychologist,* Vol. 35, No: 2, 2000, 101–111.

Ryan, Allison M.; Paul R. Pintich, Carol Midgley. “Avoiding Seeking Help in the Classroom: Who and Why?”, *Educational Psychology Review,* Vol. 13, No: 2, 2001, 93-114.

Salisburg- Glenon, Jill D.; Jeffrey Gorrell, Steve Sanders, Pamela Boyd, Michael Kamen. Self Regulated Learning Strategies Used by the Learners in a Learner Centered School. Paper Presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, 1999.

Satıcılar, Umut. An investigation into the achievement attributions of English language learners at different grades, Unpublished MA Thesis, 2006.

Saklofske, Donald H.; Moshe Zeidner. *International Handbook of Personality and Intelligence*, Plenum Pres, New York, 1995, p.169.

Şencan, H. *Sosyal ve Davranışsal Ölçümlerde Geçerlik ve Güvenirlik,* Ankara: Seçkin Yayınevi, 2005.

Shih, Shu-shen. “Children’s Self-Efficacy Beliefs, Goal-Setting Behaviors, and Self-Regulated Learning.” *Journal of National Taipei Teachers College*, Vol. 1, No: 15, 2002, pp. 263-282.

Shih, Kuei-Ping; Tai-Chien Kao, Chih-Yung Chang, Hung-Chang Chen. **"**A Study of Self-Regulated Learning in High School Students' English Learning with System Support.", 2008, Retrieved from http://tkuir.lib.tku.edu.tw:8080/dspace/bitstream/987654321/37287/1/9781424418657_p296-301.pdf. (28.07.2010).

Schoenfeld, A. H., Learning to think mathematically: Problem solving, metacognition and sense making in mathematics. In D. Grouws (Ed.), Handbook for research on mathematics teaching and learning, New York, NY: MacMillan, 1992, pp. 334-370.

Schunk, Dale H. Social Cognitive Theory and Self-Regulated Learning. In B. J. Zimmerman & D.H. Schunk (Eds.), S*elf regulated learning and academic achievement: Theory, research, and practice*, New York: Springer- Verlag, 1989, pp. 83-110.

Schunk, Dale H. "Goal Setting and Self-Efficacy during Self-Regulated Learning" *Educational Psychologist*, Vol. 25, No: 1, 1990, pp. 71-86.

Schunk, Dale H. Self-Regulation of Self Efficacy and Attributions in Academic Settings. In D. H. Schunk & B. J. Zimmerman (Eds.), Self-Regulation of Learning and Performance: Issues and Educational Applications (pp 75- 99). Hillsdale, NJ: Erlbaum, 1994.

Schunk, Dale H. Teaching Elementary Students to Self-Regulate Practice of Mathematical Skills with Modeling, 1998. In D. H. Schunk & B. J. Zimmerman (Eds.), Self-Regulated Learning: From Teaching to Self-Reflective Practice (pp. 137-159). New York: Guilford.

Schunk, Dale H. Social Cognitive Theory and Self-Regulated Learning, 2001. In B. J. Zimmerman & D. H. Schunk (Eds.), Self-Regulated Learning and Academic Achievement: Theoretical Perspectives (2^{nd} ed.) (pp. 125-151). Mahwah, NJ: Erlbaum.

Schunk, Dale H.; Peggy A. Ertmer. Self-regulation and academic learning: self-efficacy enhancing interventions, 2005. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), Handbook of self-regulation San Diego: Academic Press, pp. 631–649.

Schunk, Dale H. "Commentary on self-regulation in school contexts", *Learning and Instruction,* Vol. 15, 2005, 173-177.

Schunk, Dale H.; Barry J. Zimmerman. "Social origins of self-regulatory competence", *Educational Psychologist,* Vol. 32, No: 4, 1997, pp. 195-199.

Schunk, Dale H.; Barry J. Zimmerman. Self Regulation in Education: Retrospect and Prospect. In D. H. Schunk & B. J. Zimmerman (Eds.), Self-Regulation of Learning and Performance: Issues and Educational Applications, Hillsdale, NJ: Erlbaum, 1994, pp.305-314.

Shu-Shen, Shih. "Children's self-efficacy beliefs, goal setting behaviors, and self-regulated learning.", *Journal of National Taipei Teachers College,* Vol. 15, 2002 263–282.

Stefanou, C. R. & Salisbury-Glennon, J. D. (2001) "Developing Motivation and Cognitive Learning Strategies Through An Undergraduate Learning Community" Received 26 May, 2000; Accepted (In Revised Form) 27 September 2001.

Sungur, Semra; Savaş Güngören. "The Role of Classroom Environment Perceptions in Self-Regulated Learning and Science Achievement." *Elementary Education Online,* Vol. 8, No: 3, 2009, pp. 883-900.

Sungur, Semra; Ceren Tekkaya. "Effects of Problem-Based Learning and Traditional Instruction on Self-Regulated Learning.", *The Journal of Educational Research,* Vol. 99, No: 5, 2006, pp. 307-317.

Şirin, Selçuk R. "Socioeconomic Status and Academic Achievement: a Meta-Analytic Review of Research", *Review of Educational Research,* Vol. 75, No: 3, 2005, pp. 417-453

Urdan, Timothy C.; Martin L. Maehr. “Beyond a two-goal theory of motivation and achievement: A case for social goals.”, *Review of Educational Research*, Vol. 65, No: 3, 1995, 213–243.

Üredi, Işıl.; Lütfi Üredi. “İlköğretim 8. Sınıf Öğrencilerinin Öz-düzenleme Stratejileri ve Motivasyonel İnançlarının Matematik Başarısını Yordama Gücü.” *Mersin University Journal of the Faculty of Education*, Vol. 1, No. 2, 2005, pp. 250-260.

Tollefson, Nona. “Classroom Applications of Cognitive Theories of Motivation”, *Educational Psychology Review*, Vol. 12, No. 1, 2000.

Vanderstoep, Scott W.; Paul R. Pintrich, Angela Fagerlin. “Disciplinary Differences in Self-Regulated Learning in College Students.” *Contemporary Educational Psychology*, Vol. 21, No: 26, 1996, pp. 345–362.

Van Der Veen, Ineke; Thea Peetsma. “The development in self-regulated learning behavior of first-year students in the lowest level of secondary school in the Netherlands.”, *Learning and Individual Differences*, Vol. 19, No: 1, 2009, pp. 34–46.

Verschaffel, Lieven; Erik De Corte, Sabien Lasure, Griet Van Vaerenbergh, Hedwig Bogaerts, Elie Ratinckx. “Learning to solve mathematical application problems: A design experiment with fifth graders.”, *Mathematical thinking and learning*, Vol. 1, No:3, 1999, 195-229.

Wang Chuang, Self regulated Learning Strategies and Self-Efficacy Beliefs of Children Learning English as a Second Language, (Unpublished M.A Thesis), Ohio, 2004, The Ohio State University.

Weiner, Bernard. “History of Motivational research in education.”, *Journal of Educational Psychology*, Vol. 82, No: 4, 1990, 616-622.

Weinstein, Claire E.; Richard E. Mayer. “The teaching of learning strategies”, *Innovation Abstracts*, Vol. 5, No. 32, 1983.

Weinstein, Claire E.; Husman, J. & Dierking, D.R. (2005) Self Regulated Interventions with Focus on Learning Strategies. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), Handbook of self-regulation, San Diego, CA: Academic Press, pp. 728 – 748.

Wentzel, Kathryn R.; Allan Wigfield. "Academic and social motivational influences on students' academic performance.", *Educational Psychology Review*, Vol. 10, No: 2, 1998, 155–175.

White, Karl R. "The Relation between Socioeconomic Status and Academic Achievement.", *Psychological Bulletin*, Vol. 91, No: 3, 1982, pp. 461-481.

Whitbeck, Les B.; Ronald L. Simons, Rand D. Conger, K.A.S. Wickrama, Kevin A. Ackley, Glen H. Elder Jr. "The Effects of Parents' Working Conditions and Family Economic Hardship on Parenting Behaviors and Children's Self-Efficacy.", *Social Psychology Quarterly*, Vol. 60, No: 4, 1997, pp. 291-303.

Wigfield, Allan. "Expectancy-value theory of achievement motivation: A developmental perspective" *Educational Psychology Review*, Vol.6, No.1, 1994, pp. 49-78.

Wigfield, Allan; Judith L. Meece. "Math Anxiety in Elementary and Secondary School Students", *Journal of Educational Psychology*, Vol. 80, No: 2, 1988, 210-216.

Wigfield, Allan; Jacquelynne Eccles. "The Development of Achievement Task Values: A Theoretical Analysis", *Developmental Review*, Vol. 12, No: 3, 1992, 265-310.

Wigfield, Allan; Jacquelynne Eccles, Rena Harold-Goldsmith, Phyllis Blumenfeld, Kwang Suk Yoon, Carol Freedman-Doan. "Gender and Age Differences in Children's Achievement Self-Perceptions During Elementary School", Paper Presented at the Biennal meeting of the Society for Research in Child Development, Kansas City, April 1989.

Winne, Philip H. "Inherent Details in Self Regulated Learning.", *Educational Psychology*, Vol. 30, No: 4, 1995, pp. 173-187.

Winne, Philip H. “Self-Regulation is Ubiquitous but Its Forms Vary with Knowledge.”, *Educational Psychologist*, Vol. 30, No: 4, 1995, pp. 223-228.

Winne, Philip H.; Nancy E. Perry. Measuring self-regulated learning, 2000. In P. Pintrich, M. Boekaerts, & M. Zeidner (Eds.), *Handbook of self-regulation* (p. 531-566). Orlando, FL:Academic Press.

Winne, Philip H.; Dianne Jamieson-Noel. “Self-Regulating Studying by Objectives for Learning: Students’ reports compared to a model.”, *Contemporary Education Psychology*, Vol. 28, No: 3, 2003, 259-276.

Wolters, Christoper A. “Self-Regulated Learning and College Students’ Use of Regulation of Motivation”, *Journal of Educational Psychology* , Vol. 90, No: 2, 1998, 224-235.

Wolters, Christoper A.; Paul R. Pintrich, Stuart A. Karabenick. “Assessing academic self-regulated learning.”, *The Search Institute Series on Developmentally Attentive Community and Society*, Vol. 3, No: 4, 2005, 251-270.

Wolters, Christoper A.; Howard Rosenthal. “The relation between students’ motivational beliefs and their use of motivational regulation strategies.”, *International Journal of Educational Research*, Vol. 33, No: 7-8, 2001, 801-820.

Wolters, Christoper A.; Shirley L. Yu, Paul R. Pintrich. “The relation between goal orientation and students’ motivational beliefs and self-regulated learning.”, *Learning and Individual Differences*, Vol. 8, No: 3, 1996, pp. 211–238.

Yang, Nae-Dong. “The Relationship Between EFL Learners' Beliefs and Learning Strategy Use.”, *System*, Vol. 27, No: 4, 1999, 515-535.

Yetkin, İffet Elif, The Role of Classroom Context in Student Self-Regulated Learning: An Exploratory Case Study in a Sixth-Grade Mathematics Classroom, (Unpublished M.A Thesis) Ohio, 2006, The Ohio State University.

Yumuşak, Necmettin; Semra Sungur, Jale Çakıroğlu. "Turkish High School Students' Biology Achievement in Relation to Academic Self-Regulation." *Educational Research and Evaluation*, Vol. 13, No. 1, 2007, pp. 53 – 69.

Yenilmez, Kürşat; Nüket Özbey. "Özel Okul ve Devlet Okulu Öğrencilerinin Matematik Kaygı Düzeyleri Üzerine Bir Araştırma.", *Uludağ Universitysi Eğitim Fakültesi Dergisi*, Vol. 19, No: 2, 2006, 431-448.

Yükseltürk, Erman; Safure Bulut. "Gender Differences in Self-Regulated Online Learning Environment." *Educational Technology & Society*, Vol. 12, No: 3, 2009, pp. 12–22.

Yuti, Ran. "A Study on Motivation in Self-Regulated English Learning." Retrieved from http://www.celea.org.cn/pastversion/lw/pdf/ranyuti.pdf. (28.07.2010).

Zeidner, Moshe; Monique Boekaerts, Paul R. Pintrich. "Self-Regulation: Directions and Challenges for Future Research" In Monique Boekaerts, Paul R. Pintrich and Moshe Zeidner (eds.), Handbook of Self-Regulation, San Diego, 2000, Academic Press.

Zimmerman, Barry J. "Becoming a self-regulated learner: Which are the key sub-processes?", *Contemporary Educational Psychology*, Vol. 11, 1986, pp. 307-313.

Zimmerman, Barry J., "Models of self-regulated learning and academic achievement" In B. J. Zimmerman & D.H. Schunk (Eds.), S*elf regulated learning and academic achievement: Theory, research, and practice*, New York: Springer- Verlag, 1989, pp. 1-25.

Zimmerman, Barry J. "A social cognitive view of self-regulated academic learning", *Journal of Educational Psychology*, Vol.81, No: 3, 1989, pp. 329 – 339.

Zimmerman, Barry J. "Self-regulated learning and academic achievement: An overview", *Educational Psychologist*, Vol. 25, No. 1, 1990, pp. 3-17.

Zimmerman, Barry J., *Dimensions of Academic Self-Regulation: A conceptual Framework for Education*. In D. H. Schunk & B. J. Zimmerman (Eds.), Self-Regulation of Learning and Performance: Issues and Educational Applications (pp 3-21). Hillsdale, NJ: Erlbaum, 1994.

Zimmerman, Barry J., *Developing Self-Fulfilling Cycles of Academic Regulation: An Analysis of Exemplary Instructional Models*. In D. H. Schunk & B. J. Zimmerman (Eds.), Self- Regulated Learning: From Teaching to Self-Reflective Practice (pp. 1-19). New York: Guilford, 1998.

Zimmerman, Barry J., *"Attaining self-regulation: A social cognitive perspective"* in M. Boekaerts, P.R. Pintrich and M. Zeidner (eds.), Handbook of Self-Regulation, Academic Press, San Diego, CA, 2000, pp. 13-39.

Zimmerman, Barry J. *Theories of Self-Regulated Learning and Academic Achievement: An Overview and Analysis.* In B. J. Zimmerman & D. H. Schunk (Eds.), Self-Regulated Learning and Academic Achievement: Theoretical Perspectives (2nd ed.), Mahwah, NJ: Erlbaum, 2001, pp. 5-37.

Zimmerman, Barry J. *Becoming a Self-Regulated Learner: An Overview: Theory into Practice*, Vol. 41, No. 2, 2002, pp. 64-70.

Zimmerman, Barry J., *Attaining Self-Regulation: A social Cognitive Perspective*. In M. Boekaerts, P. R. Pintrich& M. Zeidner (Eds.), Handbook of Self Regulation, San Diego, Elsevier, 2005, pp. 13-39.

