

The Turkish Adaptation of Self-regulated Learning Teacher Belief Scale¹

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ABSTRACT The aim of this paper is to adapt "Self-Regulated Learning Teacher Belief Scale" (SRLTB) into the Turkish language for language equivalence, reliability, and validity. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted for construct validity of the scale. Within the reliability studies of the scale, Cronbach Alpha value and item-total correlations were calculated using the split-half method. According to EFA results, a single factor construct explaining 36 percent of total variance came out. This is compliant with the original construct of the scale. CFA indicated that the fit indices had values significantly above acceptable values, which confirmed the single-factored structure. The scale's internal consistency coefficient, which was .79, indicating high reliability. In conclusion, the paper provides the Turkish-language equivalence of the scale and finds that the scale is reliable and valid in determining teachers' beliefs about self-regulated learning.