

## A STUDY ON THE ELEMENTARY STUDENTS' SELF-REGULATED LEARNING STRATEGIES TOWARDS MATHEMATICS

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### Abstract

The need of students to determine their own learning activities brings self regulation into the forefront. The purpose of this study was to investigate the elementary school student' self regulatory and metacognitive skills point of view students' gender and grade level. This research was designed with relational screening model which is one of the general screening models. The research sample were composed of 325 students, determined by randomly from an elementary school in İstanbul in the spring term of 2011-2012 academic year. The data of the research was collected by "Motivated Strategies for Learning Questionnaire" developed by Pintrich, Smith, Garcia and McKeachie (1993). For analyzing the data, t-test and ANOVA was used. Based on the outcomes, it was seen that, there is a significant difference between the students' self regulatory and metacognitive skills depending on grade level. Furthermore, self regulatory and metacognitive skills significantly differ in gender, in favor of girl students. The results of the research make suggestions both for teachers and new researches on the topic.

**Key Words:** Mathematics education, Self regulated Learning, metacognition, elementary.