Zimmerman, Barry J.; Albert Bandura. "Impact of self-regulatory influences on writing course attainment", *American Educational Research Journal*, Vol. 31, No: 4, 1994, 845-862.

Zimmerman, Barry J.; Manuel Martinez Pons. "Development of a Structured Interview for Assessing Students use of Self-Regulated Learning Strategies." *American Educational Research Journal*, Vol. 23, No.4, 1986, pp. 614-628.

Zimmerman, Barry J.; Manuel Martinez-Pons. “Construct validation of a strategy model of student self-regulated learning”, *Journal of Educational Psychology,* Vol. 80, 1988, 284-290.

Zimmerman, Barry J.; Manuel Martinez-Pons. “Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use.”, *Journal of Educational Psychology*, Vol. 82, No: 1, 1990, 51-59.

Self Regulation on Learning
http://education.calumet.purdue.edu/Vockell/EdPsyBook/Edpsy7/edpsy7_self.htm (16.05.2010)

2009 Yılı Haziran ayı Açlık ve Yoksulluk Sınırı
http://www.turk-is.org/source.cms.docs/turkis.org.tr.ce/docs/file/aclikhaziran09.pdf (15.12.2009)

APPENDICIES

APPENDIX 1

SOSYO -DEMOGRAFİK FORM

Lütfen aşağıdaki tablodaki her soru için size uygun olan seçeneği işaretleyiniz

1. Cinsiyetiniz:	☐ Kız ☐ Erkek
2. Sınıf Seviyesi:	☐ 5. sınıf ☐ 6. Sınıf ☐ 7. Sınıf ☐ 8. Sınıf
3. Yaşadığınız Yer:	☐ Çanakkale ☐ Evciler ☐Diğer (Lütfen yazınız)_____
4. Babanızın Mesleği:	☐ İşsiz ☐ Çiftçi ☐ Memur ☐ Serbest Meslek Diğer (Lütfen yazınız) _____
5. Babanızın Eğitim Durumu:	☐ Okuma Yazma Bilmiyor ☐ İlkokul ☐ Ortaokul ☐ Lise ☐ Üniversite
6. Annenizin Mesleği:	☐ İşsiz ☐ Çiftçi ☐ Memur ☐ Serbest Meslek Diğer (Lütfen yazınız) _____
7. Annenizin Eğitim Durumu:	☐ Okuma Yazma Bilmiyor ☐ İlkokul ☐ Ortaokul ☐ Lise ☐ Üniversite
8. Eviniz:	☐ Kendi evimiz ☐ Kira
9. Arabanız:	☐ Var ☐ Yok

10. Ailenizin Aylık Ortalama Geliri:	☐ 500 TL'den az ☐ 501 TL–1000 TL arası ☐ 1001 TL – 1500 TL arası ☐ 1500 TL'den fazla

GÜDÜLENME VE ÖĞRENME STRATEJİLERİ ÖLÇEĞİ

AÇIKLAMALAR

Sevgili öğrenciler, bu anketi hazırlamamızdaki amaç siz İlköğretim öğrencilerinin İngilizce dersinde kullandığınız öz düzenleme stratejilerini, öz yeterlik algılarınızı ve öğrenmeye ilişkin inançlarınızı belirlemektir. Unutmayınız ki bu ankette **DOĞRU** ya da **YANLIŞ** cevap yoktur ve isim belirtmeniz gerekmemektedir. Bu nedenle ankete içten ve dürüst olarak cevap vermeniz çok önemlidir.

Anketteki sorular sizlere verilen ifadelere ne ölçüde katıldığınızı sormaktadır. Bu ifadeleri okuyup ne ölçüde hemfikir olduğunuzu belirtmeniz gerekmektedir.

7. Tamamen katılıyorum
6. Katılıyorum
5. Kısmen Katılıyorum
4. Fark etmez
3. Kısmen Katılmıyorum
2. Katılmıyorum
1. Hiç katılmıyorum

Anketi nasıl dolduracağınız örnekle aşağıda açıklanmıştır.

Örnek:

		Tamamen Katılıyorum	**Katılıyorum**	**Kısmen Katılıyorum**	**Fark Etmez**	**Kısmen Katılmıyorum**	**Katılmıyorum**	**Hiç Katılmıyorum**
1.	İngilizce dersinin konularını seviyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**

Eğer fikre tamamen katılıyorsanız 7'yi, katılıyorsanız 6'yı, kısmen katılıyorsanız 5'i, konuyla ilgili herhangi bir fikriniz yoksa 4'ü, fikre kısmen katılmıyorsanız 3'ü, katılmıyorsanız 2'yi, hiç katılmıyorsanız 1'i işaretleyiniz.

Örneğin birinci maddede İngilizce dersinin konularını çok seviyorsanız **7'yi,** hiç sevmiyorsanız **1'i** işaretleyiniz. Başka bir cevabınız varsa **1–7** aralığında sıralayınız.

		Tamamen Katılıyorum	**Katılıyorum**	**Kısmen Katılıyorum**	**Fark Etmez**	**Kısmen Katılmıyorum**	**Katılmıyorum**	**Hiç Katılmıyorum**
1.	İngilizce dersinde beni zorlayan konuları tercih ederim ki yeni şeyler öğrenebileyim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
2.	Uygun şekilde çalışırsam, İngilizce dersindeki konuları öğrenebilirim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
3.	İngilizce dersinden sınav olduğumuzda diğer arkadaşlarıma göre ne kadar başarısız olduğumu düşünürüm	**7**	**6**	**5**	**4**	**3**	**2**	**1**
4.	İngilizce dersinde mükemmel notlar alacağıma inanıyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**
5.	İngilizce dersindeki en zor konuları bile anlayabileceğimden eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
6.	Şu anda benim için en tatmin edici şey İngilizce dersinden iyi bir not almaktır	**7**	**6**	**5**	**4**	**3**	**2**	**1**
7.	İngilizce sınavlarında diğer bölümlerdeki cevaplayamadığım soruları düşünürüm	**7**	**6**	**5**	**4**	**3**	**2**	**1**
8.	Eğer İngilizce dersinde bir şey öğrenemezsem bu benim kendi hatamdır	**7**	**6**	**5**	**4**	**3**	**2**	**1**
9.	Benim için önemli olan şey İngilizce dersinde işlenen konuları öğrenmektir	**7**	**6**	**5**	**4**	**3**	**2**	**1**
10.	Şu anda benim için en önemli şey İngilizce dersinde genel not ortalamamı yükseltmektir, dolayısıyla beni asıl ilgilendiren bu dersten iyi bir not almaktır	**7**	**6**	**5**	**4**	**3**	**2**	**1**
11.	İngilizce dersindeki ana kavramları öğrenebileceğimden eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
12.	Eğer yapabilirsem, İngilizce dersinde arkadaşlarımın çoğundan daha iyi notlar almak istiyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**

13.	İngilizce dersinde sınav olduğumda başarısız olmamdan doğacak sonuçları düşünürüm	**7**	**6**	**5**	**4**	**3**	**2**	**1**
14.	İngilizce dersinde öğretmenimin anlattığı en zor konuları bile anlayabileceğimden eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
15.	İngilizce dersi gibi bir derste, öğrenmesi zor olsa bile merakımı arttıran ders konularını tercih ederim.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
16.	İngilizce dersinde işlediğimiz konularla çok ilgiliyim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
17.	Yeterince çabalarsam, İngilizce dersini anlayabilirim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
18.	İngilizce sınavlarında kendimi tedirgin ve rahatsız hissederim.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
19.	İngilizce dersinde hem sınavlarda hem de ödevlerde mükemmel bir sonuç elde edeceğimden eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
20.	İngilizce dersinde başarılı olmayı umuyorum.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
21.	İngilizce dersinde benim için en tatmin edici şey dersin konularını en iyi şekilde anlamaya çalışmaktır.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
22.	İngilizce dersindeki konuları öğrenmemin benim için yararlı olduğunu düşünüyorum.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
23.	Eğer İngilizce dersindeki konuları anlayamıyorsam, bu yeteri kadar çabalamadığım içindir	**7**	**6**	**5**	**4**	**3**	**2**	**1**
24.	İngilizce dersinin konularını seviyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**
25.	İngilizce dersinin konularını anlamak benim için çok önemli	**7**	**6**	**5**	**4**	**3**	**2**	**1**
26.	İngilizceden sınav olurken kalbimin hızla çarptığını hissediyorum.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
27.	İngilizce dersinde öğretilen becerilere (Okuma, yazma, dinleme, konuşma) tam anlamıyla hakim olacağıma eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
28.	İngilizce dersinde başarılı olmak istiyorum çünkü yeteneğimi aileme, arkadaşlarıma ve diğer herkese göstermek benim için önemlidir	**7**	**6**	**5**	**4**	**3**	**2**	**1**
29.	Her ne kadar İngilizce dersi zor olsa da öğretmenimi ve becerilerimi göz önüne alınca başarılı olacağımı düşünüyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**

30.	İngilizce dersine konuları özetleyerek çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
31.	İngilizce dersinde başka şeyler düşündüğüm için sık sık önemli noktaları kaçırırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
32.	İngilizce dersine çalışırken, çoğunlukla konuyu bir arkadaşıma açıklamayı denerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
33.	İngilizce dersine genellikle konulara yoğunlaşabileceğim bir yerde çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
34.	İngilizce dersine çalışırken genellikle çok sıkılırım, çalışmak istemem ve yapmayı planladığım şeyi bitirmeden çalışmayı bırakırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
35.	İngilizce dersine çalışırken, konuları kendi kendime tekrar tekrar söylerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
36.	İngilizce dersinde konuyu öğrenmekte zorlansam bile, bu sorunu kimseden yardım almadan kendi kendime çözmeyi denerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
37.	İngilizce dersine çalışırken kafam karıştığında, geri dönerim ve takıldığım konuları tekrar anlamayı denerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
38.	İngilizce dersine çalışırken, konuları ve ders notlarımı gözden geçiririm ve en önemli noktaları bulmaya çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
39.	İngilizce çalışmak için ayırdığım zamanı iyi kullanırım.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
40.	Eğer İngilizce dersinin konularını anlamam zorlaşırsa, çalışma şeklimi değiştiririm	**7**	**6**	**5**	**4**	**3**	**2**	**1**
41.	İngilizceden verilen ödevlerimi tamamlamak için sınıfımdaki diğer öğrencilerle çalışmayı denerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
42.	İngilizce dersine çalışırken, defterime yazdıklarımı ve konuları tekrar tekrar çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
43.	İngilizce dersinde yaptığımız şeylerden hoşlanmasam bile başarılı olmak için çok çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
44.	İngilizce çalışırken, genelde sınıftan arkadaşlarımla konuyu tartışmak için zaman ayırırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
45.	İngilizce dersinde belirli bir çalışma programına uymak benim için zordur.	**7**	**6**	**5**	**4**	**3**	**2**	**1**

46.	İngilizce dersinde yeni bir üniteye başlamadan önce, üniteye hızlı bir şekilde göz gezdiririm	**7**	**6**	**5**	**4**	**3**	**2**	**1**
47.	İngilizce dersinde işlediğimiz ya da işlemekte olduğumuz konuyu anladığımdan emin olmak için kendime sorular sorarım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
48.	İngilizce dersinde iyi anlayamadığım konuları öğretmenimin açıklamasını isterim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
49.	İngilizce dersine çalışırken konular bana zor geldiğinde, ya çalışmayı bırakırım ya da sadece kolay bölümleri çalışırım.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
50.	İngilizce dersine çalışırken, defterime yazdıklarımı tekrar gözden geçiririm ve önemli yerlerin özetini çıkarırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
51.	Evde İngilizce dersine çalışabileceğim bir odam ve çalışma masam var	**7**	**6**	**5**	**4**	**3**	**2**	**1**
52.	İngilizce dersine çalışırken, defterimdeki ve kitabımdaki bilgilere bakarak özetler yazarım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
53.	İngilizce dersinde konuyu anlamadığım zaman, sınıfımdaki arkadaşlarımdan yardım isterim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
54.	İngilizce dersinde verilen ödevleri zamanında yapacağımdan eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
55.	İngilizce dersindeki önemli şeylerin listesini yaparım ve o listeyi ezberlerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
56.	İngilizce dersine çalışırken konu sıkıcı olduğunda ve ilgimi çekmediğinde bile, hiç bırakmadan bitirene kadar çalışmayı becerebilirim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
57.	İngilizce dersinde zorlandığım noktalarda sınıfta yardım isteyebileceğim arkadaşlarımı bilirim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
58.	İngilizce dersine çalışırken iyi anlamadığım konuları belirlemeye çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
59.	Genellikle diğer etkinliklerden dolayı bu derse çok fazla zaman ayıramadığımı görüyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**
60.	İngilizce dersine çalışırken her çalışma periyodum için kendime etkinliklerimi yönlendirecek hedefler koyarım	**7**	**6**	**5**	**4**	**3**	**2**	**1**

61.	İngilizce dersinde not tutarken aklım karışırsa, bu karışıklığı daha sonra çözeceğimden eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
62.	İngilizce sınavlarından önce konuları gözden geçirmek için nadiren vakit buluyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**
63.	Ingilizce dersine çalışırken ders kitapları, internet gibi farklı kaynakları bir araya getirerek bilgi edinmeye çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**

Anket bitti. Zaman ayırdığınız için teşekkür ederiz.

APPENDIX 2

SOSYO -DEMOGRAFİK FORM

Lütfen aşağıdaki tablodaki her soru için size uygun olan seçeneği işaretleyiniz

1. Cinsiyetiniz:	☐ Kız ☐ Erkek
2. Sınıf Seviyesi:	☐ 5. sınıf ☐ 6. Sınıf ☐ 7. Sınıf ☐ 8. Sınıf
3. Yaşadığınız Yer:	☐ Çanakkale ☐ Evciler ☐Diğer (Lütfen yazınız)_____
4. Babanızın Mesleği:	☐ İşsiz ☐ Çiftçi ☐ Memur ☐ Serbest Meslek Diğer (Lütfen yazınız) _____
5. Babanızın Eğitim Durumu:	☐ Okuma Yazma Bilmiyor ☐ İlkokul ☐ Ortaokul ☐ Lise ☐ Üniversite
6. Annenizin Mesleği:	☐ İşsiz ☐ Çiftçi ☐ Memur ☐ Serbest Meslek Diğer (Lütfen yazınız) _____
7. Annenizin Eğitim Durumu:	☐ Okuma Yazma Bilmiyor ☐ İlkokul ☐ Ortaokul ☐ Lise ☐ Üniversite

8. Eviniz:	☐ Kendi evimiz ☐ Kira
9. Arabanız:	☐ Var ☐ Yok
10. Ailenizin Aylık Ortalama Geliri:	☐ 750 TL'den az ☐ 751 TL–2400 TL arası ☐ 2401 TL'den fazla

GÜDÜLENME VE ÖĞRENME STRATEJİLERİ ÖLÇEĞİ

AÇIKLAMALAR

Sevgili öğrenciler, bu anketi hazırlamamızdaki amaç siz İlköğretim öğrencilerinin İngilizce dersinde kullandığınız öz düzenleme stratejilerini, öz yeterlik algılarınızı ve öğrenmeye ilişkin inançlarınızı belirlemektir. Unutmayınız ki bu ankette **DOĞRU** ya da **YANLIŞ** cevap yoktur ve isim belirtmeniz gerekmemektedir. Bu nedenle ankete içten ve dürüst olarak cevap vermeniz çok önemlidir.

