

The Impact of Self-Regulation Strategies on Motivation and
Completion of Reading Homework

By Jennifer Stanton

Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Education

May 2015

Graduate Programs in Education

Goucher College

Table of Contents

List of Tables	i
Abstract	ii
I. Introduction	1
Statement of Problem	2
Hypothesis	2
Operational Definition	3
II. Review of the Literature	5
Defining Self-Regulated Learning	5
Teaching Self-Regulated Learning Strategies	7
The Relationship between Self-Regulated Learning and Motivation	14
Encouraging Students' Use of Self-Regulated Learning	16
Conclusion/Benefits of Students using Self-Regulated Learning Strategies	17
III. Methods	18
Design	18
Participants	18
Instrument	19
Procedure	20
IV. Results	23
Homework Complete Rates	23
Homework Performance	24

Perceptions Related to Homework	25
V. Discussion	31
Implications of the Results	31
Theoretical Implications	32
Threats to Validity	32
Connections to Previous Studies/Existing Literature	34
Conclusion and Summary	35
References	35

List of Tables

1. Descriptive Statistics for Mean Homework Completion over the Five-Week Study	21
2. Results of t-test for Independent Samples Comparing Homework Completion Rates	24
3. Descriptive Statistics for Mean Homework Performance over the Five-Week Study	25
4. Results of t-test for Independent Samples Comparing Homework Performance	25
5. Descriptive Statistics for SRQ-A Section composite ratings	26
6. Descriptive Statistics for SRQ-A Section Gains (post/pre ratings)	27
7. Results of t-tests for Independent Samples Comparing Gains on SRQ-A Section Totals (Sections A-D)	28
8. Results of Students' Confidence Levels after Five Weeks	30
APPENIDICES	40

Abstract

The purpose of this study was to examine the effects of teaching and using self-regulation strategies on fourth graders' motivation and reading homework completion. Several instruments were used in this study, including a Self-Monitoring Sheet for Reading Homework (SMS), an Academic Self-Regulation Questionnaire (SRQ-A), and the Self Regulated Learning Interview Sheet to determine motivation levels and assess completion of and performance on daily homework assignments. This study used a quasiexperimental design. SRQ-A and the other criteria were compared after a five-week intervention in which the treatment group learned and uses self-regulatory strategies and reflected on their homework completion and performance. Gains in reading homework achievement and confidence levels were significant. Given these findings, future research might focus on how self-regulated learning strategies can be used most effectively across subject areas and developmental stages.

CHAPTER I

INTRODUCTION

Today, young students are being pushed to do more and to provide more evidence that they have mastered academic skills and are able to use critical thinking (Willis, 1993). Students face many challenges because of the new Common Core Curriculum Standards. The Common Core Curriculum is a shared set of clear educational standards for English/Language Arts and mathematics that states can voluntarily adopt. The standards are benchmarked to international standards to guarantee that students have met particular objectives and are competitive in the emerging global marketplace (www.commoncurriculum.org). As today's students must matriculate through many state, county, and school assessments as well as complete projects, class work, homework, and outside responsibilities, many of them seem to lose sight of the importance of education and expect to do poorly in school.

This lack of motivation to achieve higher grades worsens when graded work is returned with negative feedback. Students may be particularly frustrated when teachers' expectations are not clear and they have not been taught skills to improve problem-solving and or engage in self-evaluation. Without these skills, students may comprehend the materials and assignments but may lack motivation and guidance and/or fail to take responsibility for their learning. Teachers may be very skilled in their subject area and able to provide students with the knowledge they will need to pass an assessment, but they may not be proficient in teaching those skills which could make students invested in learning.

Students who lack motivation to improve their academic performance need support to develop good learning habits and reinforce their efforts and motivation. In order for students to be motivated, increase academic performance scores, and become better problem-solvers,

teachers should help them develop skills and habits which foster better attitudes toward learning and education. Without the proper training and development of these skills and habits, students may experience low motivation and its negative consequences, which can include poor grades in school and failure when they reach the workplace.

