Do Lifestyles Shape Self-Regulated Learning Strategies?

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Abstract

Problem Statement: Being a virtuous citizen, developing communication skills, and becoming a life-long learner are directly proportionate to the individuals' perspectives on life. Provided that an education system is able to positively change the individuals' perspectives on life, it may allow individuals to acquire terminal behaviors easier. This is due to the fact that an individual's perspective on life is a significant factor that has an effect on his or her habits and behaviors. Determination of the main characteristics of this perspective on life, referred as lifestyles will definitely make a significant contribution to the understanding of which factors play a role in the behaviors and habits of the individuals.

Purpose of the Study: The objective of this paper is to determine whether there is a correlation between the lifestyles adopted by individuals in their social lives and the self-regulated learning skills they use during the learning process.

Method: In this paper, correlation research design was used and the data was gathered from a total of 726 student teachers between the ages of 20 and 35, who were still in their final year studying in various departments in the faculty of education or those who receive pedagogical formation (teacher certificate program). Lifestyle

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Inventory was used to determine the lifestyles of the student teachers and Self-Regulated Learning Strategies Scale was used to determine the self-regulated skills of the students in the study. Correlation analysis was carried out to determine whether there was a correlation between the lifestyles of the student teachers and their self-regulated learning strategies and regression analysis was performed to determine which types of lifestyles were the predictors of self-regulated learning strategies.

Findings: The results of the study indicated that there was a positive correlation between self-regulated learning strategies and perfection, appreciation, expectation, control, and self-respect-oriented lifestyles of the students. Perfection-oriented lifestyle had the highest level of positive correlation whereas control-oriented lifestyle had the lowest level of positive correlation with self-regulated learning strategies. The results of the multiple linear regression analysis carried out to determine which lifestyles as a dependent variable had significant contribution to self-regulated learning strategies showed that the variables that made topmost contribution to the model were perfection, appreciation, and expectation-oriented lifestyles, respectively.

Conclusion and Recommendations: The results of the study indicate that lifestyles are associated with the learning strategies of the individuals. A review of literature shows that families and teachers have a significant role in shaping the lifestyles adopted by students. Consequently, it is considered important that parents and teachers should be knowledgeable about the factors influential in shaping the lifestyles of the students, and they should be informed about their responsibilities in this respect. The role of lifestyles should be emphasized to parents with regards to the process of raising children, and it should also be included in curriculum for teacher education. If expectation lifestyles students are educated at the school, they might use their self regulated learning strategies more effectively. In this case, teaching and learning process which includes many activities might be designed to improve student academic achievement expectations. This study investigated the relationship between lifestyles and self regulated learning strategies. On the other hand, the investigation for the effects of the variables likes lifestyles and motivation, well being, and self conception self regulated learning strategies will contribute its nature.

Keywords: Lifestyles, self-regulation, learning strategies, teacher education.

Introduction

Undoubtedly, being a virtuous citizen, developing communication skills, and becoming a life-long learner are directly proportionate to the individuals' perspectives on life. Provided that an education system is able to positively change the individuals' perspectives on life, it may allow individuals to acquire terminal behaviors easier. This is due to the fact that an individual's perspective on life is a significant factor that has an effect on his or her habits and behaviors. Determination of the main characteristics of this perspective on life, referred as lifestyles (Kern & Cummins, 1996), will definitely make a significant contribution to the understanding of which factors play a role in the behaviors and habits of the individuals.

An analysis of the lifestyles adopted by individuals during the course of their daily lives points to five different lifestyles. Such individuals were classified as having lifestyles oriented by "control", "perfection", "appreciation", "self-respect", and "expectation" (Kern & Cummins, 1996). Lifestyles adopted by individuals have significant impacts on their lives in the future years. Adler (2013) stated that the lifestyles of the individuals were substantially formed during their childhood. Nevertheless, the existence of environmental factors that may have an effect on such formations should not be overlooked. In this respect, it can be said that individuals' value judgments, interests, intellectual skills, perceptual reactions, dreams as well as eating, sleeping and sexual habits, developed objectives, and world views are formed by their lifestyles (Özpolat, 2011). In this context, the determination of the correlation between self-regulated skills, defined as a way to regulate emotions, ideas, and actions that are influenced by cognitive, affective, motivational and behavioral components and are decided under environmental conditions so that the individuals would be able to achieve the goals set by themselves (Zhu & Yates, 2016; Zimmerman, 2005), and lifestyles as well as research on the characteristics of these two structures may contribute to the identification of the reasons for a number of problems encountered during the teaching and learning process in addition to the reasons for poor academic achievement with regards to the individual. This is due to the fact that self-regulated skills are associated with behavior control and being goal-oriented (Baumeister & Heatherton 1996; Carver & Scheier, 2011; Schnell et.al., 2015; Wang, Liu & Ryan, 2016).