Anketteki sorular sizlere verilen ifadelere ne ölçüde katıldığınızı sormaktadır. Bu ifadeleri okuyup ne ölçüde hemfikir olduğunuzu belirtmeniz gerekmektedir.

7. Tamamen katılıyorum
6. Katılıyorum
5. Kısmen Katılıyorum
4. Fark etmez
3. Kısmen Katılmıyorum
2. Katılmıyorum
1. Hiç katılmıyorum

Anketi nasıl dolduracağınız örnekle aşağıda açıklanmıştır.

Örnek:

		Tamamen	Katılıyorum	Kısmen Katılıyorum	Fark Etmez	Kısmen Katılmıyorum	Katılmıyorum	Hiç Katılmıyorum
1.	İngilizce dersinin konularını seviyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**

Eğer fikre tamamen katılıyorsanız 7'yi, katılıyorsanız 6'yı, kısmen katılıyorsanız 5'i, konuyla ilgili herhangi bir fikriniz yoksa 4'ü, fikre kısmen katılmıyorsanız 3'ü, katılmıyorsanız 2'yi, hiç katılmıyorsanız 1'i işaretleyiniz.

Örneğin birinci maddede İngilizce dersinin konularını çok seviyorsanız **7'yi,** hiç sevmiyorsanız **1'i** işaretleyiniz. Başka bir cevabınız varsa **1–7** aralığında sıralayınız.

		Tamamen Katılıyorum	**Katılıyorum**	**Kısmen Katılıyorum**	**Fark Etmez**	**Kısmen Katılmıyorum**	**Katılmıyorum**	**Hiç Katılmıyorum**
1.	İngilizce dersinde beni zorlayan konuları tercih ederim ki yeni şeyler öğrenebileyim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
2.	Uygun şekilde çalışırsam, İngilizce dersindeki konuları öğrenebilirim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
3.	İngilizce dersinden sınav olduğumuzda diğer arkadaşlarıma göre ne kadar başarısız olduğumu düşünürüm	**7**	**6**	**5**	**4**	**3**	**2**	**1**
4.	İngilizce dersinde mükemmel notlar alacağıma inanıyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**
5.	İngilizce dersindeki en zor konuları bile anlayabileceğimden eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
6.	Şu anda benim için en tatmin edici şey İngilizce dersinden iyi bir not almaktır	**7**	**6**	**5**	**4**	**3**	**2**	**1**
7.	İngilizce sınavlarında diğer bölümlerdeki cevaplayamadığım soruları düşünürüm	**7**	**6**	**5**	**4**	**3**	**2**	**1**
8.	Eğer İngilizce dersinde bir şey öğrenemezsem bu benim kendi hatamdır	**7**	**6**	**5**	**4**	**3**	**2**	**1**
9.	Benim için önemli olan şey İngilizce dersinde işlenen konuları öğrenmektir	**7**	**6**	**5**	**4**	**3**	**2**	**1**
10.	Şu anda benim için en önemli şey İngilizce dersinde genel not ortalamamı yükseltmektir, dolayısıyla beni asıl ilgilendiren bu dersten iyi bir not almaktır	**7**	**6**	**5**	**4**	**3**	**2**	**1**
11.	İngilizce dersindeki ana kavramları öğrenebileceğimden eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
12.	İngilizce dersinde sınav olduğumda başarısız olmamdan doğacak sonuçları düşünürüm	**7**	**6**	**5**	**4**	**3**	**2**	**1**
13.	İngilizce dersinde öğretmenimin anlattığı en zor konuları bile anlayabileceğimden eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**

14.	İngilizce dersi gibi bir derste, öğrenmesi zor olsa bile merakımı arttıran ders konularını tercih ederim.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
15.	İngilizce dersinde işlediğimiz konularla çok ilgiliyim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
16.	Yeterince çabalarsam, İngilizce dersini anlayabilirim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
17.	İngilizce sınavlarında kendimi tedirgin ve rahatsız hissederim.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
18.	İngilizce dersinde hem sınavlarda hem de ödevlerde mükemmel bir sonuç elde edeceğimden eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
19.	İngilizce dersinde başarılı olmayı umuyorum.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
20.	İngilizce dersinde benim için en tatmin edici şey dersin konularını en iyi şekilde anlamaya çalışmaktır.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
21.	İngilizce dersindeki konuları öğrenmemin benim için yararlı olduğunu düşünüyorum.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
22.	Eğer İngilizce dersindeki konuları anlayamıyorsam, bu yeteri kadar çabalamadığım içindir	**7**	**6**	**5**	**4**	**3**	**2**	**1**
23.	İngilizce dersinin konularını seviyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**
24.	İngilizce dersinin konularını anlamak benim için çok önemli	**7**	**6**	**5**	**4**	**3**	**2**	**1**
25.	İngilizceden sınav olurken kalbimin hızla çarptığını hissediyorum.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
26.	İngilizce dersinde öğretilen becerilere (Okuma, yazma, dinleme, konuşma) tam anlamıyla hakim olacağıma eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
27.	Her ne kadar İngilizce dersi zor olsa da öğretmenimi ve becerilerimi göz önüne alınca başarılı olacağımı düşünüyorum	**7**	**6**	**5**	**4**	**3**	**2**	**1**
28.	İngilizce dersine konuları özetleyerek çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
29.	İngilizce dersine çalışırken, çoğunlukla konuyu bir arkadaşıma açıklamayı denerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
30.	İngilizce dersine genellikle konulara yoğunlaşabileceğim bir yerde çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
31.	İngilizce dersine çalışırken genellikle çok sıkılırım, çalışmak istemem ve yapmayı planladığım şeyi bitirmeden çalışmayı bırakırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**

32.	İngilizce dersine çalışırken, konuları kendi kendime tekrar tekrar söylerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
33.	İngilizce dersine çalışırken kafam karıştığında, geri dönerim ve takıldığım konuları tekrar anlamayı denerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
34.	İngilizce dersine çalışırken, konuları ve ders notlarımı gözden geçiririm ve en önemli noktaları bulmaya çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
35.	İngilizce çalışmak için ayırdığım zamanı iyi kullanırım.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
36.	Eğer İngilizce dersinin konularını anlamam zorlaşırsa, çalışma şeklimi değiştiririm	**7**	**6**	**5**	**4**	**3**	**2**	**1**
37.	İngilizceden verilen ödevlerimi tamamlamak için sınıfımdaki diğer öğrencilerle çalışmayı denerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
38.	İngilizce dersine çalışırken, defterime yazdıklarımı ve konuları tekrar tekrar çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
39.	İngilizce çalışırken, genelde sınıftan arkadaşlarımla konuyu tartışmak için zaman ayırırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
40.	İngilizce dersinde yeni bir üniteye başlamadan önce, üniteye hızlı bir şekilde göz gezdiririm	**7**	**6**	**5**	**4**	**3**	**2**	**1**
41.	İngilizce dersinde işlediğimiz ya da işlemekte olduğumuz konuyu anladığımdan emin olmak için kendime sorular sorarım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
42.	İngilizce dersine çalışırken konular bana zor geldiğinde, ya çalışmayı bırakırım ya da sadece kolay bölümleri çalışırım.	**7**	**6**	**5**	**4**	**3**	**2**	**1**
43.	İngilizce dersine çalışırken, defterime yazdıklarımı tekrar gözden geçiririm ve önemli yerlerin özetini çıkarırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
44.	İngilizce dersine çalışırken, defterimdeki ve kitabımdaki bilgilere bakarak özetler yazarım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
45.	İngilizce dersinde konuyu anlamadığım zaman, sınıfımdaki arkadaşlarımdan yardım isterim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
46.	İngilizce dersinde verilen ödevleri zamanında yapacağımdan eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**

47.	İngilizce dersindeki önemli şeylerin listesini yaparım ve o listeyi ezberlerim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
48.	İngilizce dersinde zorlandığım noktalarda sınıfta yardım isteyebileceğim arkadaşlarımı bilirim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
49.	İngilizce dersine çalışırken iyi anlamadığım konuları belirlemeye çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
50.	İngilizce dersine çalışırken her çalışma periyodum için kendime etkinliklerimi yönlendirecek hedefler koyarım	**7**	**6**	**5**	**4**	**3**	**2**	**1**
51.	İngilizce dersinde not tutarken aklım karışırsa, bu karışıklığı daha sonra çözeceğimden eminim	**7**	**6**	**5**	**4**	**3**	**2**	**1**
52.	İngilizce dersine çalışırken ders kitapları, internet gibi farklı kaynakları bir araya getirerek bilgi edinmeye çalışırım	**7**	**6**	**5**	**4**	**3**	**2**	**1**

Anket bitti. Zaman ayırdığınız için teşekkür ederiz.

APPENDIX 3

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,873	,892	14

Item Statistics

	Mean	Std. Deviation	N
Intrinsic Goal Orientation	5,5166	1,25649	382
Extrinsic Goal Orientation	5,6047	1,51702	382
Task Value	5,8025	1,14896	382
Control of Learning Beliefs	5,9071	1,08637	382
Self-Efficacy for Learning and Performance	5,4264	1,28496	382
Test Anxiety	4,7518	1,32928	382
Rehearsal	5,1771	1,56814	382
Elaboration	5,2866	1,63690	382
Organization	5,1165	1,46845	382
Metacognitive Self-Regulation	5,3042	1,32194	382
Time and Study Environment Management	5,5537	1,39567	382
Effort Regulation	3,9215	2,13221	382
Peer Learning	4,6579	1,57136	382
Help Seeking	5,3181	1,73478	382

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Intrinsic Goal Orientation	67,8281	140,609	,681	,628	,858
Extrinsic Goal Orientation	67,7399	148,569	,314	,193	,875
Task Value	67,5422	141,742	,710	,694	,858
Control of Learning Beliefs	67,4376	147,481	,524	,370	,866
Self-Efficacy for Learning and Performance	67,9182	139,617	,699	,708	,857
Test Anxiety	68,5929	151,220	,290	,265	,875
Rehearsal	68,1675	132,314	,768	,720	,851
Elaboration	68,0580	134,330	,671	,568	,856
Organization	68,2282	135,417	,729	,697	,854
Metacognitive Self-Regulation	68,0405	135,754	,811	,785	,851
Time and Study Environment Management	67,7910	136,421	,740	,707	,854
Effort Regulation	69,4232	160,073	-,040	,240	,906
Peer Learning	68,6867	137,399	,614	,445	,860
Help Seeking	68,0266	139,639	,484	,309	,868

APPENDIX 4 - Father's Employment and Motivation and Learning Strategies

ANOVA

		Sum of Squares	df	Mean Square	F	Sign.
Intrinsic Goal Orientation	Between Groups	6,522	4	1,630	1,022	,396
	Within Groups	603,085	378	1,595		
	Total	609,607	382			
Extrinsic Goal Orientation	Between Groups	4,644	4	1,161	,502	,734
	Within Groups	874,109	378	2,312		
	Total	878,753	382			
Task Value	Between Groups	,993	4	,248	,187	,945
	Within Groups	502,134	378	1,328		
	Total	503,127	382			
Control of Learning Beliefs	Between Groups	4,906	4	1,226	1,042	,386
	Within Groups	445,104	378	1,178		
	Total	450,010	382			
Self-Efficacy for Learning and Performance	Between Groups	25,587	4	6,397	3,999	,003
	Within Groups	604,597	378	1,599		
	Total	630,184	382			
Test Anxiety	Between Groups	36,696	4	9,174	5,435	,000
	Within Groups	638,080	378	1,688		
	Total	674,776	382			
Rehearsal	Between Groups	29,612	4	7,403	3,083	,016
	Within Groups	907,550	378	2,401		
	Total	937,162	382			
Elaboration	Between Groups	25,761	4	6,440	2,443	,046
	Within Groups	996,569	378	2,636		
	Total	1022,330	382			
Organization	Between Groups	34,144	4	8,536	4,058	,003
	Within Groups	795,148	378	2,104		
	Total	829,292	382			
Metacognitive Self-Regulation	Between Groups	14,484	4	3,621	2,095	,081
	Within Groups	653,409	378	1,729		
	Total	667,893	382			
Time and Study Environment Management	Between Groups	18,102	4	4,525	2,362	,053
	Within Groups	724,354	378	1,916		
	Total	742,456	382			
Effort Regulation	Between Groups	6,071	4	1,518	,331	,857
	Within Groups	1726,073	377	4,578		
	Total	1732,144	381			
Peer Learning	Between Groups	8,909	4	2,227	,903	,462
	Within Groups	931,865	378	2,465		
	Total	940,774	382			
Help Seeking	Between Groups	13,874	4	3,469	1,156	,330
	Within Groups	1134,464	378	3,001		
	Total	1148,338	382			

APPENDIX 5 - Father's Employment Post Hoc Tukey Analysis

Dependent Variable	(I) FEMP	(J) FEMP	Mean Difference	Std. Error	Sig.
Intrinsic Goal Orientation	Jobless	Farmer	-,36703	,58019	,970
		Civil Servant	-,33229	,57581	,978
		Self Employed	-,13333	,57488	,999
		Retired	,09123	,63487	1,000
	Farmer	Jobless	,36703	,58019	,970
		Civil Servant	,03474	,17320	1,000
		Self Employed	,23370	,17008	,645
		Retired	,45826	,31860	,603
	Civil Servant	Jobless	,33229	,57581	,978
		Farmer	-,03474	,17320	1,000
		Self Employed	,19896	,15447	,699
		Retired	,42352	,31054	,651
	Self Employed	Jobless	,13333	,57488	,999
		Farmer	-,23370	,17008	,645
		Civil Servant	-,19896	,15447	,699
		Retired	,22456	,30882	,950
	Retired	Jobless	-,09123	,63487	1,000
		Farmer	-,45826	,31860	,603
		Civil Servant	-,42352	,31054	,651
		Self Employed	-,22456	,30882	,950
Extrinsic Goal Orientation	Jobless	Farmer	-,05055	,69850	1,000
		Civil Servant	-,32266	,69322	,990
		Self Employed	-,19286	,69210	,999
		Retired	-,36316	,76433	,990
	Farmer	Jobless	,05055	,69850	1,000
		Civil Servant	-,27211	,20851	,688
		Self Employed	-,14231	,20477	,958
		Retired	-,31261	,38356	,926
	Civil Servant	Jobless	,32266	,69322	,990
		Farmer	,27211	,20851	,688
		Self Employed	,12980	,18597	,957
		Retired	-,04050	,37386	1,000
	Self Employed	Jobless	,19286	,69210	,999
		Farmer	,14231	,20477	,958
		Civil Servant	-,12980	,18597	,957
		Retired	-,17030	,37179	,991
	Retired	Jobless	,36316	,76433	,990
		Farmer	,31261	,38356	,926
		Civil Servant	,04050	,37386	1,000
		Self Employed	,17030	,37179	,991