This researcher has observed fourth graders who appear unmotivated to complete homework or improve their reading skills or academic performance. These students consequently earn poor reading grades. Some students “forget” their homework at school or home, and others just don’t do it for other reasons.

Research suggests that interventions which foster Self-Regulated Learning, which involve instruction related to goal-setting, motivational lessons, journaling, and grade recording activities may improve effort on and completion of school work (Dignath, Buettner, & Langfeldt, 2008). This study aims to determine if selected strategies are effective with a fourth grade sample.

Statement of the Problem

This study sought to determine whether teaching and using self-regulation strategies could help increase fourth graders’ motivation and completion of reading homework.

Hypothesis

The null hypothesis was that there would be no significant difference between the homework completion rate or performance on reading homework between students who use only regular teacher classroom management tools and those who are provided with instruction about and practice using self-regulation strategies.

ho₁: mean weekly homework completion rate for the experimental group equal mean weekly homework completion rate for the control group

ho2: mean homework performance (weekly average percent correct) for the experimental group equal mean homework performance for the control group

Feelings about learning and homework completion were also assessed and compared for both groups before and after the SRL intervention was implemented with the experimental group using the SRQ-A questionnaire. Results on selected sections of the SRQ-A were compared across the treatment and control groups to determine if their responses and feelings differed significantly.

ho3: mean ratings of feelings about learning for the experimental group equal mean ratings of feelings about learning for the control group

Operational Definitions

Academic Performance was tracked by the teacher for the control group and by the students and researcher-teacher on a self-monitoring recording sheet. Students in the treatment group recorded their completion of homework and grades on reading homework assignments and wrote comments about the assignments, including how they felt about the usefulness and difficulty of the assignments. At the end of the week, students had entered five daily grades on their sheets, which they averaged to determine their mean grade for the week and considered that in relation to their homework completion rates.

Homework Completion Rate: Each day, students in the treatment group recorded whether or not they did their homework. At the end of each week, the number of reading homework assignments they completed was divided by the number of assignments given to calculate their homework completion rate. The homework completion rate of the students in the control group was calculated by their teacher.

Self-Evaluation involves learners developing short-term goals for their learning in reading and attending to their progress to determine whether or not they are reaching these goals. During the self-evaluation process, learners were expected to build self-awareness and use self-regulatory skills to adapt and respond to instructional feedback they received.

Self-Monitoring is a process by which learners take responsibility for monitoring their progress towards learning goals. Students recorded and reflected on their daily performance, behaviors, and learning experiences and observed how these related to weekly grades.

Self-Motivation involves learners independently using one or more SRL strategy to keep themselves on-track toward reaching an academic goal. Students were encouraged to do so and directly taught SRL strategies.

Self-Regulatory Learning (SRL) is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate learning experiences.

CHAPTER II

REVIEW OF THE LITERATURE

This review of the literature is concerned with how students can use self-regulation strategies as motivation in improving their homework completion, especially with regard to reading assignments. Section one of the review provides an overview of self-regulated learning (SRL) including a definition, characteristics, and the importance of SRL. Section two discusses teaching SRL strategies. Section three explores the relationship between self-regulated learning and motivation, and, finally, section four relates information about encouraging students to use SRL strategies.

Defining Self-Regulated Learning

Self-regulated learning (SRL) is the use of strategies by students to regulate their cognition, metacognition, and resources to manage and control their environment and learning (Pintrich, 1999). Zimmerman (1989; 2000) describes self-regulated learners as those who are “motivationally, cognitively, and behaviorally active in their own learning” (p. 329). These learners persist when faced with challenges and experiment or test different strategies in order to optimize learning outcomes. Self-regulated learning is also conceptualized as a lifelong process, meaning SRL “develops and improves over time and across tasks” (Zimmerman, 2000, p. 23). In addition, SRL allows students to take control over their own learning by managing their own behavioral, attentional, cognitive, and emotional experiences throughout the learning process. SRL also involves the student’s ability to manage his or her environment in order to meet personal or academic learning goals. The SRL process is initiated when a student purposely performs an action to master information or acquire skills.

