the Turkish educational system which is highly competitive and examination-orientated (Senler & Sungur, 2009). In Turkey, starting with middle school years, students enter nationwide normative exams to be able to attend better high schools and universities. Most students take private tutorials to be able to get better scores in these exams. Therefore, concerning the exams, low achievers may be experiencing more anxiety than high achievers. High achievers, on the other hand, are not found to seek help or use other behavioral or cognitive strategies at higher levels. Most probably, they just study for the exams without emphasizing learning and mastering the course material as indicated by their lower score on the intrinsic goal orientation sub-scale. At this point, it is important to consider how teachers convey instruction in biology classes and how they assess students' performance since the type of instruction and assessment strategies used have a direct effect on student self-regulated learning (Wolters, Pintrich & Karabenick, 2003): In Turkey, teachers tend to instruct students about what to study, how to study, and when to study, with limited emphasis on autonomy and choice. In the presented study, the students' biology grades were used to classify them as low achievers and high achievers. Therefore, these grades depend on scores from teacher-made tests. Accordingly, it is expected that in learning environments where teachers provide explicit directions regarding what to read, what assignments to complete, and how to do these assignments, students conforming to these teachers directions are expected to be more successful but less self-regulated in their learning (Mclnerney, 2008).

Bibliography

Duncan, T.G., & McKeachie, W. J. (2005). The making of the Motivated Strategies for Learning Questionnaire. *Educational Psychologist*, 40, 117–128.

Linnenbrink, E.A. & Pintrich, P.R..(2003).The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading and Writing Quarterly, 19,* 119–137

McCoach, D.B. & Siegle, D. (2003). Factors that differentiate underachieving gifted students from high achieving gifted students. *Gifted Child Quarterly. 47,* 144–154

Mclnerney, D.M. (2008). The motivational roles of cultural differences and cultural identity in self-regulated learning. In: D.H. Schunk and B.J. Zimmerman (Eds), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 369–400) New York, NY: Lawrence Erlbaum Associates.

Pintrich, P.R., & De Groot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82*, 33–40.

Pintrich, P.R., Smith, D.A.F., Garcia, T. & McKeachie, W.J. (1993). Reliability and predictive validity of the motivated strategies for learning (MSLQ). *Educational and Psychological Measurement, 53,* 801–813.

Pintrich, P.R., & Schunk, D.H. (2002). *Motivation in education: Theory, research, and applications.* Columbus, OH: Merrill.

Senler, B. & Sungur, S. (2009). Parental influences on students' self-concept, task value beliefs, and achievement in science. *The Spanish Journal of Psychology*, *12*, 106–117

Usher, E.L. (2009). Sources of middle school students' self-efficacy in mathematics: A qualitative investigation of student, teacher, and parent perspectives. *American Educational Research Journal*, *46*, 275–314.

Weinstein, C.E., and Mayer, R.E. (1986). *The Teaching of learning strategies.* In M.Wittrock, ed. Handbook of research on teaching, pp. 315–327. New York: Macmillan.

Wigfiled, A. & Eccles, J.S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology,* 25, 68–81.

Wolters, C.A., Yu,S:Y, & Pintrich, P.R. (1996). The relation between goal orientation and students' motivational beliefs and self-regulated learning. *Learning and Individual Differences, 8,* 211–238.

Wolters, C.A., Pintrich, P.R., & Karabenick, S.A. (2003*). Assessing academic self-regulated learning.* Paper prepared for the Conference on Indicators of Positive Development: Definitions, Measures, and Prospective Validity, Washington, USA.

Zimmerman, B.J. (2000). *Attaining self-regulation.* In M Kaerts, P.R. Pintrich, & M. Zeidner (Eds). Handbook of Self-Regulation. pp. 13–3