In terms of social cognitive theory in particular, considering the fact that learning occurs as a consequence of interactions amongst individual, environmental, and behavioral components (Zimmerman 2005), the effects of the interactions between the individual and the environment on the learning process would be inevitable. Furthermore, it is a fact that the classroom environment as well as review, feedback, and correction factors used during the teaching and learning process are amongst the factors that have an effect on learning (Akgul, Cokamay & Demir, 2016; Kadıoğlu & Uzuntiryaki-Kondakçı, 2014; Kim, Wang, Ahn & Bong, 2015; Lima Filho, de Lima & Bruni, 2015; Mace, Belfiore & Hutchinson, 2001; Sletten, 2015). On the other hand, the perceptions of the students about themselves and their views about the classroom environment are also found amongst the components that influence the learning process (Leow & Neo, 2015; Nelson, Ysseldyke & Christ, 2015). The role of the self-

regulated skills of the individual on the learning process will come into play during this process. This is due to the fact that self-regulated skills have a significant effect on an individual's academic performance and in-class achievement (Festas, Oliveira, Rebelo, Damiao, Harris & Graham, 2015; Hofer, Yu & Pintrich, 1998; Karabenick & Zusho, 2015; Kassab, Al-Shafei, Salem & Otoom, 2015; Laru & Jarvela, 2015). Considering the fact that self-regulation has three components as behavioral, environmental, and implicit self-regulation, having three sub-processesas self-observation, self-judgment, and self-reaction (Duncan & McKeachie, 2005; Zimmerman, 2001; 2005), the variables having a role in the learning process of the students can be identified more clearly.

The determination of the correlation between these factors that are included in the scope of self-regulation and the lifestyles of the individuals will contribute to the understanding of the learning process of the students. In this respect, the determination of the correlation between the lifestyles of the individuals and the strategies used during the learning process will contribute to the literature by providing a different perspective to answer such a question as "why do some students have a higher academic achievement whereas others have a lower academic achievement?" On the other hand, the literature review indicates that the number of studies on this subject remains insufficient whereas it is considered that the subject is essential with regards to parental and teacher education. This is due to the fact that families and teachers are variables that have an impact on the lifestyles of the individuals (Kern, Wheeler & Curlette, 1997). In this framework, the following hypotheses have been analyzed to determine the extent of the correlation between the foregoing lifestyles adopted by the individuals during the course of their lives and their self-regulated learning skills.

H1: Control-oriented Lifestyle will be Positively Related to Self-regulated Learning Strategies

It is possible to observe that individuals who efficiently use self-regulated skills have such typical characteristics as they manage and control the learning process, and they evaluate the outcomes of their performance. In other words, individuals who efficiently use self-regulated skills also play an essential role in the learning process. As Zimmerman (2002; 2005) emphasized, self-regulation is "the overall feelings, ideas, and actions circularly adapted and planned by the individual to achieve personal goals". This process naturally requires the individual to play an efficient role in each step of the process. Individuals having a control-oriented lifestyle were observed to be dominant, influential, and persuasive individuals (Kern & Cummins, 1996). Control-oriented individuals can be said to prefer playing an active role on the factors that affect their lives, and controlling the process as much as possible. According to Özpolat (2011), individuals who adopt a control-oriented lifestyle have a controlled approach to everything because they are wary of being a failure in their lives. In this respect, control-oriented individuals would make efficient use of self-regulated skills so as not to fall victim of such failures. In this context, it can be said that there is a highly significant positive correlation between control-oriented lifestyle and self-regulated learning strategies.

H2: Perfection-oriented Lifestyle will be Positively Related to Self-regulated Learning Strategies

Individuals who make efficient use of self-regulated skills share certain characteristics such as engaging in planned study, managing the learning process carefully, and implementing the learning process in a way that they minimize the possibility of making mistakes during the learning process (Zimmerman & Risemberg, 1997). Schunk and Ertmer (2005) stated that individuals who made efficient use of self-regulated skills had positive beliefs about the learning process and that they used their capacity at higher levels in order to achieve the learning goals set by them (Zimmerman, 2001). In this context, individuals having a perfection-oriented lifestyle also make use of similar characteristics in their lives in general. Individuals having a perfection-oriented lifestyle are those who focus on environmental factors, having a cautious approach, and are wary of making mistakes (Kern & Cummins, 1996). Such individuals believe that they have a high capacity as they grew up in a comfortable family environment for which they have a sense of belonging (Kern et al., 1997). This belief may lead to the notion that they are supposed to be the best in the things they do. In particular, such individuals' beliefs about being perfect would be stronger if this belief was at a neurotic level (Eddington, 2014). Thus, perfection-oriented lifestyle is positively related to self-regulated learning strategies.