Zimmerman (1989) believed that guiding students to focus on a single problem and providing them with the tools to find a hands-on and meaningful solution would lead to self-discovery. The term “self-discovery” identifies students who are independent learners, develop their own learning goals, and decide their own learning paths depending on their ability level. Hadwin (2008) identified and expanded on the similarities between Zimmerman’s models and some important key components with those of Winne and Hadwin (1998) and Bandura (2008). Hadwin stressed that goal setting, metacognition, motivation, regulation, and feedback are all important components recognized in the self-regulated learning model.

Characteristics of SRL

Self-regulated learners select problems and create detailed plans to solve them by constructing obtainable goals in order to feel empowered and successful in their academic learning. Hadwin (2008) explains that “these learners are strategic in adopting and adapting a range of tools and strategies to improve learning. They check their progress and intervene when things are not going as planned” (p. 175). A metaphor for self-regulated learning is conducting experiments about one’s own personal or academic learning. Conducting these experiments includes engaging in SRL and begins as learners identify a problem, make a hypothesis, and set a goal. As learners are going through the SRL process, it is recommended that they collect and record any experiences or changes which occur along the road to success. When learners keep detailed reports of their experiences and changes, they are able to recognize where and when they have been successful or fell short of expectations. When this repetitive process is applied to learning, it is referred to as self-regulated learning (Hadwin, 2008).

Importance of SRL Strategies

According to Clark (2012), “self-regulated learning merits study as it has been found to be predictive of improved academic outcomes and motivation. When students use SRL, they acquire the adaptive and autonomous learning characteristics required for enhanced engagement with the learning process and subsequent successful performance” (p. 205).

Teaching Self-Regulated Learning Strategies

Teaching self-regulated learning strategies involves more than just providing learning strategies which can enhance students’ academic outcomes. This strategy can also assist students in tracking their performance and assessing their progression. Teaching SRL strategies fosters not only students’ skills but also their motivation to meet their personal goals and academic achievements (Dignath et al., 2008).

Students at both the primary or secondary levels can achieve their goals and succeed in their educational careers. For this reason, teachers applying cognitive and metacognitive strategies within their classrooms will foster better-skilled students who can problem solve. Teachers who encourage and motivate their students will help them discover their own problem solving strategies and become skillful at using them for problem-solving (Dignath et al., 2008). In addition, “studies on the development of metacognitive knowledge and self-regulated learning reported a major shift between kindergarten age and grade six” (Dignath et al., 2008, p. 103). Having a clear understanding of how development affects the ability to use cognitive and metacognitive strategies helps educators understand that teaching students to gain self-regulation is and requires time and practice. Zimmerman (as cited in Dignath et al., 2008) states that saying “Providing students with knowledge and skills about how to self-regulate their learning helps them to self-initiate motivational, behavioral, and metacognitive activities in order to control their learning” (p. 102).

The processes that comprise SRL and which foster learning include goal setting, planning, self-evaluation, self-monitoring, and self-motivation (Hadwin, 2008). In addition, teachers can guide their students to properly use the skills by modeling, providing instrumental supports, assisting students in self reflection, and allowing peer support, if needed. These strategies are addressed in the following paragraphs.

Goal Setting

When considering goals, students have to think step-by-step about what they want to do and how they are going to do it. Goals are essentially an outline that can regulate one's actions (Hadwin, 2008). Learners' goals may or may not be in line with the goals which others set for them; nevertheless, personal goals guide decision making and learning activities (Hadwin, 2008). There are a number of goals that Hadwin (2008) identifies at multiple levels. These goals can be interoperated as a student identifying his or her "life goals, course goals, and task goals" (Hadwin, 2008, p. 176). It is these goals that become reality, for example, if a student chooses to become a doctor, by obtaining as much information from medical school and truly understanding the dynamics of the human body. All of this forms learning engagement.

In many classrooms, teachers develop goals that are very generic and broadly stated which can be detrimental to successions of a student's learning ability. Utilizing another approach that develops individuals' goals to meet their individual needs or interests can help learners be more successful and take more ownership of their learning. As a result of developing only broad goals, teachers' assessments may not accurately depict students' academic or personal performance or abilities.

