Development of the Czech Version of the Questionnaire on Self-Regulated Learning of Students*

Abstract

The authors of the paper aim to briefly describe the issues connected with self-regulated learning and thus present the first attempt at measuring the level of self-regulated learning of university students. The aim of the questionnaire survey, which was carried out among the students of auxiliary services professions at Tomas Bata University in Zlin, was to verify the validity and reliability of assessment scales of the first version of the Questionnaire on students’ self-regulated learning (DAUS). Factor analysis proved that the strongest factor of self-regulated learning is goal orientation (F1) followed by self-efficacy (F2), metacognitive strategies (F3) and study value (F4). The internal consistency of the questionnaire survey and individual scale differentials vary in the range of $\alpha = 0.77$ to 0.91.

Key words: self-regulated learning, students of auxiliary services professions, questionnaire validation, motivational beliefs, cognitive and metacognitive strategies, self-determination theory.

* The presented outcome of the research was created during a grant solving process GA ČR 406/09/1240 Cognitive and Noncognitive Determinants of Self-Regulated Learning Development among Students of Auxiliary Services Professions.