H3: Appreciation-oriented Lifestyle will be Positively Related to Self-regulated Learning Strategies

Individuals who make efficient use of self-regulated skills have been observed to pay attention to social factors especially in the learning process. Such social factors may also have an influence on the quality of the learning process. Individuals who make efficient use of self-regulated skills have a tendency to ask for help from their social environment whenever they encounter a challenging situation during the learning process. Such individuals also prefer to learn from their friends in social environment (Carver & Scheier, 2011; Karabenick & Knapp, 1991; Topping, 2005). Undoubtedly, this requires individuals to have a developed social and communication skills. It can be suggested that individuals who have sufficient social communication skills would be on good terms with their peer groups and this condition would have an effect on their approach to learning strategies. Individuals with high levels of self-regulated skills appreciate actions which they find noteworthy and interesting. In this context, a goal or a request is perceived as a need by an individual provided that it was appreciated (Ryan, 1995). As long as the necessary opportunities are provided, individuals' needs for appreciation may contribute to the development of self-regulated skills (Deci, Ryan & Williams, 1996; Grolnick & Ryan, 1987). In this regard, considering that individuals having an appreciation-oriented lifestyle are friendly, good at social relations, and efficiently use communication skills, it can be said that these individuals may use self-regulated skills at a high level.

H4: Self-Respect-oriented Lifestyle will be Positively Related to Self-regulated Learning Strategies

Individuals with higher levels of self-regulated skills are efficient and active during the learning process (Boekaerts, Pintrich & Zeidner, 2005; Zimmerman 2001; 2002). These individuals naturally set goals for themselves in the learning process (Ley & Young, 2001), create an efficient learning environment, and assess the quality of their performance. Such characteristics indicate that these individuals plan their actions beforehand, approach the learning process from a broad perspective, and maintain a positive attitude towards the learning process. Moreover, considering that individuals having a self-respect-oriented lifestyle believe that they are able to overcome many obstacles encountered during their lives, encouraging themselves and others to deal with such obstacles (Kern & Cummins, 1996; Raj, Siddique & Rani, 2012), it can be said that these individuals may use self-regulated skills at a high level. In this context, it can be suggested that self-regulated skills are positively related to self-respect-oriented lifestyle.

H5: Expectation-oriented Lifestyle will be Positively Related to Self-regulated Learning Strategies

Individuals with high levels of self-regulated skills make efficient use of meta cognitive strategies, focus on learning goals, and make substantial efforts to achieve such goals. Especially with regards to the effort regulation as a sub-dimension of self-regulated skills, it was observed that such individuals did not abandon their learning goals even when faced with distracting factors (Corno, 1994). Moreover, individuals who approach the learning process in this way are observed to be strong-minded and resistant to the obstacles encountered (Alderman, 2004; Corno, 1994; 2001). In this perspective, individuals having an expectation-oriented lifestyle are considered to be able to make efficient use of self-regulated skills in the learning process. This is due to the fact that individuals having an expectation-oriented lifestyle are hardworking, determined, and ambitious as well as making great efforts to achieve the goals set by them (Kern & Cummins, 1996). Studies indicated that individuals using self-regulated strategies have high levels of problem-solving skills and high performance (Alıcı, Erden & Baykal, 2008; Kılıç & Tanrıseven, 2007; Kramarski & Revach, 2009; Perels, Gurtler & Schmitz, 2005). Furthermore, the motivational beliefs of the individuals who use self-regulated strategies while solving a math's problem were observed to have increased in line with their expectations (Greene, 2015). Expectation-oriented behaviors have an influence on the development and use of self-regulated behaviors of the individuals (Bandura, 1997). Thus, it can be said that expectation-oriented lifestyle is positively related to the level of use of self-regulated learning strategies.

H6: The Predictive Power of Lifestyles (I.E. Perfection, Expectation, Appreciation, and Control-oriented Lifestyles) to Determine Self-regulated Learning Strategies will be High

It was considered that a number of factors such as traumatic events, learned helplessness as a result of various failures experienced by individuals as well as their

attitudes, beliefs, and psychological well-being may predict lifestyles (Özpolat, 2011). Moreover, considering that lifestyles are associated with the management of intentional behaviors of individuals (that is, losing weight or performing a task) as well as psychological, affectual, behavioral, and motivational processes (Stoltz, Reysen, Wolff & Kern, 2009), it can be said that this motivational process may have an effect on the individuals' self-regulated learning processes. In particular, a general overview of the individuals' lifestyles suggests that some of the lifestyles preferred by individuals may be a predictor of their self-regulated learning strategies.