Teachers would do well to assign goals to students which are individualized and emphasize specific tasks to accomplish. In the classroom, teachers should point out to their

students that personal goals should be as simple as earning a good grade on an assignment or an assessment, or developing a hypothesis for a potential 4th grade science experiment. For example, if a student sets a short-term or long-term goal to do well on his or her STEM project, then he or she also might do well to set attainable subgoals. Students using specific graphic organizers can help ensure success on the layout of the project or making a list to ensure they have all of the materials needed to complete the experiment.

It is important to note that goal setting is influenced in part by “attainment value” (Wigfield & Eccles, 1992, p. 114). This was noted in Hadwin (2008), where attainment value is the importance students place on doing well on a task. Wigfield and Eccles (as cited in Hadwin, 2008) give an example: “boys might believe that it's important do to well in math and science because of gender-related expectations. Therefore, they may have high attainment goals for math and science-related activities because these subjects are central to one's sense of self as a boy” (p. 144).

Planning

In addition to goal setting, planning is a key part of self-regulated learning. Planning gives students the power over their learning processes and products (Cleary & Zimmerman, 2004). Students who generate chaos and disorganization lack in this area. Self-regulated learners write out their ideas and turn them into plans which allow them to be more organized and focused on tasks. When students learn this skill, it allows them to feel more knowledgeable and effective during task work. Self-regulated learners develop more self-confidence and self-pride when they're able to accomplish their tasks and responsibilities (Cleary & Zimmerman, 2004).

Zimmerman (as cited in Cleary & Zimmerman, 2004) notes that “strategic planning involves selecting or creating a strategy to optimize one’s performance during learning attempts” (p. 538). According to Cleary, Gubi, and Prescott (2010) “this process sets the stage for learning and impacts performance control phase processes (which are the processes occurring during learning), such as strategy implementation and self-monitoring” (p. 986).

Self-Evaluation

Hadwin (2008) states that “to self-regulate learning, students need to be encouraged to monitor and evaluate their own progress rather than rely solely on external evaluation” (p. 179). “Self-evaluation is important because it requires students to revisit task perceptions and articulate goals and standards they are using to evaluate themselves” (Hadwin, 2008, p. 179). Self-evaluation is a tool which students need to understand in order to be able to assess the value of their own work performance. Teachers guide their students to look at what was gathered from their self-evaluation and use it as “blueprint” (Hadwin, 2008, p. 179) to help develop teaching moments and to increase understanding while setting personal goals.

Teachers can promote self-evaluation by modeling for students how to monitor their learning and strategy usage. This can be done by walking students through filling out a self-evaluation survey which will point out their strengths and weaknesses. Additionally, teachers can show students how to adjust their specific goals in order to become successful later on if their initial goals were not attained. Using self-evaluation allows students to use “self-talk” and prompts them to ask themselves specific questions to help assess their true level of comprehension of the tasks at hand. Self-evaluation can “help students reflect on the usefulness of a new learning strategy for promoting key thinking processes associated with understanding

and remembering (selecting, monitoring, assembling, rehearsing, translating)” (Hadwin, 2008, p. 179).

Hadwin (2008) recognizes that “self-evaluation that encourages students to reflect on personal progress has potential to improve future learning because seeing mistakes as opportunities supports students to embrace a cycle of self-regulated learning” (p. 179). Students are more likely to become proficient self-regulated learners when they are able to self-evaluate and monitor their own learning versus merely following teacher-given instructions.

Self-Monitoring

When students understand the conceptual foundation and steps of self-regulated learning processes, they are able to recognize that in order to become a strategic learner one must take ownership of and take pride in one’s learning and achievement. Cleary et al. (2010) cite ideas from Butler, Elliott, and Dweck (2005) and Graham and Harris (2005) that the methods utilized to learn and monitor one’s learning yield information can be used to evaluate performance outcomes.