Dependent Variable	(I) FEMP	(J) FEMP	Mean Difference	Std. Error	Sig.
Task Value	Jobless	Farmer	-,30473	,52941	,979
		Civil Servant	-,31320	,52541	,976
		Self Employed	-,23607	,52456	,992
		Retired	-,36421	,57931	,970
	Farmer	Jobless	,30473	,52941	,979
		Civil Servant	-,00848	,15804	1,000
		Self Employed	,06865	,15520	,992
		Retired	-,05949	,29071	1,000
	Civil Servant	Jobless	,31320	,52541	,976
		Farmer	,00848	,15804	1,000
		Self Employed	,07713	,14095	,982
		Retired	-,05101	,28336	1,000
	Self Employed	Jobless	,23607	,52456	,992
		Farmer	-,06865	,15520	,992
		Civil Servant	-,07713	,14095	,982
		Retired	-,12814	,28179	,991
	Retired	Jobless	,36421	,57931	,970
		Farmer	,05949	,29071	1,000
		Civil Servant	,05101	,28336	1,000
		Self Employed	,12814	,28179	,991
Control of Learning Beliefs	Jobless	Farmer	-,16685	,49844	,997
		Civil Servant	,03021	,49468	1,000
		Self Employed	,09048	,49388	1,000
		Retired	-,24474	,54542	,992
	Farmer	Jobless	,16685	,49844	,997
		Civil Servant	,19706	,14879	,676
		Self Employed	,25733	,14612	,398
		Retired	-,07789	,27371	,999
	Civil Servant	Jobless	-,03021	,49468	1,000
		Farmer	-,19706	,14879	,676
		Self Employed	,06027	,13270	,991
		Retired	-,27495	,26679	,841
	Self Employed	Jobless	-,09048	,49388	1,000
		Farmer	-,25733	,14612	,398
		Civil Servant	-,06027	,13270	,991
		Retired	-,33521	,26530	,714
	Retired	Jobless	,24474	,54542	,992
		Farmer	,07789	,27371	,999
		Civil Servant	,27495	,26679	,841
		Self Employed	,33521	,26530	,714

Dependent Variable	(I) FEMP	(J) FEMP	Mean Difference	Std. Error	Sig.
Self-Efficacy for Learning and Performance	Jobless	Farmer	,03301	,58092	1,000
		Civil Servant	-,55460	,57653	,872
		Self Employed	-,05804	,57560	1,000
		Retired	-,50301	,63567	,933
	Farmer	Jobless	-,03301	,58092	1,000
		Civil Servant	-,58761(*)	,17341	,007
		Self Employed	-,09104	,17030	,984
		Retired	-,53601	,31900	,447
	Civil Servant	Jobless	,55460	,57653	,872
		Farmer	,58761(*)	,17341	,007
		Self Employed	,49657(*)	,15466	,012
		Retired	,05160	,31093	1,000
	Self Employed	Jobless	,05804	,57560	1,000
		Farmer	,09104	,17030	,984
		Civil Servant	-,49657(*)	,15466	,012
		Retired	-,44497	,30920	,603
	Retired	Jobless	,50301	,63567	,933
		Farmer	,53601	,31900	,447
		Civil Servant	-,05160	,31093	1,000
		Self Employed	,44497	,30920	,603
Test Anxiety	Jobless	Farmer	-,02681	,59679	1,000
		Civil Servant	,75336	,59228	,709
		Self Employed	,33119	,59133	,981
		Retired	,77579	,65303	,758
	Farmer	Jobless	,02681	,59679	1,000
		Civil Servant	,78017(*)	,17815	,000
		Self Employed	,35800	,17495	,246
		Retired	,80260	,32771	,105
	Civil Servant	Jobless	-,75336	,59228	,709
		Farmer	-,78017(*)	,17815	,000
		Self Employed	-,42217	,15889	,062
		Retired	,02243	,31942	1,000
	Self Employed	Jobless	-,33119	,59133	,981
		Farmer	-,35800	,17495	,246
		Civil Servant	,42217	,15889	,062
		Retired	,44460	,31765	,628
	Retired	Jobless	-,77579	,65303	,758
		Farmer	-,80260	,32771	,105
		Civil Servant	-,02243	,31942	1,000
		Self Employed	-,44460	,31765	,628

Dependent Variable	(I) FEMP	(J) FEMP	Mean Difference	Std. Error	Sig.
Rehearsal	Jobless	Farmer	,00623	,71174	1,000
		Civil Servant	-,61823	,70636	,906
		Self Employed	-,51548	,70522	,949
		Retired	-,98596	,77881	,712
	Farmer	Jobless	-,00623	,71174	1,000
		Civil Servant	-,62446(*)	,21246	,029
		Self Employed	-,52170	,20865	,093
		Retired	-,99219	,39083	,084
	Civil Servant	Jobless	,61823	,70636	,906
		Farmer	,62446(*)	,21246	,029
		Self Employed	,10275	,18949	,983
		Retired	-,36774	,38095	,871
	Self Employed	Jobless	,51548	,70522	,949
		Farmer	,52170	,20865	,093
		Civil Servant	-,10275	,18949	,983
		Retired	-,47049	,37883	,727
	Retired	Jobless	,98596	,77881	,712
		Farmer	,99219	,39083	,084
		Civil Servant	,36774	,38095	,871
		Self Employed	,47049	,37883	,727
Elaboration	Jobless	Farmer	-,28462	,74583	,995
		Civil Servant	-,90391	,74019	,739
		Self Employed	-,80714	,73900	,811
		Retired	-,50526	,81612	,972
	Farmer	Jobless	,28462	,74583	,995
		Civil Servant	-,61929(*)	,22264	,045
		Self Employed	-,52253	,21864	,120
		Retired	-,22065	,40955	,983
	Civil Servant	Jobless	,90391	,74019	,739
		Farmer	,61929(*)	,22264	,045
		Self Employed	,09676	,19857	,989
		Retired	,39864	,39919	,856
	Self Employed	Jobless	,80714	,73900	,811
		Farmer	,52253	,21864	,120
		Civil Servant	-,09676	,19857	,989
		Retired	,30188	,39698	,942
	Retired	Jobless	,50526	,81612	,972
		Farmer	,22065	,40955	,983
		Civil Servant	-,39864	,39919	,856
		Self Employed	-,30188	,39698	,942

Dependent Variable	(I) FEMP	(J) FEMP	Mean Difference	Std. Error	Sig.
Organization	Jobless	Farmer	,61941	,66621	,885
		Civil Servant	-,11380	,66117	1,000
		Self Employed	-,06310	,66011	1,000
		Retired	,09474	,72899	1,000
	Farmer	Jobless	-,61941	,66621	,885
		Civil Servant	-,73322(*)	,19887	,002
		Self Employed	-,68251(*)	,19530	,005
		Retired	-,52468	,36583	,606
	Civil Servant	Jobless	,11380	,66117	1,000
		Farmer	,73322(*)	,19887	,002
		Self Employed	,05071	,17737	,999
		Retired	,20854	,35658	,977
	Self Employed	Jobless	,06310	,66011	1,000
		Farmer	,68251(*)	,19530	,005
		Civil Servant	-,05071	,17737	,999
		Retired	,15783	,35460	,992
	Retired	Jobless	-,09474	,72899	1,000
		Farmer	,52468	,36583	,606
		Civil Servant	-,20854	,35658	,977
		Self Employed	-,15783	,35460	,992
Metacognitive Self-Regulation	Jobless	Farmer	,58550	,60392	,869
		Civil Servant	,10982	,59935	1,000
		Self Employed	,17221	,59839	,998
		Retired	,07419	,66083	1,000
	Farmer	Jobless	-,58550	,60392	,869
		Civil Servant	-,47568	,18028	,066
		Self Employed	-,41329	,17704	,136
		Retired	-,51132	,33162	,536
	Civil Servant	Jobless	-,10982	,59935	1,000
		Farmer	,47568	,18028	,066
		Self Employed	,06239	,16078	,995
		Retired	-,03564	,32324	1,000
	Self Employed	Jobless	-,17221	,59839	,998
		Farmer	,41329	,17704	,136
		Civil Servant	-,06239	,16078	,995
		Retired	-,09803	,32144	,998
	Retired	Jobless	-,07419	,66083	1,000
		Farmer	,51132	,33162	,536
		Civil Servant	,03564	,32324	1,000
		Self Employed	,09803	,32144	,998

Dependent Variable	(I) FEMP	(J) FEMP	Mean Difference	Std. Error	Sig.
Time and Study Environment Management	Jobless	Farmer	,26886	,63586	,993
		Civil Servant	-,29375	,63105	,990
		Self Employed	-,09643	,63003	1,000
		Retired	-,32281	,69578	,990
	Farmer	Jobless	-,26886	,63586	,993
		Civil Servant	-,56261(*)	,18981	,027
		Self Employed	-,36529	,18640	,288
		Retired	-,59167	,34916	,439
	Civil Servant	Jobless	,29375	,63105	,990
		Farmer	,56261(*)	,18981	,027
		Self Employed	,19732	,16929	,771
		Retired	-,02906	,34033	1,000
	Self Employed	Jobless	,09643	,63003	1,000
		Farmer	,36529	,18640	,288
		Civil Servant	-,19732	,16929	,771
		Retired	-,22638	,33844	,963
	Retired	Jobless	,32281	,69578	,990
		Farmer	,59167	,34916	,439
		Civil Servant	,02906	,34033	1,000
		Self Employed	,22638	,33844	,963
Effort Regulation	Jobless	Farmer	,28889	,98314	,998
		Civil Servant	,27578	,97543	,999
		Self Employed	,06786	,97385	1,000
		Retired	-,13684	1,07548	1,000
	Farmer	Jobless	-,28889	,98314	,998
		Civil Servant	-,01311	,29435	1,000
		Self Employed	-,22103	,28909	,941
		Retired	-,42573	,54022	,934
	Civil Servant	Jobless	-,27578	,97543	,999
		Farmer	,01311	,29435	1,000
		Self Employed	-,20792	,26167	,932
		Retired	-,41262	,52606	,935
	Self Employed	Jobless	-,06786	,97385	1,000
		Farmer	,22103	,28909	,941
		Civil Servant	,20792	,26167	,932
		Retired	-,20470	,52314	,995
	Retired	Jobless	,13684	1,07548	1,000
		Farmer	,42573	,54022	,934
		Civil Servant	,41262	,52606	,935
		Self Employed	,20470	,52314	,995

Dependent Variable	(I) FEMP	(J) FEMP	Mean Difference	Std. Error	Sig.
Peer Learning	Jobless	Farmer	,54542	,72121	,943
		Civil Servant	,55911	,71576	,936
		Self Employed	,31786	,71460	,992
		Retired	,87018	,78918	,805
	Farmer	Jobless	-,54542	,72121	,943
		Civil Servant	,01369	,21529	1,000
		Self Employed	-,22756	,21142	,819
		Retired	,32475	,39603	,924
	Civil Servant	Jobless	-,55911	,71576	,936
		Farmer	-,01369	,21529	1,000
		Self Employed	-,24126	,19201	,718
		Retired	,31106	,38602	,929
	Self Employed	Jobless	-,31786	,71460	,992
		Farmer	,22756	,21142	,819
		Civil Servant	,24126	,19201	,718
		Retired	,55232	,38387	,603
	Retired	Jobless	-,87018	,78918	,805
		Farmer	-,32475	,39603	,924
		Civil Servant	-,31106	,38602	,929
		Self Employed	-,55232	,38387	,603
Help Seeking	Jobless	Farmer	,65495	,79575	,923
		Civil Servant	,99063	,78974	,719
		Self Employed	,77143	,78847	,865
		Retired	,33684	,87075	,995
	Farmer	Jobless	-,65495	,79575	,923
		Civil Servant	,33568	,23754	,620
		Self Employed	,11648	,23328	,987
		Retired	-,31810	,43697	,950
	Civil Servant	Jobless	-,99063	,78974	,719
		Farmer	-,33568	,23754	,620
		Self Employed	-,21920	,21186	,839
		Retired	-,65378	,42592	,540
	Self Employed	Jobless	-,77143	,78847	,865
		Farmer	-,11648	,23328	,987
		Civil Servant	,21920	,21186	,839
		Retired	-,43459	,42355	,843
	Retired	Jobless	-,33684	,87075	,995
		Farmer	,31810	,43697	,950
		Civil Servant	,65378	,42592	,540
		Self Employed	,43459	,42355	,843

APPENDIX 6 - Mother's Employment One-way Anova Analysis

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Goal Orientation	Between Groups	8,906	4	2,227	1,401	,233
	Within Groups	600,701	378	1,589		
	Total	609,607	382			
Extrinsic Goal Orientation	Between Groups	14,707	4	3,677	1,609	,171
	Within Groups	864,046	378	2,286		
	Total	878,753	382			
Task Value	Between Groups	4,210	4	1,052	,797	,527
	Within Groups	498,917	378	1,320		
	Total	503,127	382			
Control of Learning Beliefs	Between Groups	5,073	4	1,268	1,077	,367
	Within Groups	444,937	378	1,177		
	Total	450,010	382			
Self-Efficacy for Learning and Performance	Between Groups	19,175	4	4,794	2,966	,020
	Within Groups	611,009	378	1,616		
	Total	630,184	382			
Test Anxiety	Between Groups	13,086	4	3,271	1,869	,115
	Within Groups	661,691	378	1,751		
	Total	674,776	382			
Rehearsal	Between Groups	33,698	4	8,425	3,525	,008
	Within Groups	903,464	378	2,390		
	Total	937,162	382			
Elaboration	Between Groups	39,202	4	9,801	3,768	,005
	Within Groups	983,128	378	2,601		
	Total	1022,330	382			
Organization	Between Groups	30,502	4	7,625	3,608	,007
	Within Groups	798,790	378	2,113		
	Total	829,292	382			
Metacognitive Self-Regulation	Between Groups	20,093	4	5,023	2,931	,021
	Within Groups	647,800	378	1,714		
	Total	667,893	382			
Time and Study Environment Management	Between Groups	19,588	4	4,897	2,561	,038
	Within Groups	722,867	378	1,912		
	Total	742,456	382			
Effort Regulation	Between Groups	28,529	4	7,132	1,578	,179
	Within Groups	1703,615	377	4,519		
	Total	1732,144	381			
Peer Learning	Between Groups	9,745	4	2,436	,989	,413
	Within Groups	931,029	378	2,463		
	Total	940,774	382			
Help Seeking	Between Groups	9,511	4	2,378	,789	,533
	Within Groups	1138,827	378	3,013		
	Total	1148,338	382			