Within the scope of the hypotheses discussed above, the objective of this study is to determine the correlation between the lifestyles oriented by control, perfection, appreciation, expectation, and self-respect, adopted by the student teachers and their self-regulated skills.

Method

Research Design

Correlational predictive model was used to determine the correlation between the types of lifestyles adopted by the student teachers and their self-regulated skills.

Sample

The study was carried out on the students who studied in Necatibey Faculty of Education in the academic year of 2013-2014. The participants consisted of 800 student teachers who were in their final year in the faculty of education. Nevertheless, due to the fact that some student teachers provided insufficient or misleading information in the scales, the data obtained from a total of 726 student teachers were used in the analysis after the elimination of the inconclusive data. The reason for including only final year students in the study was based on the assumption that individuals in this age range may have a more developed understanding of stable lifestyles and also due to the fact that these final year students were more easily accessible during the period in which the scales were applied. Out of the student teachers participated in the study, 487 student teachers were female (67.1%), and 239 student teachers were male (32.9%) (SD=0.47). Out of the participants included in the sample group, 577 participants were between the ages of 20 and 25 (79.4%), 119 participants were between the ages of 26 and 30 (16.4%), and 30 participants were between the ages of 31 and 35 (4.2%).

Research Instruments and Procedure

In order to determine the lifestyles of the student teachers participated in the study, "Lifestyle Inventory" developed by Kern and Cummins (1996) and adapted into Turkish by Özpolat (2011) was used. Lifestyle Inventory consist of 5 sub-dimensions (control, perfectionism, appreciation, self-respect, and expectations) and each sub-dimension consists of 5 items. The questions in the scale are graded from 1 to 5 and the highest score that can be obtained from each sub-scale varies between 5 and 25. Obtaining higher scores from each dimension of the lifestyle inventory

indicates that the individual has adopted that lifestyle (Özpolat, 2011). In this study, the reliability co-efficient of the scale was calculated as 0.77.

The Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al., (1991) was used to determine the self-regulated skills of the student teachers. Self-Regulated Learning Strategies Scale consists of two main sections as learning strategies and motivation (Boekaerts, 1999). In this paper, the cognitive strategies section of the scale was used. The scale is a 7-point Likert type consisting of 50 items, adapted into Turkish by Altun (2005). The scores that can be obtained from the scale vary between 50 and 350. The reliability co-efficient of the scale was calculated as 0.95.

Data Analysis

For data analysis, descriptive analysis (mean values and standard deviation) was carried out to determine the lifestyles and self-regulated skills of the student teachers. Correlation analysis was performed to determine whether there were correlation between the lifestyles and the self-regulated skills whereas multiple linear regression analysis (using stepwise method) was conducted to determine which lifestyles were the predictors of self-regulated skills.

Results

In this study, 5-point likert scale was used to determine the lifestyles and 7-point likert scale was used to determine self-regulated learning strategies of the student teachers. The results of the descriptive analysis are provided in Table 1.

Table 1.

Descriptive Statistics

	N	Mean	SD	Skewness	Kurtosis
Control-oriented lifestyle	726	3.27	.63	-.183	-.321
Perfection-oriented lifestyle	726	3.91	.55	-.337	.-022
Appreciation-oriented lifestyle	726	3.78	.60	-.271	.161
Self-respect-oriented lifestyle	726	3.25	.57	.236	.085
Expectation-oriented lifestyle	726	3.38	.60	-.052	-.017
Self-regulated learning strategies	726	5.07	.66	-.662	.919

The results showed that the student teachers mostly adopted perfection-oriented lifestyle (M= 3.78), followed by expectation-oriented (M=3.38), control-oriented (M=3.27), and finally self-respect-oriented lifestyles (M= 3.25). The level of self-regulated learning strategies (M= 5.07) of the student teachers was found to be moderate.

The Results of Correlation Analysis

Correlation analysis was performed to determine the correlation between the lifestyle preferences of the student teachers and their self-regulated learning strategies. The results of the analysis are provided in Table 2.

Table 2.