Weinstein, Husman, and Dierking (2000) note that “motivation is a key ingredient to academic success, but simply possessing the will to succeed is often not sufficient for optimizing one’s achievement” (p. 986); accurate self-monitoring and assessment are also important at each grade level. Over time, students are going to face challenges that will enable them to be prepared for both college and work experiences. Students should be equipped with the ability to self-regulate their learning to develop a higher level thinking skills. In addition, students need these strategies in order to improve their problem solving so they can be more prepared for life after high school. In order to be considered to be effective learners, students must possess

identified qualities of “self-monitoring and strategic planning, to successfully navigate these transitions” (Cleary et al., 2010, p. 986).

Teachers’ roles are important in molding students so they can make use and benefit from self-monitoring. Hadwin (2008) states, “while self-monitoring generates internal feedback for the learner, it may be best complimented with other forms of external feedback that help learners better attune their self-monitoring activities and the goals and standards upon which they base self-evaluations” (p. 177).

Self-Motivation

Learners who are self-motivated are learners who can work independently and can use one or more of the SRL strategies to keep themselves on track toward a personal and academic goals (Young, 2005). Teachers, who are modeling this skill by simply knowing about metacognitive and cognitive learning strategies, should understand that it is not enough to just promote students’ active engagement in the learning process or use of self-regulated learning. When students develop personal learning goals and find the inner motivation to change in order to reach them, they are more likely to persevere regardless of the challenges they may face.

Modeling

Schunk (2005) indicates that “sociocognitive modeling is the process of observing more capable others as they demonstrate thoughts, beliefs, and strategies associated with self-regulated learning” (p. 181). According to Hadwin (2008), “students can learn to regulate their own learning when they have opportunities to observe a proficient model, participate in guided practice, and receive instrumental feedback about their learning. Modeling is most effective when it is matched to a student's level of self-regulatory competence” (p. 181). When teachers

are introducing a strategy to their students, they should be inclined to provide guided hands-on practice to allow students to get positive, effective, and descriptive feedback.

Instrumental Support

Another method teachers can utilize to support their students' development of SRL is instrumental support. When teachers are providing instrumental support, the teacher is there to make certain that the students receive the appropriate knowledge to work independently in direct the student to evaluate their own progress properly (Hadwin, 2008). This method strictly focuses on helping students build upon knowledge and skills that they may need to address difficult tasks. In addition, instrumental support is only meant to be short-term with the intention of helping students complete tasks on their own. Teachers who use this method engage their students in meaningful dialogue with each other or while completing the task itself.

“Instrumental support helps students think about and generate accurate perceptions of tasks, identify and articulate learning goals to guide their progress, consider their own strengths and weaknesses with respect to tasks, and strategically adopt and revise strategies” (Hadwin, 2008, p. 179). This method is used to assist those students who may need extra support if the task becomes challenging or if they experience frustration.

Self Reflection

Self reflection may be the most important and effective tool a teacher can use within the classroom setting to teach SRL. This method requires students to express their inner thoughts and feelings about particular tasks or topics and allows the teacher to understand the learning process from a student's point of view without consequences or prejudging. When students are reflecting throughout their learning process, their teachers can reflect on their responses and plan

more concrete and purposeful lessons. This action also allows the teacher to provide more individualized, effective, and motivational feedback to the student.

Peer Support

Much like instrumental support from teachers, peer support can help students control the level of challenge associated with tasks and provide opportunities for self-evaluation and self-reflection (Hadwin, 2008). Peer support can come in the form of social support which can encourage and support students as they move forward in their learning process.

The Relationship between Self-Regulated Learning and Motivation

Ocak and Yamac (2013) state that “motivational beliefs are one dimension of self-regulation” (p. 381). The findings of Kaplan and Midgley (1997); Pintrich, Anderman, and Klobucar (1994); and Pintrich and De Groot (1990) resulted in Ocak and Yamac’s conclusion that, “Motivational beliefs consist of self-efficacy, task value, goal orientation, control belief” (p. 381). Students who have control belief have the ability to take control over what is happening or what will happen when completing a task or reaching a goal. This ability is when students have a concept fixed in their minds and visualize what they can achieve.