APPENDIX 7 - Mother's Employment Post Hoc LSD Analysis

Dependent Variable	(I) MEMP	(J) MEMP	Mean Difference	Std. Error	Sig.
Intrinsic Goal Orientation	Jobless	Farmer	,21424	,30062	,476
		Civil Servant	-,28542	,16464	,084
		Self Employed	,18670	,20902	,372
		Retired	-,28450	,48348	,557
	Farmer	Jobless	-,21424	,30062	,476
		Civil Servant	-,49966	,32251	,122
		Self Employed	-,02754	,34727	,937
		Retired	-,49875	,55737	,371
	Civil Servant	Jobless	,28542	,16464	,084
		Farmer	,49966	,32251	,122
		Self Employed	,47212(*)	,23944	,049
		Retired	,00092	,49739	,999
	Self Employed	Jobless	-,18670	,20902	,372
		Farmer	,02754	,34727	,937
		Civil Servant	-,47212(*)	,23944	,049
		Retired	-,47121	,51379	,360
	Retired	Jobless	,28450	,48348	,557
		Farmer	,49875	,55737	,371
		Civil Servant	-,00092	,49739	,999
		Self Employed	,47121	,51379	,360
Extrinsic Goal Orientation	Jobless	Farmer	,67640	,36055	,061
		Civil Servant	-,25511	,19746	,197
		Self Employed	,10909	,25069	,664
		Retired	-,25969	,57986	,655
	Farmer	Jobless	-,67640	,36055	,061
		Civil Servant	-,93151(*)	,38680	,017
		Self Employed	-,56732	,41649	,174
		Retired	-,93609	,66847	,162
	Civil Servant	Jobless	,25511	,19746	,197
		Farmer	,93151(*)	,38680	,017
		Self Employed	,36419	,28717	,205
		Retired	-,00458	,59653	,994
	Self Employed	Jobless	-,10909	,25069	,664
		Farmer	,56732	,41649	,174
		Civil Servant	-,36419	,28717	,205
		Retired	-,36877	,61620	,550
	Retired	Jobless	,25969	,57986	,655
		Farmer	,93609	,66847	,162
		Civil Servant	,00458	,59653	,994
		Self Employed	,36877	,61620	,550

Dependent Variable	(I) MEMP	(J) MEMP	Mean Difference	Std. Error	Sig.
Task Value	Jobless	Farmer	,15981	,27397	,560
		Civil Servant	-,20210	,15005	,179
		Self Employed	,07034	,19049	,712
		Retired	-,31538	,44062	,475
	Farmer	Jobless	-,15981	,27397	,560
		Civil Servant	-,36191	,29392	,219
		Self Employed	-,08947	,31648	,778
		Retired	-,47519	,50796	,350
	Civil Servant	Jobless	,20210	,15005	,179
		Farmer	,36191	,29392	,219
		Self Employed	,27244	,21821	,213
		Retired	-,11328	,45330	,803
	Self Employed	Jobless	-,07034	,19049	,712
		Farmer	,08947	,31648	,778
		Civil Servant	-,27244	,21821	,213
		Retired	-,38571	,46824	,411
	Retired	Jobless	,31538	,44062	,475
		Farmer	,47519	,50796	,350
		Civil Servant	,11328	,45330	,803
		Self Employed	,38571	,46824	,411
Control of Learning Beliefs	Jobless	Farmer	-,33774	,25873	,193
		Civil Servant	-,14076	,14170	,321
		Self Employed	,16308	,17989	,365
		Retired	,24309	,41610	,559
	Farmer	Jobless	,33774	,25873	,193
		Civil Servant	,19697	,27757	,478
		Self Employed	,50082	,29887	,095
		Retired	,58083	,47969	,227
	Civil Servant	Jobless	,14076	,14170	,321
		Farmer	-,19697	,27757	,478
		Self Employed	,30384	,20607	,141
		Retired	,38385	,42807	,370
	Self Employed	Jobless	-,16308	,17989	,365
		Farmer	-,50082	,29887	,095
		Civil Servant	-,30384	,20607	,141
		Retired	,08001	,44219	,857
	Retired	Jobless	-,24309	,41610	,559
		Farmer	-,58083	,47969	,227
		Civil Servant	-,38385	,42807	,370
		Self Employed	-,08001	,44219	,857

Dependent Variable	(I) MEMP	(J) MEMP	Mean Difference	Std. Error	Sig.
Self Effcacy for Learnng and Performance	Jobless	Farmer	,32074	,30319	,291
		Civil Servant	-,38203(*)	,16605	,022
		Self Employed	,19581	,21081	,354
		Retired	-,87716	,48761	,073
	Farmer	Jobless	-,32074	,30319	,291
		Civil Servant	-,70278(*)	,32527	,031
		Self Employed	-,12493	,35024	,722
		Retired	-1,19791(*)	,56213	,034
	Civil Servant	Jobless	,38203(*)	,16605	,022
		Farmer	,70278(*)	,32527	,031
		Self Employed	,57784(*)	,24148	,017
		Retired	-,49513	,50164	,324
	Self Employed	Jobless	-,19581	,21081	,354
		Farmer	,12493	,35024	,722
		Civil Servant	-,57784(*)	,24148	,017
		Retired	-1,07297(*)	,51818	,039
	Retired	Jobless	,87716	,48761	,073
		Farmer	1,19791(*)	,56213	,034
		Civil Servant	,49513	,50164	,324
		Self Employed	1,07297(*)	,51818	,039
Test Anxiety	Jobless	Farmer	-,21054	,31551	,505
		Civil Servant	,34375(*)	,17280	,047
		Self Employed	,00986	,21938	,964
		Retired	,86728	,50743	,088
	Farmer	Jobless	,21054	,31551	,505
		Civil Servant	,55428	,33849	,102
		Self Employed	,22040	,36447	,546
		Retired	1,07782	,58498	,066
	Civil Servant	Jobless	-,34375(*)	,17280	,047
		Farmer	-,55428	,33849	,102
		Self Employed	-,33388	,25130	,185
		Retired	,52353	,52203	,317
	Self Employed	Jobless	-,00986	,21938	,964
		Farmer	-,22040	,36447	,546
		Civil Servant	,33388	,25130	,185
		Retired	,85742	,53924	,113
	Retired	Jobless	-,86728	,50743	,088
		Farmer	-1,07782	,58498	,066
		Civil Servant	-,52353	,52203	,317
		Self Employed	-,85742	,53924	,113

Dependent Variable	(I) MEMP	(J) MEMP	Mean Difference	Std. Error	Sig.
Rehearsal	Jobless	Farmer	,66942	,36868	,070
		Civil Servant	-,53886(*)	,20192	,008
		Self Employed	-,35261	,25634	,170
		Retired	-,71529	,59294	,228
	Farmer	Jobless	-,66942	,36868	,070
		Civil Servant	-1,20828(*)	,39552	,002
		Self Employed	-1,02203(*)	,42589	,017
		Retired	-1,38471(*)	,68355	,043
	Civil Servant	Jobless	,53886(*)	,20192	,008
		Farmer	1,20828(*)	,39552	,002
		Self Employed	,18625	,29364	,526
		Retired	-,17643	,60999	,773
	Self Employed	Jobless	,35261	,25634	,170
		Farmer	1,02203(*)	,42589	,017
		Civil Servant	-,18625	,29364	,526
		Retired	-,36268	,63010	,565
	Retired	Jobless	,71529	,59294	,228
		Farmer	1,38471(*)	,68355	,043
		Civil Servant	,17643	,60999	,773
		Self Employed	,36268	,63010	,565
Elaboration	Jobless	Farmer	,88849(*)	,38459	,021
		Civil Servant	-,47588(*)	,21063	,024
		Self Employed	-,39180	,26741	,144
		Retired	-,82203	,61852	,185
	Farmer	Jobless	-,88849(*)	,38459	,021
		Civil Servant	-1,36437(*)	,41259	,001
		Self Employed	-1,28029(*)	,44427	,004
		Retired	-1,71053(*)	,71305	,017
	Civil Servant	Jobless	,47588(*)	,21063	,024
		Farmer	1,36437(*)	,41259	,001
		Self Employed	,08408	,30632	,784
		Retired	-,34615	,63632	,587
	Self Employed	Jobless	,39180	,26741	,144
		Farmer	1,28029(*)	,44427	,004
		Civil Servant	-,08408	,30632	,784
		Retired	-,43023	,65730	,513
	Retired	Jobless	,82203	,61852	,185
		Farmer	1,71053(*)	,71305	,017
		Civil Servant	,34615	,63632	,587
		Self Employed	,43023	,65730	,513

Dependent Variable	(I) MEMP	(J) MEMP	Mean Difference	Std. Error	Sig.
Organization	Jobless	Farmer	,50130	,34666	,149
		Civil Servant	-,35385	,18986	,063
		Self Employed	-,48524(*)	,24104	,045
		Retired	-1,30196(*)	,55753	,020
	Farmer	Jobless	-,50130	,34666	,149
		Civil Servant	-,85515(*)	,37191	,022
		Self Employed	-,98654(*)	,40046	,014
		Retired	-1,80326(*)	,64273	,005
	Civil Servant	Jobless	,35385	,18986	,063
		Farmer	,85515(*)	,37191	,022
		Self Employed	-,13139	,27611	,634
		Retired	-,94811	,57357	,099
	Self Employed	Jobless	,48524(*)	,24104	,045
		Farmer	,98654(*)	,40046	,014
		Civil Servant	,13139	,27611	,634
		Retired	-,81672	,59248	,169
	Retired	Jobless	1,30196(*)	,55753	,020
		Farmer	1,80326(*)	,64273	,005
		Civil Servant	,94811	,57357	,099
		Self Employed	,81672	,59248	,169
Mtacognitive Self Regulation	Jobless	Farmer	,48267	,31218	,123
		Civil Servant	-,42035(*)	,17098	,014
		Self Employed	-,06505	,21706	,765
		Retired	-,78979	,50208	,117
	Farmer	Jobless	-,48267	,31218	,123
		Civil Servant	-,90303(*)	,33492	,007
		Self Employed	-,54772	,36063	,130
		Retired	-1,27247(*)	,57881	,029
	Civil Servant	Jobless	,42035(*)	,17098	,014
		Farmer	,90303(*)	,33492	,007
		Self Employed	,35530	,24865	,154
		Retired	-,36944	,51652	,475
	Self Employed	Jobless	,06505	,21706	,765
		Farmer	,54772	,36063	,130
		Civil Servant	-,35530	,24865	,154
		Retired	-,72474	,53355	,175
	Retired	Jobless	,78979	,50208	,117
		Farmer	1,27247(*)	,57881	,029
		Civil Servant	,36944	,51652	,475
		Self Employed	,72474	,53355	,175

Dependent Variable	(I) MEMP	(J) MEMP	Mean Difference	Std. Error	Sig.
Time and Study Environment	Jobless	Farmer	,60244	,32978	,069
		Civil Servant	-,34898	,18061	,054
		Self Employed	,00493	,22930	,983
		Retired	-,78854	,53037	,138
	Farmer	Jobless	-,60244	,32978	,069
		Civil Servant	-,95142(*)	,35379	,007
		Self Employed	-,59751	,38095	,118
		Retired	-1,39098(*)	,61143	,023
	Civil Servant	Jobless	,34898	,18061	,054
		Farmer	,95142(*)	,35379	,007
		Self Employed	,35391	,26266	,179
		Retired	-,43956	,54563	,421
	Self Employed	Jobless	-,00493	,22930	,983
		Farmer	,59751	,38095	,118
		Civil Servant	-,35391	,26266	,179
		Retired	-,79347	,56362	,160
	Retired	Jobless	,78854	,53037	,138
		Farmer	1,39098(*)	,61143	,023
		Civil Servant	,43956	,54563	,421
		Self Employed	,79347	,56362	,160
Effort Regulation	Jobless	Farmer	-,15845	,50702	,755
		Civil Servant	,28655	,27778	,303
		Self Employed	-,44854	,35259	,204
		Retired	1,37538	,81534	,092
	Farmer	Jobless	,15845	,50702	,755
		Civil Servant	,44501	,54385	,414
		Self Employed	-,29009	,58560	,621
		Retired	1,53383	,93989	,104
	Civil Servant	Jobless	-,28655	,27778	,303
		Farmer	-,44501	,54385	,414
		Self Employed	-,73509	,40376	,069
		Retired	1,08883	,83874	,195
	Self Employed	Jobless	,44854	,35259	,204
		Farmer	,29009	,58560	,621
		Civil Servant	,73509	,40376	,069
		Retired	1,82392(*)	,86640	,036
	Retired	Jobless	-1,37538	,81534	,092
		Farmer	-1,53383	,93989	,104
		Civil Servant	-1,08883	,83874	,195
		Self Employed	-1,82392(*)	,86640	,036

Dependent Variable	(I) MEMP	(J) MEMP	Mean Difference	Std. Error	Sig.
Peer Learning	Jobless	Farmer	,31817	,37426	,396
		Civil Servant	-,10626	,20497	,604
		Self Employed	-,42051	,26022	,107
		Retired	-,30589	,60191	,612
	Farmer	Jobless	-,31817	,37426	,396
		Civil Servant	-,42443	,40151	,291
		Self Employed	-,73868	,43234	,088
		Retired	-,62406	,69390	,369
	Civil Servant	Jobless	,10626	,20497	,604
		Farmer	,42443	,40151	,291
		Self Employed	-,31425	,29809	,292
		Retired	-,19963	,61923	,747
	Self Employed	Jobless	,42051	,26022	,107
		Farmer	,73868	,43234	,088
		Civil Servant	,31425	,29809	,292
		Retired	,11462	,63964	,858
	Retired	Jobless	,30589	,60191	,612
		Farmer	,62406	,69390	,369
		Civil Servant	,19963	,61923	,747
		Self Employed	-,11462	,63964	,858
Help Seeking	Jobless	Farmer	,41882	,41392	,312
		Civil Servant	,10202	,22670	,653
		Self Employed	-,33760	,28780	,242
		Retired	-,25787	,66570	,699
	Farmer	Jobless	-,41882	,41392	,312
		Civil Servant	-,31680	,44406	,476
		Self Employed	-,75643	,47815	,114
		Retired	-,67669	,76744	,378
	Civil Servant	Jobless	-,10202	,22670	,653
		Farmer	,31680	,44406	,476
		Self Employed	-,43962	,32968	,183
		Retired	-,35989	,68485	,600
	Self Employed	Jobless	,33760	,28780	,242
		Farmer	,75643	,47815	,114
		Civil Servant	,43962	,32968	,183
		Retired	,07973	,70743	,910
	Retired	Jobless	,25787	,66570	,699
		Farmer	,67669	,76744	,378
		Civil Servant	,35989	,68485	,600
		Self Employed	-,07973	,70743	,910