Correlational Analysis Results

	Self Regulated Learning	Expectation	Self respect	Appreciation	Perfection
Expectation LS	.284*				
Self Respect LS	.219*	.312*			
Appreciation LS	.304*	.082**	.260*		
Perfection LS	.388*	.337*	.206*	.307*	
Control LS	.165*	.488*	.235*	.060**	.221*

*p<.05; **p>.05

The results of the analysis indicate that there is a positive correlation between the self-regulated learning strategies and control-oriented (r=0.165), self-respect-oriented (r=0.219), expectation-oriented (r=0.284), appreciation-oriented (r=0.304), and perfection-oriented (r=0.388) lifestyles. Perfection and appreciation-oriented lifestyles have the moderate level of correlation whereas control, self respect, expectation oriented lifestyles have the lowest level of correlation with self-regulated learning skills. These results support Hypotheses from H1 to H5. In other words, individuals with high scores for control-oriented, perfection-oriented, appreciation-oriented, self-respect-oriented, and expectation-oriented lifestyles also make use of self-regulated learning strategies at higher levels.

The Results of Regression Analysis

With an aim to confirm the last hypothesis of the study, multiple linear regression analysis was carried out using stepwise method to determine which lifestyles were the predictors of self-regulated learning strategies. The results of the analysis are presented in Table 3.

Table 3.

Regression Analysis Results

	Variables	B	SE	β	t	p
	Constant	3.257	.162		20.068	.000*
Step 1	Perfection LS	.462	.041	.388	11.249	.000*
	R=.388	R² =.151		ΔR²=.151	F $_{(1, 714)}$ =126.535	
	Constant	2.706	.185		14.459	.000*
	Perfection LS	.388	.042	.325	9.179	.000*
Step 2	Appreciation LS	.223	.039	.204	5.751	.000*
	R=.434	R² =.188	ΔR²=.038	F $_{(2,713)}$ =33.069*		
	Constant	2.311	.198		11.650	.000*
	Perfection LS	.315	.044	.264	7.159	.000*
Step 3	Appreciation LS	.228	.038	.208	5.967	.000*
	Expectation LS	.196	.039	.178	5.044	.000*
	R=.465	R² =.216		ΔR²=.028	F $_{(2, 712)}$ =25.438*	

* p<.01; Dependent Variable: Self Regulated Learning Strategies

Based on the results of the stepwise regression analysis, three lifestyles as perfection-oriented (β=0.264), appreciation-oriented (β=0.208), and expectation-oriented (β=0.178) lifestyles, out of five lifestyles, were found to contribute to self-regulated learning strategies. These three variables were determined to account for 22% of the variance. Self-respect and control-oriented lifestyles, compared to perfection, appreciation, and expectation oriented lifestyles, did not contribute significantly to the prediction of self-regulated learning strategies. Although self-respect and control-oriented lifestyles have a linear correlation with self-regulated strategies, it can be said that these lifestyles do not contribute to the model independently as they have a significant correlation with other variables. Perfection-oriented lifestyle was found to make the greatest contribution in the model. There was a statistically significant correlation between the independent variables and the dependent variable however such correlations were found to be moderate (R= 0.465).

Discussion and Conclusion

The results of the study indicated that there was a positive correlation between self-regulated learning strategies and perfection, appreciation, expectation, control, and self-respect-oriented lifestyles of the students. Perfection-oriented lifestyle had

the highest level of positive correlation whereas control-oriented lifestyle had the lowest level of positive correlation with self-regulated learning strategies. The results of the multiple linear regression analysis carried out to determine which lifestyles as a dependent variable had significant contribution to self-regulated learning strategies showed that the variables that made topmost contribution to the model were perfection, appreciation, and expectation-oriented lifestyles, respectively.

Although there were studies which indicated that there was a correlation between control-oriented lifestyle and self-regulated skills (McCullough & Willoughby, 2009; Muraven, Baumeister & Tice, 1999), this study found that control-oriented lifestyle did not contribute significantly to self-regulated skills. This is due to the fact that self-respect and control-oriented lifestyles had a linear positive correlation with other variables. However, the results of the correlation analysis indicated that this correlation was not high enough to form an auto-correlation.

Perfection, appreciation, and expectation-oriented lifestyles can be said to be a significant factor for individuals to develop learning strategies. This shows that teachers and families should pay attention to lifestyles with regards to their approach to a student and his or her education especially since the beginning of the student's education life. Considering the fact that experiences encountered by individuals since their childhood shape their lifestyles (Adler, 2013; Kern et al., 1997), the significance of the family structure and education received by individuals during the early periods of their lives can be understood.

