

# ADAPTATION OF THE TEACHER ATTITUDES TOWARDS SELF-REGULATED LEARNING SCALE TO TURKISH

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## INTRODUCTION

Research on education is generally focused on the increase of academical success of students and the main reason of differences in students' academical successes is based on individual differences in many studies (Uredi & Uredi, 2005). The situations that create individual differences can be explained with the terms such as students' studying habits, learning strategies, self-control and self-regulating skills. In our country, the curriculum which is prepared and put into practice by National Education Ministry in 2005 is arranged according to the constructivist approach based on individual learning activities and gives chances to students to be more active in learning process individually and to take their own learning responsibilities (Lebow, 1993; Yaşar, 2000; MEB, 2005; Çınar et al., 2006). For this reason, it is important that students have self-regulating skills for the application of constructivist approach effectively and achieving the curriculum goals.

Self-Regulation is defined as students' constructions of their learning process according to them with their individual differences, strengths and weaknesses and generating self-motivation against the difficulties that they encounter in the process (Bandura, 1986; Zimmerman, 1989; Bodrova & Leong, 2005). In the learning process, it can be expressed as individuals' planning their own learning process, control and taking their own learning responsibilities (Zimmerman, 2000). Researchers are stated that self-regulation has an important role in students' effective learning (Ponitz et al., 2009). This state creates the term of self-regulated learning.

Self-regulated learning is an active and constructive process that learners adapt the learning process according to themselves to reach their goals (Pintrich, 2000;

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