APPENDIX 8 - Father's Education One-way Anova Analysis

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Goal Orientation	Between Groups	4,887	4	1,222	,764	,549
	Within Groups	604,720	378	1,600		
	Total	609,607	382			
Extrinsic Goal Orientation	Between Groups	18,162	4	4,540	1,994	,095
	Within Groups	860,592	378	2,277		
	Total	878,753	382			
Task Value	Between Groups	5,105	4	1,276	,969	,425
	Within Groups	498,021	378	1,318		
	Total	503,127	382			
Control of Learning Beliefs	Between Groups	,972	4	,243	,205	,936
	Within Groups	449,038	378	1,188		
	Total	450,010	382			
Self-Efficacy for Learning and Performance	Between Groups	34,581	4	8,645	5,487	,000
	Within Groups	595,603	378	1,576		
	Total	630,184	382			
Test Anxiety	Between Groups	15,860	4	3,965	2,275	,061
	Within Groups	658,916	378	1,743		
	Total	674,776	382			
Rehearsal	Between Groups	42,273	4	10,568	4,464	,002
	Within Groups	894,889	378	2,367		
	Total	937,162	382			
Elaboration	Between Groups	36,849	4	9,212	3,534	,008
	Within Groups	985,481	378	2,607		
	Total	1022,330	382			
Organization	Between Groups	44,687	4	11,172	5,382	,000
	Within Groups	784,605	378	2,076		
	Total	829,292	382			
Metacognitive Self-Regulation	Between Groups	25,015	4	6,254	3,677	,006
	Within Groups	642,878	378	1,701		
	Total	667,893	382			
Time and Study Environment Management	Between Groups	28,679	4	7,170	3,797	,005
	Within Groups	713,777	378	1,888		
	Total	742,456	382			
Effort Regulation	Between Groups	17,496	4	4,374	,962	,428
	Within Groups	1714,648	377	4,548		
	Total	1732,144	381			
Peer Learning	Between Groups	6,586	4	1,646	,666	,616
	Within Groups	934,188	378	2,471		
	Total	940,774	382			
Help Seeking	Between Groups	5,605	4	1,401	,463	,763
	Within Groups	1142,733	378	3,023		
	Total	1148,338	382			

APPENDIX 9 - Father's Education Post Hoc Tukey Analysis

Dependent Variable	(I) Father Education	(J) Father Education	Mean Difference	Std. Error	Sig.
Intrinsic Goal Orientation	Illeterate	Primary School	,24833	,74333	,997
		Secondary School	,04743	,74349	1,000
		High School	,00358	,74193	1,000
		University	-,05783	,73917	1,000
	Primary School	Illeterate	-,24833	,74333	,997
		Secondary School	-,20090	,19694	,846
		High School	-,24474	,19099	,703
		University	-,30616	,17997	,434
	Secondary School	Illeterate	-,04743	,74349	1,000
		Primary School	,20090	,19694	,846
		High School	-,04384	,19160	,999
		University	-,10526	,18062	,978
	High School	Illeterate	-,00358	,74193	1,000
		Primary School	,24474	,19099	,703
		Secondary School	,04384	,19160	,999
		University	-,06142	,17411	,997
	University	Illeterate	,05783	,73917	1,000
		Primary School	,30616	,17997	,434
		Secondary School	,10526	,18062	,978
		High School	,06142	,17411	,997
Extrinsic Goal Orientation	Illeterate	Primary School	,69277	,88675	,936
		Secondary School	,38415	,88694	,993
		High School	,50000	,88509	,980
		University	,11885	,88179	1,000
	Primary School	Illeterate	-,69277	,88675	,936
		Secondary School	-,30862	,23494	,683
		High School	-,19277	,22784	,916
		University	-,57392	,21469	,060
	Secondary School	Illeterate	-,38415	,88694	,993
		Primary School	,30862	,23494	,683
		High School	,11585	,22857	,987
		University	-,26529	,21547	,733
	High School	Illeterate	-,50000	,88509	,980
		Primary School	,19277	,22784	,916
		Secondary School	-,11585	,22857	,987
		University	-,38115	,20771	,355
	University	Illeterate	-,11885	,88179	1,000
		Primary School	,57392	,21469	,060
		Secondary School	,26529	,21547	,733
		High School	,38115	,20771	,355

Dependent Variable	(I) Father Education	(J) Father Education	Mean Difference	Std. Error	Sig.
Task Value	Illeterate	Primary School	-,06546	,67457	1,000
		Secondary School	-,26850	,67471	,995
		High School	-,33387	,67330	,988
		University	-,36216	,67080	,983
	Primary School	Illeterate	,06546	,67457	1,000
		Secondary School	-,20303	,17872	,787
		High School	-,26841	,17332	,531
		University	-,29670	,16332	,365
	Secondary School	Illeterate	,26850	,67471	,995
		Primary School	,20303	,17872	,787
		High School	-,06538	,17388	,996
		University	-,09366	,16391	,979
	High School	Illeterate	,33387	,67330	,988
		Primary School	,26841	,17332	,531
		Secondary School	,06538	,17388	,996
		University	-,02829	,15801	1,000
	University	Illeterate	,36216	,67080	,983
		Primary School	,29670	,16332	,365
		Secondary School	,09366	,16391	,979
		High School	,02829	,15801	1,000
Control of Learning Beliefs	Illeterate	Primary School	,34137	,64054	,984
		Secondary School	,26016	,64067	,994
		High School	,23656	,63934	,996
		University	,22268	,63696	,997
	Primary School	Illeterate	-,34137	,64054	,984
		Secondary School	-,08120	,16970	,989
		High School	-,10481	,16458	,969
		University	-,11869	,15508	,940
	Secondary School	Illeterate	-,26016	,64067	,994
		Primary School	,08120	,16970	,989
		High School	-,02360	,16511	1,000
		University	-,03749	,15564	,999
	High School	Illeterate	-,23656	,63934	,996
		Primary School	,10481	,16458	,969
		Secondary School	,02360	,16511	1,000
		University	-,01388	,15004	1,000
	University	Illeterate	-,22268	,63696	,997
		Primary School	,11869	,15508	,940
		Secondary School	,03749	,15564	,999
		High School	,01388	,15004	1,000

Dependent Variable	(I) Father Education	(J) Father Education	Mean Difference	Std. Error	Sig.
Self Efficacy for Learning and Performance	Illeterate	Primary School	,67742	,73770	,890
		Secondary School	,44999	,73786	,973
		High School	,12327	,73632	1,000
		University	-,09446	,73358	1,000
	Primary School	Illeterate	-,67742	,73770	,890
		Secondary School	-,22744	,19545	,772
		High School	-,55415(*)	,18954	,030
		University	-,77188(*)	,17860	,000
	Secondary School	Illeterate	-,44999	,73786	,973
		Primary School	,22744	,19545	,772
		High School	-,32671	,19015	,424
		University	-,54444(*)	,17925	,021
	High School	Illeterate	-,12327	,73632	1,000
		Primary School	,55415(*)	,18954	,030
		Secondary School	,32671	,19015	,424
		University	-,21773	,17279	,716
	University	Illeterate	,09446	,73358	1,000
		Primary School	,77188(*)	,17860	,000
		Secondary School	,54444(*)	,17925	,021
		High School	,21773	,17279	,716
Test Anxiety	Illeterate	Primary School	,27952	,77592	,996
		Secondary School	,17012	,77609	,999
		High School	,58280	,77447	,944
		University	,64809	,77158	,918
	Primary School	Illeterate	-,27952	,77592	,996
		Secondary School	-,10940	,20557	,984
		High School	,30328	,19936	,549
		University	,36857	,18786	,287
	Secondary School	Illeterate	-,17012	,77609	,999
		Primary School	,10940	,20557	,984
		High School	,41267	,20000	,238
		University	,47797	,18854	,085
	High School	Illeterate	-,58280	,77447	,944
		Primary School	-,30328	,19936	,549
		Secondary School	-,41267	,20000	,238
		University	,06529	,18175	,996
	University	Illeterate	-,64809	,77158	,918
		Primary School	-,36857	,18786	,287
		Secondary School	-,47797	,18854	,085
		High School	-,06529	,18175	,996

Dependent Variable	(I) Father Education	(J) Father Education	Mean Difference	Std. Error	Sig.
Rehearsal	Illeterate	Primary School	1,30455	,90425	,600
		Secondary School	,71612	,90444	,933
		High School	,58423	,90255	,967
		University	,42441	,89919	,990
	Primary School	Illeterate	-1,30455	,90425	,600
		Secondary School	-,58843	,23957	,103
		High School	-,72032(*)	,23233	,018
		University	-,88014(*)	,21893	,001
	Secondary School	Illeterate	-,71612	,90444	,933
		Primary School	,58843	,23957	,103
		High School	-,13190	,23308	,980
		University	-,29172	,21972	,674
	High School	Illeterate	-,58423	,90255	,967
		Primary School	,72032(*)	,23233	,018
		Secondary School	,13190	,23308	,980
		University	-,15982	,21181	,943
	University	Illeterate	-,42441	,89919	,990
		Primary School	,88014(*)	,21893	,001
		Secondary School	,29172	,21972	,674
		High School	,15982	,21181	,943
Elaboration	Illeterate	Primary School	,43173	,94892	,991
		Secondary School	-,11992	,94912	1,000
		High School	-,25806	,94713	,999
		University	-,40301	,94361	,993
	Primary School	Illeterate	-,43173	,94892	,991
		Secondary School	-,55165	,25141	,184
		High School	-,68979(*)	,24381	,039
		University	-,83473(*)	,22974	,003
	Secondary School	Illeterate	,11992	,94912	1,000
		Primary School	,55165	,25141	,184
		High School	-,13815	,24460	,980
		University	-,28309	,23057	,735
	High School	Illeterate	,25806	,94713	,999
		Primary School	,68979(*)	,24381	,039
		Secondary School	,13815	,24460	,980
		University	-,14494	,22227	,966
	University	Illeterate	,40301	,94361	,993
		Primary School	,83473(*)	,22974	,003
		Secondary School	,28309	,23057	,735
		High School	,14494	,22227	,966

Dependent Variable	(I) Father Education	(J) Father Education	Mean Difference	Std. Error	Sig.
Organization	Illeterate	Primary School	1,40094	,84670	,464
		Secondary School	,76287	,84688	,896
		High School	,58781	,84511	,957
		University	,53370	,84197	,969
	Primary School	Illeterate	-1,40094	,84670	,464
		Secondary School	-,63806(*)	,22432	,038
		High School	-,81312(*)	,21755	,002
		University	-,86724(*)	,20499	,000
	Secondary School	Illeterate	-,76287	,84688	,896
		Primary School	,63806(*)	,22432	,038
		High School	-,17506	,21825	,930
		University	-,22917	,20573	,799
	High School	Illeterate	-,58781	,84511	,957
		Primary School	,81312(*)	,21755	,002
		Secondary School	,17506	,21825	,930
		University	-,05412	,19832	,999
	University	Illeterate	-,53370	,84197	,969
		Primary School	,86724(*)	,20499	,000
		Secondary School	,22917	,20573	,799
		High School	,05412	,19832	,999
Metacognitive	Illeterate	Primary School	,99443	,76642	,693
		Secondary School	,71022	,76658	,887
		High School	,56170	,76498	,948
		University	,31518	,76214	,994
	Primary School	Illeterate	-,99443	,76642	,693
		Secondary School	-,28421	,20306	,628
		High School	-,43273	,19692	,183
		University	-,67925(*)	,18556	,003
	Secondary School	Illeterate	-,71022	,76658	,887
		Primary School	,28421	,20306	,628
		High School	-,14852	,19756	,944
		University	-,39504	,18623	,213
	High School	Illeterate	-,56170	,76498	,948
		Primary School	,43273	,19692	,183
		Secondary School	,14852	,19756	,944
		University	-,24652	,17952	,645
	University	Illeterate	-,31518	,76214	,994
		Primary School	,67925(*)	,18556	,003
		Secondary School	,39504	,18623	,213
		High School	,24652	,17952	,645

Dependent Variable	(I) Father Education	(J) Father Education	Mean Difference	Std. Error	Sig.
Time and Study	Illeterate	Primary School	1,01673	,80758	,716
		Secondary School	,65989	,80775	,925
		High School	,39068	,80606	,989
		University	,32149	,80306	,995
	Primary School	Illeterate	-1,01673	,80758	,716
		Secondary School	-,35684	,21396	,455
		High School	-,62605(*)	,20750	,023
		University	-,69524(*)	,19552	,004
	Secondary School	Illeterate	-,65989	,80775	,925
		Primary School	,35684	,21396	,455
		High School	-,26921	,20816	,696
		University	-,33840	,19623	,420
	High School	Illeterate	-,39068	,80606	,989
		Primary School	,62605(*)	,20750	,023
		Secondary School	,26921	,20816	,696
		University	-,06919	,18916	,996
	University	Illeterate	-,32149	,80306	,995
		Primary School	,69524(*)	,19552	,004
		Secondary School	,33840	,19623	,420
		High School	,06919	,18916	,996
Effort Regulation	Illeterate	Primary School	,38353	1,25333	,998
		Secondary School	-,13580	1,25387	1,000
		High School	,45161	1,25098	,996
		University	,25273	1,24632	1,000
	Primary School	Illeterate	-,38353	1,25333	,998
		Secondary School	-,51934	,33309	,525
		High School	,06808	,32203	1,000
		University	-,13080	,30344	,993
	Secondary School	Illeterate	,13580	1,25387	1,000
		Primary School	,51934	,33309	,525
		High School	,58742	,32412	,368
		University	,38853	,30566	,709
	High School	Illeterate	-,45161	1,25098	,996
		Primary School	-,06808	,32203	1,000
		Secondary School	-,58742	,32412	,368
		University	-,19888	,29357	,961
	University	Illeterate	-,25273	1,24632	1,000
		Primary School	,13080	,30344	,993
		Secondary School	-,38853	,30566	,709
		High School	,19888	,29357	,961

