

Investigation of Secondary School Students' Self-Regulation and Academic Self-Efficacy

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Extended Summary

Purpose: As time goes by, learning needs regulation and change. In order for the creature to adapt to its age and reach its goals, it has to change its own learning and become aware of its own skills. Self-regulation is not a mental ability or an academic performance skill; rather it is the selfdirective process by which learners transform their mental abilities into academic skills. (Zimmerman, 2000). According to Pintrich (2000), in this constructivist process, students are required to regulate their cognitions and behaviors, to set goals for their own learning and to control their learning processes. Students will be able to determine their learning needs and their goals in the course and change their self-efficacy perception. Academic self-efficacy is the perception that an individual can perform a given academic task at a specified success level (Ekici, 2012). From this point of view, the aim of this study is to examine the self-regulationlevels and academic self-efficacy perceptions of secondary school students.

Method: The research was designed as a descriptive study in the survey model. Descriptive research defines a given situation as fully and carefully as possible. The most common method in research in the field of education is the work of descriptive survey model. Because the researchers summarize the characteristics of individuals, groups or physical environments (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2011). Total of 797 secondary school students participated to the study. In the sampling, the unit of sampling is called process element sampling and thegroup is called cluster sampling. The sample of the study was determined by means of selective sampling method, and the sample unit was determined by means of cluster sampling (Büyüköztürk et al., 2011). As data collection tools, "Perceived Self-Regulation Scale" and "Academic Self-Efficacy Scale" were used in the research. The data entry of the study was done to the SPSS 22.0 program. Normal distributions of the datawas examined. According to the normal distribution, parametric tests, t-test, one-way analysis of variance and the correlation were calculated. Pearson correlation analysis was used to determine the relationship between the two scales. In this study, gender, class level and attitudes of parents were evaluated as variables.

Findings: According to the aim of this study, secondary school students' self-regulation skills and academic self-efficacy were investigated in terms of various variables and the relationship between them was determined. The findings obtained from the study are similar in both of the self-regulation levels and the academic self-efficacy. The findings of the study indicate that the female students' self-regulation levels and academic self-efficacy are higher in both. According to the class level, self-regulation levels and academic self-efficacy differ in favor of lower classes. Students have higher levels of self-regulation and academic self-efficacy in lower classes. In terms of parents' attitudes, self-regulation and academic self-efficacy are higher in both whose parents are democratic. In addition, positive and meaningful correlation was determined between the levels of self-regulation and academic self-efficacy in the study.

Conclusion and Discussion: In this study, secondary school students' self-regulation levels and academic self-efficacy were investigated and the suggestions based on the findings were presented. According to the suggestions, other studies can be designed on students who are studying at different class levels, or primary schools and high schools similar to the research . After this, comparisons can be made. A qualitative dimension can be added to the research and more detailed findings can be obtained through semi-structured interviews. Supportive trainings for the development of parents' attitudes should be done. In-service trainings on the ways of self-regulation and academic self-efficacy development can be planned.