Based on the studies carried out on self-regulation, individuals with high levels of self-regulated skills were found to be task-oriented individuals who were able to devote themselves to learning, to follow the learning process, to contemplate on the possible reasons for failures, and to focus on the learning process (Festas et al., 2015; Karabenick & Zusho, 2015; Kassab et al., 2015; Laru & Jarvela, 2015; Schunk & Ertmer, 2005; Zhu et al., 2016; Zimmerman, 2002; 2005). An analysis of the predictive power of the lifestyles to determine self-regulated skills indicated that perfection-oriented lifestyle was found to account for 15% of the self-regulated skills alone. This finding indicates that perfectionist individuals are significantly critical and careful during the learning process as in all spheres of their lives. Individuals having a perfection-oriented lifestyle were found to focus on environmental factors, being careful, and avoid making mistakes (Kern & Cummins, 1996). Individuals who make efficient use of self-regulated skills also pay attention to environmental factors, carry out their studies based on a specific plan, and follow a careful process as much as possible (Boekaerts et al., 2005; Zimmerman, 2002). Thus, it can be suggested that the quality of the lifestyles of the individuals may have an effect on using self-regulated strategies.

Furthermore, the predictive power of appreciation-oriented lifestyle and expectation-oriented lifestyle to predict self-regulated strategies was found to be significant. Correlation between appreciation-oriented lifestyle and self-regulated skills can be explained by the fact that individuals who have adopted this lifestyle give great importance to social interactions and have efficient communication skills

(Topping, 2005). Dominant social aspects and efficient communication skills developed by individuals have a significant effect especially on the occurrence of peer learning and seeking help behaviors contained within the scope of self-regulated skills (Karabenick & Knapp, 1991).

Individuals who adopted an expectation-oriented lifestyle are hardworking, determined, and ambitious, making efficient efforts to achieve the goals set by them (Kern & Cummins, 1996). It was stated that individuals using self-regulated learning strategies made efficient use of meta cognitive strategies, focused on learning goals, and made efforts to achieve these goals (Boekaerts et al., 2005; Schunk & Ertmer, 2005; Zimmerman, 2005). Individuals highly capable of and proficient in "effort regulation" contained in the self-regulated skills were observed that they did not abandon their learning goals on which they have been focused even though distracting factors existed (Alderman, 2004; Corno, 1994; 2001). Individuals having an expectation-oriented lifestyle are characterized by being ambitious, determined, and diligent. These traits contribute to their use of self-regulated skills at a higher level.

As self-regulation is the regulation of behaviors for specific goals, students should be allowed to control their own behaviors internally rather than controlling their behaviors externally. Self-regulation and being goal-oriented are closely associated with self-determination (Deci & Ryan 2000; 2006). Behaviors in favor of students' self-determination as well as the promotion of a lifestyle based on their appreciation have the potential to contribute to the development of self-regulation skills.

It can be said that education activities intended for improving lifestyles of the individuals from early stages of their lives would allow them to choose strategies during the learning process. An individual's childhood experiences, domestic environment in which the individual grows up, and the family structure may constitute a basis for the lifestyles to be adopted by the individual (Adler, 2013; Kern et al., 1997).

Conclusion

In this study, the relationship between lifestyles (control, perfection, appreciation, expectation, and self-respect) and self regulated learning strategies were investigated. The results showed that the pre-service teachers mostly adopted perfection-oriented lifestyle, followed by expectation-oriented, control-oriented, and finally self-respect-oriented lifestyles. The level of self-regulated learning strategies of the pre-service teachers was found to be moderate. The results of the analysis indicate that there is a positive correlation between the self-regulated learning strategies and control-oriented, self-respect-oriented, expectation-oriented, appreciation-oriented, and perfection-oriented lifestyles. The highest relationship between self Regulated Learning Strategies and perfection life style was found. The lowest relationship was stated among control and appreciation of lifestyle with Self Regulated Learning Strategies. The regression analysis presented that perfection, appreciation and expectation lifestyles affected on Self Regulated Learning

Strategies. When the levels of perfection, appreciation and expectation lifestyles of individuals are increased, they also use Self Regulated Learning Strategies well. Additionally, perfection-oriented lifestyle was found to make the greatest contribution in the model. Moreover, control and self-respect lifestyles are not predicted on Self Regulated Learning Strategies in this study.

Recommendations

The results of the study indicate that lifestyles are associated with the learning strategies of the individuals. A review of literature shows that families and teachers have a significant role in shaping the lifestyles adopted by students. Consequently, it is considered important that parents and teachers should be knowledgeable about the factors influential in shaping the lifestyles of the students, and they should be informed about their responsibilities in this respect. The role of lifestyles should be emphasized to parents with regards to the process of raising children, and it should also be included in curriculum for teacher education. If expectation lifestyles students are educated at the school, they might use their self regulated learning strategies more effectively. In this case, teaching and learning process which includes many activities might be designed to improve student academic achievement expectations. This study investigated the relationship between lifestyles and self regulated learning strategies. On the other hand, the investigations for the effects of the variables like lifestyles and motivation, well being, and self conception self regulated learning strategies will contribute its nature.

