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TEACHING, LEADERSHIP,  
AND CURRICULUM STUDIES

UNDERSTANDING THE STRUGGLING ADOLESCENT READER: A GLIMPSE  
INTO STUDENT SELF-EFFICACY AND THE SELF-REGULATED LEARNING  
PRACTICES OF A NINTH GRADE READING CLASS (179 pp.)

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This qualitative study examined the effects of metacognition and self-regulated learning strategies on student academic self-efficacy. Participants in the study consisted of 8 special education students (learning disabled and cognitively disabled) and 7 regular-education students. In addition, 2 student participants were tutored for the remainder of the school year with follow-up assessments given. Data collection for the class, which took place over one 9-week grading period, included: (a) Bandura's Children's Self-Efficacy Scale, (b) Reader Self-Perception Scale, (c) Self-Regulated Learning Strategies Teacher Questionnaire and student interview, (d) audio-taped interviews, (e) student self-efficacy scores, (f) 9-week and semester grades, and (g) observations.

Three research questions guided this study: (1) What happened to the self-efficacy of struggling high school readers when they were taught self-regulated learning strategies? (2) What happened to the academic achievement of struggling high school readers who practiced self-regulated learning strategies? (3) What barriers impeded the acquisition of positive self-efficacy for struggling adolescent readers?

Data collected revealed that special education students scored themselves higher for self-efficacy than regular education students, used more self-regulated learning strategies in class as noted by the teacher questionnaires, and their report cards showed

higher academic achievement. Support from special education teachers was thought to be a factor in these higher ratings. Student interviews revealed early academic failure and limited academic success as barriers that impeded positive self-efficacy.