Dependent Variable	(I) Father Education	(J) Father Education	Mean Difference	Std. Error	Sig.
Peer Learning	Illeterate	Primary School	1,16667	,92389	,714
		Secondary School	,90447	,92409	,865
		High School	1,06093	,92216	,779
		University	,95765	,91873	,835
	Primary School	Illeterate	-1,16667	,92389	,714
		Secondary School	-,26220	,24478	,821
		High School	-,10573	,23738	,992
		University	-,20902	,22368	,883
	Secondary School	Illeterate	-,90447	,92409	,865
		Primary School	,26220	,24478	,821
		High School	,15646	,23815	,965
		University	,05318	,22449	,999
	High School	Illeterate	-1,06093	,92216	,779
		Primary School	,10573	,23738	,992
		Secondary School	-,15646	,23815	,965
		University	-,10328	,21641	,989
	University	Illeterate	-,95765	,91873	,835
		Primary School	,20902	,22368	,883
		Secondary School	-,05318	,22449	,999
		High School	,10328	,21641	,989
Help Seeking	Illeterate	Primary School	1,10843	1,02182	,814
		Secondary School	1,28659	1,02204	,717
		High School	1,20968	1,01991	,759
		University	1,18033	1,01611	,773
	Primary School	Illeterate	-1,10843	1,02182	,814
		Secondary School	,17815	,27072	,965
		High School	,10124	,26254	,995
		University	,07189	,24739	,998
	Secondary School	Illeterate	-1,28659	1,02204	,717
		Primary School	-,17815	,27072	,965
		High School	-,07691	,26339	,998
		University	-,10626	,24829	,993
	High School	Illeterate	-1,20968	1,01991	,759
		Primary School	-,10124	,26254	,995
		Secondary School	,07691	,26339	,998
		University	-,02935	,23935	1,000
	University	Illeterate	-1,18033	1,01611	,773
		Primary School	-,07189	,24739	,998
		Secondary School	,10626	,24829	,993
		High School	,02935	,23935	1,000

APPENDIX 10 - Mother's Education One-way Anova Analysis

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Goal Orientation	Between Groups	12,612	4	3,153	1,996	,094
	Within Groups	596,995	378	1,579		
	Total	609,607	382			
Extrinsic Goal Orientation	Between Groups	32,947	4	8,237	3,681	,006
	Within Groups	845,806	378	2,238		
	Total	878,753	382			
Task Value	Between Groups	9,956	4	2,489	1,908	,108
	Within Groups	493,171	378	1,305		
	Total	503,127	382			
Control of Learning Beliefs	Between Groups	9,862	4	2,466	2,117	,078
	Within Groups	440,148	378	1,164		
	Total	450,010	382			
Self-Efficacy for Learning and Performance	Between Groups	21,865	4	5,466	3,397	,010
	Within Groups	608,319	378	1,609		
	Total	630,184	382			
Test Anxiety	Between Groups	17,163	4	4,291	2,466	,045
	Within Groups	657,613	378	1,740		
	Total	674,776	382			
Rehearsal	Between Groups	33,803	4	8,451	3,536	,008
	Within Groups	903,359	378	2,390		
	Total	937,162	382			
Elaboration	Between Groups	48,366	4	12,092	4,693	,001
	Within Groups	973,964	378	2,577		
	Total	1022,330	382			
Organization	Between Groups	26,829	4	6,707	3,160	,014
	Within Groups	802,462	378	2,123		
	Total	829,292	382			
Metacognitive Self-Regulation	Between Groups	20,637	4	5,159	3,013	,018
	Within Groups	647,256	378	1,712		
	Total	667,893	382			
Time and Study Environment Management	Between Groups	11,144	4	2,786	1,440	,220
	Within Groups	731,312	378	1,935		
	Total	742,456	382			
Effort Regulation	Between Groups	4,323	4	1,081	,236	,918
	Within Groups	1727,821	377	4,583		
	Total	1732,144	381			
Peer Learning	Between Groups	8,615	4	2,154	,873	,480
	Within Groups	932,159	378	2,466		
	Total	940,774	382			
Help Seeking	Between Groups	2,515	4	,629	,207	,934
	Within Groups	1145,823	378	3,031		
	Total	1148,338	382			

APPENDIX 11 - Mother Education Post Hoc Tukey Analysis

Dependent Variable	(I) Mother Education	(J) Mother Education	Mean Difference	Std. Error	Sig.
Intrinsic Goal Orientation	Illeterate	Primary School	,03744	,52409	1,000
		Secondary School	,01687	,53984	1,000
		High School	,08843	,52699	1,000
		University	-,40390	,53345	,943
	Primary School	Illeterate	-,03744	,52409	1,000
		Secondary School	-,02057	,19912	1,000
		High School	,05099	,16104	,998
		University	-,44134	,18107	,108
	Secondary School	Illeterate	-,01687	,53984	1,000
		Primary School	,02057	,19912	1,000
		High School	,07157	,20662	,997
		University	-,42077	,22259	,324
	High School	Illeterate	-,08843	,52699	1,000
		Primary School	-,05099	,16104	,998
		Secondary School	-,07157	,20662	,997
		University	-,49233	,18929	,072
	University	Illeterate	,40390	,53345	,943
		Primary School	,44134	,18107	,108
		Secondary School	,42077	,22259	,324
		High School	,49233	,18929	,072
Extrinsic Goal Orientation	Illeterate	Primary School	,78623	,62381	,716
		Secondary School	,42560	,64256	,964
		High School	,72171	,62726	,779
		University	,03829	,63496	1,000
	Primary School	Illeterate	-,78623	,62381	,716
		Secondary School	-,36064	,23700	,549
		High School	-,06452	,19168	,997
		University	-,74794(*)	,21553	,005
	Secondary School	Illeterate	-,42560	,64256	,964
		Primary School	,36064	,23700	,549
		High School	,29612	,24594	,749
		University	-,38731	,26494	,588
	High School	Illeterate	-,72171	,62726	,779
		Primary School	,06452	,19168	,997
		Secondary School	-,29612	,24594	,749
		University	-,68342(*)	,22531	,022
	University	Illeterate	-,03829	,63496	1,000
		Primary School	,74794(*)	,21553	,005
		Secondary School	,38731	,26494	,588
		High School	,68342(*)	,22531	,022

Dependent Variable	(I) Mother Education	(J) Mother Education	Mean Difference	Std. Error	Sig.
Task Value	Illeterate	Primary School	,14275	,47634	,998
		Secondary School	,14167	,49066	,998
		High School	,27905	,47898	,978
		University	-,18806	,48485	,995
	Primary School	Illeterate	-,14275	,47634	,998
		Secondary School	-,00109	,18098	1,000
		High School	,13630	,14637	,885
		University	-,33082	,16458	,263
	Secondary School	Illeterate	-,14167	,49066	,998
		Primary School	,00109	,18098	1,000
		High School	,13739	,18780	,949
		University	-,32973	,20231	,479
	High School	Illeterate	-,27905	,47898	,978
		Primary School	-,13630	,14637	,885
		Secondary School	-,13739	,18780	,949
		University	-,46712	,17205	,054
	University	Illeterate	,18806	,48485	,995
		Primary School	,33082	,16458	,263
		Secondary School	,32973	,20231	,479
		High School	,46712	,17205	,054
Control of Learning Beliefs	Illeterate	Primary School	-,57548	,45001	,704
		Secondary School	-,57540	,46353	,727
		High School	-,31295	,45249	,958
		University	-,72035	,45804	,516
	Primary School	Illeterate	,57548	,45001	,704
		Secondary School	,00009	,17097	1,000
		High School	,26254	,13828	,320
		University	-,14486	,15548	,884
	Secondary School	Illeterate	,57540	,46353	,727
		Primary School	-,00009	,17097	1,000
		High School	,26245	,17741	,577
		University	-,14495	,19112	,942
	High School	Illeterate	,31295	,45249	,958
		Primary School	-,26254	,13828	,320
		Secondary School	-,26245	,17741	,577
		University	-,40740	,16254	,091
	University	Illeterate	,72035	,45804	,516
		Primary School	,14486	,15548	,884
		Secondary School	,14495	,19112	,942
		High School	,40740	,16254	,091

Dependent Variable	(I) Mother Education	(J) Mother Education	Mean Difference	Std. Error	Sig.
Self Efficacy for Learning and Performance	Illeterate	Primary School	,09187	,52904	1,000
		Secondary School	-,06675	,54494	1,000
		High School	-,15525	,53196	,998
		University	-,57537	,53848	,823
	Primary School	Illeterate	-,09187	,52904	1,000
		Secondary School	-,15863	,20100	,934
		High School	-,24713	,16256	,550
		University	-,66724(*)	,18278	,003
	Secondary School	Illeterate	,06675	,54494	1,000
		Primary School	,15863	,20100	,934
		High School	-,08850	,20857	,993
		University	-,50862	,22469	,159
	High School	Illeterate	,15525	,53196	,998
		Primary School	,24713	,16256	,550
		Secondary School	,08850	,20857	,993
		University	-,42012	,19108	,182
	University	Illeterate	,57537	,53848	,823
		Primary School	,66724(*)	,18278	,003
		Secondary School	,50862	,22469	,159
		High School	,42012	,19108	,182
Test Anxiety	Illeterate	Primary School	,12355	,55005	,999
		Secondary School	,39673	,56659	,956
		High School	,59587	,55309	,818
		University	,54955	,55988	,864
	Primary School	Illeterate	-,12355	,55005	,999
		Secondary School	,27318	,20898	,687
		High School	,47232(*)	,16902	,043
		University	,42600	,19004	,167
	Secondary School	Illeterate	-,39673	,56659	,956
		Primary School	-,27318	,20898	,687
		High School	,19915	,21686	,890
		University	,15282	,23362	,966
	High School	Illeterate	-,59587	,55309	,818
		Primary School	-,47232(*)	,16902	,043
		Secondary School	-,19915	,21686	,890
		University	-,04632	,19867	,999
	University	Illeterate	-,54955	,55988	,864
		Primary School	-,42600	,19004	,167
		Secondary School	-,15282	,23362	,966
		High School	,04632	,19867	,999

Dependent Variable	(I) Mother Education	(J) Mother Education	Mean Difference	Std. Error	Sig.
Rehearsal	Illeterate	Primary School	1,11957	,64469	,413
		Secondary School	1,03472	,66406	,525
		High School	,89653	,64825	,639
		University	,36186	,65620	,982
	Primary School	Illeterate	-1,11957	,64469	,413
		Secondary School	-,08484	,24494	,997
		High School	-,22303	,19810	,793
		University	-,75770(*)	,22274	,007
	Secondary School	Illeterate	-1,03472	,66406	,525
		Primary School	,08484	,24494	,997
		High School	-,13819	,25417	,983
		University	-,67286	,27381	,103
	High School	Illeterate	-,89653	,64825	,639
		Primary School	,22303	,19810	,793
		Secondary School	,13819	,25417	,983
		University	-,53467	,23285	,148
	University	Illeterate	-,36186	,65620	,982
		Primary School	,75770(*)	,22274	,007
		Secondary School	,67286	,27381	,103
		High School	,53467	,23285	,148
Elaboration	Illeterate	Primary School	,01812	,66941	1,000
		Secondary School	,07143	,68953	1,000
		High School	-,50917	,67311	,943
		University	-,83784	,68136	,734
	Primary School	Illeterate	-,01812	,66941	1,000
		Secondary School	,05331	,25433	1,000
		High School	-,52729	,20569	,079
		University	-,85595(*)	,23128	,002
	Secondary School	Illeterate	-,07143	,68953	1,000
		Primary School	-,05331	,25433	1,000
		High School	-,58060	,26391	,182
		University	-,90927(*)	,28431	,013
	High School	Illeterate	,50917	,67311	,943
		Primary School	,52729	,20569	,079
		Secondary School	,58060	,26391	,182
		University	-,32866	,24178	,654
	University	Illeterate	,83784	,68136	,734
		Primary School	,85595(*)	,23128	,002
		Secondary School	,90927(*)	,28431	,013
		High School	,32866	,24178	,654

Dependent Variable	(I) Mother Education	(J) Mother Education	Mean Difference	Std. Error	Sig.
Organization	Illeterate	Primary School	,42391	,60762	,957
		Secondary School	,01389	,62588	1,000
		High School	,05556	,61098	1,000
		University	-,29805	,61847	,989
	Primary School	Illeterate	-,42391	,60762	,957
		Secondary School	-,41002	,23085	,389
		High School	-,36836	,18671	,281
		University	-,72196(*)	,20993	,006
	Secondary School	Illeterate	-,01389	,62588	1,000
		Primary School	,41002	,23085	,389
		High School	,04167	,23955	1,000
		University	-,31194	,25806	,746
	High School	Illeterate	-,05556	,61098	1,000
		Primary School	,36836	,18671	,281
		Secondary School	-,04167	,23955	1,000
		University	-,35360	,21946	,491
	University	Illeterate	,29805	,61847	,989
		Primary School	,72196(*)	,20993	,006
		Secondary School	,31194	,25806	,746
		High School	,35360	,21946	,491
Metacognitive	Illeterate	Primary School	,18523	,54571	,997
		Secondary School	,18367	,56211	,998
		High School	-,00109	,54872	1,000
		University	-,43565	,55545	,935
	Primary School	Illeterate	-,18523	,54571	,997
		Secondary School	-,00156	,20733	1,000
		High School	-,18632	,16768	,801
		University	-,62088(*)	,18854	,010
	Secondary School	Illeterate	-,18367	,56211	,998
		Primary School	,00156	,20733	1,000
		High School	-,18477	,21514	,912
		University	-,61932	,23177	,060
	High School	Illeterate	,00109	,54872	1,000
		Primary School	,18632	,16768	,801
		Secondary School	,18477	,21514	,912
		University	-,43456	,19710	,180
	University	Illeterate	,43565	,55545	,935
		Primary School	,62088(*)	,18854	,010
		Secondary School	,61932	,23177	,060
		High School	,43456	,19710	,180

Dependent Variable	(I) Mother Education	(J) Mother Education	Mean Difference	Std. Error	Sig.
Time and Study	Illeterate	Primary School	,18720	,58006	,998
		Secondary School	,07738	,59749	1,000
		High School	,02982	,58326	1,000
		University	-,29054	,59042	,988
	Primary School	Illeterate	-,18720	,58006	,998
		Secondary School	-,10982	,22038	,987
		High School	-,15738	,17824	,903
		University	-,47774	,20041	,122
	Secondary School	Illeterate	-,07738	,59749	1,000
		Primary School	,10982	,22038	,987
		High School	-,04756	,22869	1,000
		University	-,36792	,24636	,567
	High School	Illeterate	-,02982	,58326	1,000
		Primary School	,15738	,17824	,903
		Secondary School	,04756	,22869	1,000
		University	-,32036	,20951	,544
	University	Illeterate	,29054	,59042	,988
		Primary School	,47774	,20041	,122
		Secondary School	,36792	,24636	,567
		High School	,32036	,20951	,544
Effort Regulation	Illeterate	Primary School	-,25365	,89292	,999
		Secondary School	-,15179	,91961	1,000
		High School	-,22248	,89772	,999
		University	,02703	,90872	1,000
	Primary School	Illeterate	,25365	,89292	,999
		Secondary School	,10186	,33955	,998
		High School	,03117	,27477	1,000
		University	,28068	,30885	,893
	Secondary School	Illeterate	,15179	,91961	1,000
		Primary School	-,10186	,33955	,998
		High School	-,07069	,35198	1,000
		University	,17881	,37918	,990
	High School	Illeterate	,22248	,89772	,999
		Primary School	-,03117	,27477	1,000
		Secondary School	,07069	,35198	1,000
		University	,24950	,32246	,938
	University	Illeterate	-,02703	,90872	1,000
		Primary School	-,28068	,30885	,893
		Secondary School	-,17881	,37918	,990
		High School	-,24950	,32246	,938

Dependent Variable	(I) Mother Education	(J) Mother Education	Mean Difference	Std. Error	Sig.
Peer Learning	Illeterate	Primary School	,61232	,65489	,883
		Secondary School	,92063	,67457	,651
		High School	,59582	,65851	,895
		University	,49399	,66658	,947
	Primary School	Illeterate	-,61232	,65489	,883
		Secondary School	,30832	,24881	,728
		High School	-,01650	,20123	1,000
		University	-,11832	,22626	,985
	Secondary School	Illeterate	-,92063	,67457	,651
		Primary School	-,30832	,24881	,728
		High School	-,32481	,25819	,717
		University	-,42664	,27814	,541
	High School	Illeterate	-,59582	,65851	,895
		Primary School	,01650	,20123	1,000
		Secondary School	,32481	,25819	,717
		University	-,10183	,23654	,993
	University	Illeterate	-,49399	,66658	,947
		Primary School	,11832	,22626	,985
		Secondary School	,42664	,27814	,541
		High School	,10183	,23654	,993
Help Seeking	Illeterate	Primary School	,37681	,72607	,985
		Secondary School	,47321	,74789	,970
		High School	,44266	,73008	,974
		University	,54054	,73904	,949
	Primary School	Illeterate	-,37681	,72607	,985
		Secondary School	,09640	,27585	,997
		High School	,06585	,22310	,998
		University	,16373	,25086	,966
	Secondary School	Illeterate	-,47321	,74789	,970
		Primary School	-,09640	,27585	,997
		High School	-,03055	,28625	1,000
		University	,06733	,30837	,999
	High School	Illeterate	-,44266	,73008	,974
		Primary School	-,06585	,22310	,998
		Secondary School	,03055	,28625	1,000
		University	,09788	,26225	,996
	University	Illeterate	-,54054	,73904	,949
		Primary School	-,16373	,25086	,966
		Secondary School	-,06733	,30837	,999
		High School	-,09788	,26225	,996

* The mean difference is significant at the .05 level.