Schunk (2005) suggested that “self-regulated learning is seen as a mechanism that helps explain the achievement differences among students and as an indicator of improvement in achievement” (p. 85). According to Ocak and Yamac (2013), it can be implied that motivation and self-regulation are closely related to each other, as students need both the skill and the will to self-regulate in order to increase task performance.

Self-regulated learning has three motivational components which allow students to self-evaluate. The first motivational component is expectancy. Within this component, students have somewhat of an understanding about their abilities and capabilities. The second component is

how students value the importance of their education. The last component can be linked to the students' emotional levels with their negative or positive reaction toward a task that has been given. These motivational components are influenced by the attainment value which is the importance students place on doing well on a task.

Self-Efficacy and SRL

Hadwin (2008) explains that, “self-efficacy is a motivational construct that is frequently discussed and researched in the field of self-regulated learning” (p. 177). Hadwin notes that Bandura (2001) developed social learning theory, which introduced the importance of self-efficacy in learning and processes by which learners reflect on and refine their learning. Self-efficacy is one's beliefs about one's capabilities to successfully perform a specific task to a specific level of competence. This function is noted above as an important motivational component of SRL (Hadwin, 2008).

For example, a student with high self-efficacy for writing believes that he or she is able to produce a high-quality essay. Self-efficacy beliefs influence choice of task, performance, persistence, and level of effort or engagement. Consistent with other forms of motivation described above, self-efficacy beliefs (a) can influence the ways students engage in a task (e.g., engaging minimal effort in choosing and adapting effective strategies); (b) can emerge as a product or outcome of self-regulatory engagement in a task (e.g., generating a low-efficacy judgment for future writing tasks after encountering planning challenges that were not successfully overcome); and (c) can be regulated by the learner (e.g., engaging positive self-talk about what can be successfully accomplished).

(p. 177)

In a study involving a group of fifth graders at a primary school in Afyonkarahisar, Turkey to determine whether there was a relationship between self-regulated learning strategies, motivational beliefs, attitudes towards mathematics, and academic achievement, Ocak and Yamac (2013) found that self-efficacy was significantly and positively related to mathematics achievement. Students who had higher self-efficacy beliefs increased the use of SRL strategies and by doing so these students increased their academic and personal achievements, whereas students who self-doubted themselves and who had a negative emotional reaction toward the task avoided the work which lead to lower self-efficacy and not achieving much (Ocak & Yamac, 2013). Overall, students who have higher self-efficacy are harder workers and are willing to put forth the extra effort when faced with a challenge than students who had lower self-efficacy (Ocak & Yamac, 2013).

Encouraging Students' Use of Self-Regulated Learning

Schools place a heavy emphasis on evaluation of students. Teachers strive to encourage students to do self-checking which allow students to feel more empowered to find and correct their own mistakes rather than having their teachers or peers point it out to them. Meece and Blumenfeld (1988) state that “meaningful learning involves the active process of integrating and organizing information, constructing meaning, and monitoring comprehension in order to develop a sound understanding of subject matter” (p. 25). Ridley et al. (as cited in Young, 2005) also notes that “A self-regulated learner is empowered and able to make sense of the learning task, to create goals and strategies, and to implement actions to meet his or her goals within a learning context” (p. 25). Equipping students with self-regulatory abilities not only contributes to success in formal education but also promotes lifelong learning (Bandura, 2001) and represents the highest form of cognitive engagement (Corno, 1986).

Boekaerts (1999) pointed out that in today's classroom teachers who use the "traditional learning model" (p. 450) are not building or modeling problem-solving learners; in fact, teachers are actually hindering self-discovery within their learning environment. Teachers who are following this old method do not understand the importance of self-regulated learning and how it can improve students' personal and academic performance. In contrast, learning environments in which teachers encourage all students to be actively involved in hands-on learning experiences, both experientially and cognitively, lead to the development of self-regulated learning.