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Yaşam Stili Öz Düzenleyici Öğrenme Stratejilerini Şekillendirir mi?

Özet

Problem Durumu: Bireylerin etkili bir yurttaş olmaları, iletişim becerilerini geliştirmeleri ve yaşam boyu öğrenen bireyler olmaları kuşkusuz onların hayata bakış açıları ile doğru orantılıdır. Bir eğitim sistemi bireylerin hayata bakış açılarını olumlu yönde değiştirebildiği takdirde onların istendik davranışları daha kolay bir şekilde edinmelerini sağlayabilir. Çünkü bireylerin hayata bakış açısı onların alışkanlıklarını ve davranış tarzlarını etkileyen önemli bir faktördür. Yaşam stilleri olarak adlandırılan bu hayata bakış tarzının temel özelliklerinin belirlenmesi

kuşkusuz bireylerin davranış ve alışkanlıklarına nelerin yön verdiğinin anlaşılmasına önemli bir katkı sağlayacaktır.

Araştırmanın Amacı: Öğretmen adaylarının yaşamlarında benimsedikleri kontrol, mükemmeliyet, memnuniyet, beklenti ve benlik saygısı odaklı stiller ile öz düzenleme becerileri arasındaki ilişkileri belirlemektir.

Araştırmanın Yöntemi: Araştırmaya eğitim fakültesinin farklı bölümlerinde öğrenim gören son sınıf öğrencileri ile formasyon eğitimi alan yaşları 20 ile 35 arasında değişen toplam 716 öğretmen adayı katılmıştır. Bunlardan 482'si bayan (% 67,3), 234'ü erkektir (% 32,7) (SD= .47). Çalışmada öğretmen adayların yaşam stillerini belirlemek amacıyla, Kern (1996) tarafından geliştirilmiş ve Türkçe uyarlaması Özpolat (2011) tarafından yapılmış "Yaşam Stilleri Envanteri" kullanılmıştır. Öğretmen adayların öz düzenleme becerilerini belirlemek için ise, Pintrich, Smith, Garcia ve McKeachie (1991) tarafından geliştirilmiş olan MSLQ ölçeği kullanılmıştır. Öz-düzenleyici Öğrenme Stratejileri Ölçeği öğrenme stratejileri ve motivasyon olmak üzere iki ana kısımdan oluşmaktadır (Boekaerts, 1999). Bu çalışmada ölçeğin bilişsel stratejiler kısmı kullanılmıştır. Çalışmanın yapılacağı hedef kitle belirlendikten sonra çalışmada kullanılan veri toplama araçları 800 kişilik öğretmen adayından oluşan gruba uygulanmıştır. Bu uygulama sonucunda bazı katılımcıların veri toplama araçlarını eksik veya yanlış doldurdukları gözlenmiştir. Bu tespitler sonucunda toplam 716 öğretmen adayından elde edilen veriler ile istatistiksel analiz yapılmıştır. Verilerin analizinde öğrencilerin yaşam stilleri ve öz düzenleme becerilerinin belirlenmesinde betimsel analiz (ortalama ve standart sapma) yapılmıştır. Yaşam stilleri ile öz düzenleme becerileri arasında ilişki olup olmadığının belirlenmesinde korelasyon analizi ve yaşam stillerinden hangilerinin öz düzenleme becerisini yordadığını belirlemek için çoklu doğrusal regresyon analizi (stepwise method) yapılmıştır.