APPENDIX 12 - Parents' Economic Background One-way Anova Analysis

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Goal Orientation	Between Groups	2,834	2	1,417	,858	,425
	Within Groups	627,350	380	1,651		
	Total	630,184	382			
Extrinsic Goal Orientation	Between Groups	2,286	2	1,143	,646	,525
	Within Groups	672,490	380	1,770		
	Total	674,776	382			
Task Value	Between Groups	,092	2	,046	,019	,982
	Within Groups	937,071	380	2,466		
	Total	937,162	382			
Control of Learning Beliefs	Between Groups	2,830	2	1,415	,527	,591
	Within Groups	1019,501	380	2,683		
	Total	1022,330	382			
Self-Efficacy for Learning and Performance	Between Groups	3,449	2	1,724	,793	,453
	Within Groups	825,843	380	2,173		
	Total	829,292	382			
Test Anxiety	Between Groups	5,435	2	2,717	1,559	,212
	Within Groups	662,458	380	1,743		
	Total	667,893	382			
Rehearsal	Between Groups	8,357	2	4,179	2,163	,116
	Within Groups	734,099	380	1,932		
	Total	742,456	382			
Elaboration	Between Groups	4,922	2	2,461	,540	,583
	Within Groups	1727,222	379	4,557		
	Total	1732,144	381			
Organization	Between Groups	11,975	2	5,988	2,450	,088
	Within Groups	928,798	380	2,444		
	Total	940,774	382			
Metacognitive Self-Regulation	Between Groups	2,000	2	1,000	,331	,718
	Within Groups	1146,338	380	3,017		
	Total	1148,338	382			
Time and Study Environment Management	Between Groups	2,018	2	1,009	,631	,533
	Within Groups	607,588	380	1,599		
	Total	609,607	382			
Effort Regulation	Between Groups	,976	2	,488	,211	,810
	Within Groups	877,777	380	2,310		
	Total	878,753	382			
Peer Learning	Between Groups	1,545	2	,773	,585	,557
	Within Groups	501,581	380	1,320		
	Total	503,127	382			
Help Seeking	Between Groups	,946	2	,473	,400	,670
	Within Groups	449,064	380	1,182		
	Total	450,010	382			

APPENDIX 13 - Parents Ekonomic Background Post Hoc Tukey Analysis

Dependent Variable	(I) PEB	(J) PEB	Mean Differenc	Std. Error	Sig.
Intrinsic Goal Orientation	1,00	2,00	-,05487	,48635	,993
		3,00	,09178	,48718	,981
	2,00	1,00	,05487	,48635	,993
		3,00	,14665	,13057	,500
	3,00	1,00	-,09178	,48718	,981
		2,00	-,14665	,13057	,500
Extrinsic Goal Orientation	1,00	2,00	-,08593	,58457	,988
		3,00	,01556	,58557	1,000
	2,00	1,00	,08593	,58457	,988
		3,00	,10149	,15694	,794
	3,00	1,00	-,01556	,58557	1,000
		2,00	-,10149	,15694	,794
Task Value	1,00	2,00	,27342	,44189	,810
		3,00	,36848	,44265	,683
	2,00	1,00	-,27342	,44189	,810
		3,00	,09505	,11864	,702
	3,00	1,00	-,36848	,44265	,683
		2,00	-,09505	,11864	,702
Control of Learning Beliefs	1,00	2,00	,16213	,41811	,920
		3,00	,24634	,41884	,827
	2,00	1,00	-,16213	,41811	,920
		3,00	,08421	,11225	,734
	3,00	1,00	-,24634	,41884	,827
		2,00	-,08421	,11225	,734
Self Efficacy for Learning and Performance	1,00	2,00	,10587	,49419	,975
		3,00	-,06784	,49504	,990
	2,00	1,00	-,10587	,49419	,975
		3,00	-,17371	,13268	,391
	3,00	1,00	,06784	,49504	,990
		2,00	,17371	,13268	,391
Test Anxiety	1,00	2,00	,55803	,51166	,520
		3,00	,58244	,51255	,492
	2,00	1,00	-,55803	,51166	,520
		3,00	,02442	,13737	,983
	3,00	1,00	-,58244	,51255	,492
		2,00	-,02442	,13737	,983
Rehearsal	1,00	2,00	,11566	,60399	,980
		3,00	,10787	,60503	,983
	2,00	1,00	-,11566	,60399	,980
		3,00	-,00779	,16215	,999
	3,00	1,00	-,10787	,60503	,983
		2,00	,00779	,16215	,999

Elaboration	1,00	2,00	,49347	,62999	,714
		3,00	,36512	,63108	,832
	2,00	1,00	-,49347	,62999	,714
		3,00	-,12835	,16914	,728
	3,00	1,00	-,36512	,63108	,832
		2,00	,12835	,16914	,728
Organization	1,00	2,00	,63331	,56701	,504
		3,00	,69952	,56799	,435
	2,00	1,00	-,63331	,56701	,504
		3,00	,06621	,15223	,901
	3,00	1,00	-,69952	,56799	,435
		2,00	-,06621	,15223	,901
Metacognitive Self Regulation	1,00	2,00	,85454	,50783	,213
		3,00	,75292	,50871	,302
	2,00	1,00	-,85454	,50783	,213
		3,00	-,10162	,13634	,737
	3,00	1,00	-,75292	,50871	,302
		2,00	,10162	,13634	,737
Time and Study	1,00	2,00	,76493	,53459	,326
		3,00	,52381	,53551	,591
	2,00	1,00	-,76493	,53459	,326
		3,00	-,24112	,14352	,214
	3,00	1,00	-,52381	,53551	,591
		2,00	,24112	,14352	,214
Effort Regulation	1,00	2,00	,59427	,82108	,750
		3,00	,73716	,82259	,643
	2,00	1,00	-,59427	,82108	,750
		3,00	,14289	,22076	,794
	3,00	1,00	-,73716	,82259	,643
		2,00	-,14289	,22076	,794
Peer Learning	1,00	2,00	1,31194	,60131	,076
		3,00	1,32668	,60235	,072
	2,00	1,00	-1,31194	,60131	,076
		3,00	,01474	,16144	,995
	3,00	1,00	-1,32668	,60235	,072
		2,00	-,01474	,16144	,995
Help Seeking	1,00	2,00	,36149	,66803	,851
		3,00	,45730	,66918	,773
	2,00	1,00	-,36149	,66803	,851
		3,00	,09581	,17935	,855
	3,00	1,00	-,45730	,66918	,773
		2,00	-,09581	,17935	,855

APPENDIX 14 – İl Milli Eğitim Müdürlüğü Onayı

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞI

Sayı : B.30.2.ÇAÜ.0.70.72.00- 290–2361 11082 | 11 Aralık 2009
Konu : Anket Çalışması.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İLGİ : 26.10.2009 tarih ve ...295/3497 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı Başkanlığı İngilizce Öğretmenliği Tezli Yüksek Lisans Öğrencisi Fatma ÇÖLOK'un, **"An Investigation İnto Primary Scholl English Language Learners Self-Regulation Strategies, Self-Efficacy Perceptions And Learning Beliefs. (İlköğretim Öğrencilerinin İngilizce Dersinde Kullandıkları Öz Düzenleme Stratejileri ile Öz Yeterlilik Algıları ve Öğrenmeye İlişkin İnançları Üzerine Bir Araştırma)** adlı yüksek lisans tezi ile ilgili Çanakkale Valiliği İl Milli Eğitim Müdürlüğünün 24.11.2009 tarih ve ...07.311/018985 sayılı yazısı yazımız ekinde gönderilmektedir.

Gereğini bilgilerinize saygılarımla arz ederim.

İrfan ÖZDEN
Genel Sekreter

EK:
- Yazı (3 sayfa)

Telefon: 0 286 218 00 18 Pbx Dahili 1179-1186 Fax: 0 286 218 05 15 e-mail: ogris@comu.edu.tr 17100 Çanakkale

ASLI GİBİDİR
14/12/2009
...san YAVUZ
Enstitü Sekreteri

T.C.
ÇANAKKALE VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.17.00.07.311/ 24.11.2009*018866
Konu : Anket Uygulaması

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 09/11/2009 tarih ve 290/2159 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İlköğretim Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans Öğrencisi Fatma ÇÖLOK'un, İlimiz ilçelerine bağlı ilköğretim okullarında anket uygulaması yapmasının uygun görüldüğüne dair, Valilik Makamından alınan 23.11.2009 tarihli ve 18866 sayılı onay ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Vefa BARDAKCI
Vali a.
Milli Eğitim Müdürü

EKLER :1 Onay (1 Sayfa)
2 Komis. Raporu (1 Sayfa)

ASLI GİBİDİR
24.12.2009
İhan YAVUZ
Enstitü Sekreteri

EĞİTİME %100 DESTEK
Adres : Valilik Binası 3. Kat 17100/ÇANAKKALE
Ayrıntılı bilgi için irtibat : Şube Md.İbrahim BAYAR – İstatistik ve AR-GE Şb. Şefi .Aynur UYGUN
Telefon : (0286)217 11 35 Fax: (0286) 217 29 72
Email : canakkale@meb.gov.tr
İnternet : http://canakkale.meb.gov.tr

T.C.
ÇANAKKALE VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.17.00.07-311/
Konu : Araştırma izni.

23.11.2009-018866

VALİLİK MAKAMINA

İlgi : Çanakkale Onsekiz Mart Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığı'nın 09.11.2009 tarihli ve 290-2159 sayılı yazıları.

Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans Öğrencisi Fatma ÇÖLOK tarafından, İlköğretim Öğrencilerinin İngilizce Dersinde Kullandıkları Öz Düzenleme Stratejileri ile Öz Yeterlilik Algıları ve Öğrenmeye İlişkin İnançları " çalışma kapsamında, Kasım 2009- Şubat 2010 tarihleri arasında İlimiz Merkez İlköğretim Okulu, 18 Mart İlköğretim Okulu, Bayramiç İlçesi Türkmeneli İlköğretim Okulu, Çırpılar İlköğretim Okulu, Muratlar İlköğretim Okulu ve Evciler Şehit Osman Özkan İlköğretim Okulu'nda eğitim öğretimi aksatmayacak şekilde anket uygulaması yapılması ilgi yazıyla teklif edilmekte olup; Müdürlüğümüz Anket-Araştırma İnceleme Komisyonunca incelenerek uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde; Olurlarınızı Arz ve Teklif ederim

Vefa BARDAKCI
Milli Eğitim Müdürü

OLUR
13.11.2009

Canan HANÇER BAŞTÜRK
Vali a.
Vali Yardımcısı

ASLI GİBİDİR
Enstitü Sekreteri

EĞİTİME %100 DESTEK

Adres : Valilik Binası 3. Kat 17100/ÇANAKKALE
Ayrıntılı bilgi için irtibat : Şube Md.İbrahim BAYAR – İstatistik ve AR-GE.Şb. Şefi .Aynur UYGUN
Telefon : (0286)217 11 35 Fax: (0286) 217 29 72
Email : canakkale@meb.gov.tr
İnternet : http://canakkale.meb.gov.tr

FORM: 2

T.C.
MİLLİ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Fatma ÇÖLOK
Kurumu / Üniversitesi	Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans
Araştırma yapılacak iller/ilçeler	Çanakkale Merkez ve Bayramiç İlçesi
Araştırma yapılacak eğitim kurumu ve kademesi	Merkez İlköğretim Okulu, 18 Mart İlköğretim Okulu, Bayramiç Türkmenli İlköğretim Okulu, Bayramiç Çırpılar İlköğretim Okulu, Bayramiç Muratlar İlköğretim Okulu, Bayramiç Evciler Şehit Osman Özkan İlköğretim Okulu
Araştırmanın konusu	"An Investigation Into Primary Scholl English Language learners Self-Regulation Strategies, Self- Efficacy Perception And Learning Beliefs (İlköğretim Öğrencilerinin İngilizce Dersinde Kullandıkları Öz Düzenleme Statejileri ile Öz yeterlilik Algıları ve Öğrenmeye İlişkin İnançları Üzerine Bir Araştırma) "
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Tez
Veri toplama araçları	Anket
Görüş istenilecek Birim/Birimler	İlköğretim Okulları
KOMİSYON GÖRÜŞÜ	
UYGUNDUR	
Komisyon kararı	Oybirliği / Oyçokluğu ile alınmıştır.
Muhalif üyenin Adı ve Soyadı:	

KOMİSYON

16/11/2009
Komisyon Başkanı
İbrahim BAYAR

Üye
Zekiye KILIÇ

Üye
Süheyla H. YURDUSEV

ASLI GİBİDİR
16.12.2009
İmam YAVUZ
Enstitü Sekreteri