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LIFESPAN DEVELOPMENT
AND EDUCATIONAL SERVICES

THE DEVELOPMENT OF A SELF-REPORT SCALE MEASURING AFFECTIVE,
COGNITIVE, AND METACOGNITIVE DIMENSIONS RELATED TO STUDY
SKILL AND SELF-REGULATION SKILL UTILIZATION WITH MIDDLE SCHOOL
STUDENTS (202 pp.)

Director of Dissertation: Frank J. Sansosti, Ph.D.

The first purpose of this study was to develop a student, self-report scale measuring affective, cognitive, and metacognitive dimensions related to study skill and self-regulation skill utilization with middle school students (DOLS). The second purpose, through a multiple regression analysis, was to examine the relationship between DOLS responses and Ohio Achievement Assessment (OAA) scores.

A convenience sample of 567 middle school students (grades 6–8) was included in this study. The confirmatory factor analysis validated the modified model, but revealed several inadequacies future research may wish to attend. For the regression analysis, the predictor variables were the student responses on the DOLS described as affect, cognitive, and metacognitive and the criterion variable was the student scores on the Ohio Reading and Math Achievement Assessments. In this study, affective and cognitive dimensions had the greatest predictive evidence for student achievement. Additionally, self-efficacy, time management, interpersonal skills, anxiety, note taking, and math skills were identified as the greatest predictive variables of achievement, regardless of measuring math or reading abilities. Math skills and time management had the strongest effect on Math OAA scores, whereas reporting skills and time management had the strongest effect on Reading OAA scores.

This study only provided support for content validity and initial internal consistency estimates of reliability related to the DOLS. With external validity, this study utilized a convenience sample of middle school students from a suburban school in a large, Midwestern state. Therefore, results are not generalizable beyond this study's sample.