Araştırmanın Bulguları: Öğrencilerin yaşam stili tercihleri ile öz-düzenleyici öğrenme stratejileri arasındaki ilişkiyi belirlemek için korelasyon analizi yapılmıştır. Analiz sonuçları, öz-düzenleyici öğrenme stratejileri ile kontrol odaklı (r=.165), benlik sayısı odaklı (r=.219), beklenti odaklılık (r=.284), memnuniyet odaklılık (r=.304) ve mükemmeliyetçi yaşam stilleri (r=.388) arasında pozitif korelasyon belirlenmiştir. Buna göre Hipotezler H1-H5 desteklenmiştir. Başka bir ifade ile kontrol odaklı, mükemmeliyetçi, memnuniyet odaklılık, benlik saygısı odaklı ve beklenti odaklı yaşam stilleri yüksek olanların öz-düzenleyici öğrenme stratejilerinin de yüksek olduğu belirlenmiştir. Yaşam stillerinden hangilerinin öz-düzenleyici öğrenme stratejilerini yordadığını belirlemek için aşamalı regresyon kullanılarak çoklu doğrusal regresyon analizi yapılmıştır. Aşamalı regresyon analizi sonuçlarına göre öz-düzenleyici öğrenme stratejilerine 5 değişkenden mükemmeliyetçi (β=.264), memnuniyet (β=.208) ve beklenti (β=.178) odaklı yaşam stili olmak üzere üçünün katkıda bulunduğu belirlenmiştir. Bu üç değişken varyansın %22'sini yordadığı belirlenmiştir. Modelde en yüksek katkısı olan değişkenin mükemmeliyetçi yaşam stili olduğu belirlenmiştir. Bağımsız değişkenler ile bağımlı değişken arasında istatistiksel açıdan anlamlı ilişki olduğu ancak bu ilişkinin orta düzeyde (R= .465) olduğu görülmektedir.

Araştırmanın Sonuçları ve Önerileri: Araştırma sonucunda, öğrencilerin öz-düzenleyici öğrenme stratejileri ile mükemmeliyet, memnuniyet, beklenti, kontrol ve benlik saygısı yaşam stilleri arasında pozitif ilişki olduğu belirlenmiştir. Öz düzenleyici öğrenme stratejileri ile en yüksek pozitif ilişki mükemmeliyetçi yaşam stili, en düşük pozitif ilişki ise kontrol odaklı yaşam stili arasındadır. Bağımlı değişken olarak öz düzenleyici öğrenme stratejilerini, bu beş değişkenden (mükemmeliyet, memnuniyet, beklenti, kontrol odaklı ve benlik saygısı yaşam stili) hangisinin yordadığını belirlemek için yapılan çoklu doğrusal regresyon analizi sonucunda modele en çok katkıda bulanan değişkenlerin sırasıyla mükemmeliyetçi, memnuniyet ve beklenti odaklı yaşam stilinin olduğu belirlenmiştir. Diğer iki değişkenin (benlik saygısı ve kontrol odaklı) ise bu üç değişken üzerine öz düzenleyici öğrenme üzerine anlamlı bir katkıda bulunmadığı belirlenmiştir. Bunun nedeni ise benlik saygısı ve kontrol odaklı yaşam sitillerinin diğer değişkenlerle linear bir pozitif ilişkiye sahip olmasından kaynaklanmaktadır. Ancak, korelasyon analizi sonuçları bu ilişkinin oto korelasyon oluşturacak düzeyde olmadığını göstermektedir. Yapılan araştırmanın sonuçlarına dayanarak yaşam stillerinin bireylerin öğrenme stratejileri ile ilişkili olduğu bulunmuştur. Literatür incelendiğinde ailelerin, çocuklarının yaşam stillerini şekillendirmede oldukça önemli bir rolünün olduğu görülmüştür. Bundan dolayı ailelerin çocuklarının yaşam stillerini şekillendirmede nelere dikkat etmeleri gerektiği ve anne ve babalara bu konuda hangi görevlerin düştüğü konusunda bilgilerin verilmesinin önemli olduğu düşünülmektedir. Bu bağlamda çocuk yetiştirme sürecinde anne-babalara dönük verilecek eğitim programlarında yaşam stilleri konusuna ayrıca değinilmesinin faydalı olacağı düşünülmektedir. Çocukların yaşam stillerini şekillendirmede önemli görevlerden bir diğeri de öğretmenlere düşmektedir. Öğretmenlerin sınıf içindeki davranışlarının öğrencilerin yaşam stillerini etkilediği ve bununda bireylerin öğrenme stratejilerini şekillendirdiği söylenebilir. Dolayısı ile öğretmenlerin bu konuda yeterli bilgi birikimine sahip olmaları önemlidir. Öğretmenlerin yaşam stillerini geliştirici nitelikte davranışlar üzerine odaklanmaları öğrencilerin öz düzenleme becerilerinin gelişmesine ve beraberinde öğrencilerin akademik başarılarının da artmasına katkı sağladığı düşünülmektedir. Bu bilgiden hareketle eğitim fakültesi ders programlarında yer alan rehberlik dersi kapsamında yaşam stillerine yönelik çalışmalara ayrıca yer verilmesi ve halen görevde olan öğretmenlerin bu konu üzerinde eğitim almaları yararlı olabilir. Özellikle milli eğitim bakanlığı kurumlarda çalışan öğretmenlere verilecek bu eğitimlerde okul rehberlik servislerine ve rehberlik araştırma merkezlerine önemli sorumluluklar düşmektedir.