

Primary Teachers' Beliefs and Knowledge about Self-regulated Learning in the Kingdom of Saudi Arabia

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ABSTRACT The current study examines the beliefs and knowledge of primary teachers about self-regulated learning (SRL). It also investigates the effects of gender, subject taught, and years of teaching experience on teachers' beliefs and knowledge about SRL. To this purpose, 80 teachers were chosen from different primary schools in Arar city of Saudi Arabia. Two questionnaires, "self-regulated learning teacher beliefs questionnaire (SRLTBQ)" and "teachers' knowledge of self-regulated learning" inventory (TSRLI), were used for data collection. Comparative descriptive design was used as the study design. The results of the study reveal that teachers' beliefs about SRL are high but that their knowledge of SRL are low. There is a significant correlation between the mean scores of teacher's reported beliefs about SRL and teacher' knowledge. The results also indicate that gender, subject taught, and years of experience have significant effects on some aspects of teachers' beliefs and knowledge.