Conclusion/Benefits of Students using Self-Regulated Learning Strategies

Students who use self-regulated learning strategies take control over their own learning and can change the outcome of their academic efforts. Students who have gone through this process and who are self-regulated learners have the skills to self-motivate and teach themselves how to persist when faced with challenges. It is important to understand that becoming a well-equipped self-regulated learner is not a simple task; it takes dedication and patience to go through the process. Pressley, Borkowski, and Schneider (1987) and Reschly and Ysseldyke (1995) had similar ideas about self-regulation models being closely linked with the problem-solving approach because they emphasize similar processes, such as identifying a specific problem area, developing individualized strategies, and assessing strategy effectiveness. Schunk and Ertmer (2000) state that, "Self-regulation models empower students to actively engage in the problem-solving process, thereby increasing their autonomy and personal agency over their learning methods" (p. 540). Cleary and Zimmerman (2004) explain that the "self-regulation problem-solving process is effectively illustrated by Zimmerman's (2000) cyclical feedback model" (p. 37).

The application of teaching SRL to master particular goals merits further study since students who use self-monitoring and self-evaluating strategies to evaluate the effectiveness of and change strategies or goals if necessary have been shown to demonstrate “more independent learning and mastery of valued concepts” (Cleary & Zimmerman, 2004, p. 540).

CHAPTER III

METHODS

Design

This study used a quasi-experimental design and compared the homework completion rates, performance, and motivation regarding work of static groups selected using convenience sampling. The independent variable in this study was the implementation (or not) of motivational skills instruction (i.e., applications of Self-Regulated Learning strategies) in the classroom. The dependent variables (three) were the students' homework completion rates and grades and feelings about their reading homework.

Participants

The participants were 59 fourth-grade students who were enrolled in one of two homerooms at a public school in a middle class suburb in the mid-Atlantic region. The total enrollment of the school is 512 students. The school population is 14% Caucasian, 32% African American, 2% Asian, 48% Hispanic, and 4% other ethnicities. The school is surrounded by a large Hispanic community, and many of the students speak both English and Spanish.

Student participants were assigned to either the control group or experimental group for the study based on homeroom class assignments. The treatment group is a diverse learning level class and the control group consists of homogeneous learning/behavioral levels. The researcher was involved in classroom assignments before this research was designed, and the homerooms contained children who were similar in terms of their ability to successfully complete their reading homework. All students in the two homerooms participated in the study, and, as is shown below, both groups had similar rates of homework completion in reading and were demographically very similar before the intervention.

A classroom of 29 students comprised the control group, of whom 10 were females and 19 were males. In the control group, 75% of the students did not complete homework between 11/5/2014 and 01/30/2015) and 22 out of 29 students had grades lower than a “C” in reading as of 1/30/15.

The experimental group was a classroom of 30 students, 11 of whom were females and 19 of whom were males. In the experimental group, 71% of the students did not complete homework from 11/5/2014 to 01/30/2015) and 21 out of 29 students have grades lower than a “C” in reading.

Instruments

Self-Monitoring Sheet for Reading Homework (SMS)

Participants in the experimental group monitored their progress toward their academic goals for reading by recording their performance, behaviors, and learning experiences daily on a Self-Monitoring Sheet for Reading Homework (SMS). These students set a weekly personal goal and recorded it on the SMS sheet to help them to focus on their goal and progress as they completed their weekly homework assignments. Typically, they had five assignments per week. Students in the treatment group also rated their feelings about each assignment on a 1-5 scale. This was done every morning when teacher passed out graded work.

The control group participated in regular lessons but did not complete the SMS. Their teacher provided the researcher with data regarding their weekly homework completion rates and grades. Typically, the control group students had two assignments per week.

Academic Self-Regulation Questionnaire (SRQ-A)

The SRQ-A questionnaire assessed why children do their school work. The scale was developed for students in late elementary and middle school. Participants in this study completed

the first version of this questionnaire which has been used in many studies of school children and asks four types questions about why students demonstrate various school-related behaviors. Each question was followed by several responses that represent the degree to which each of the four regulatory styles used in this scale was true for the respondent. The scale was adapted from Ryan and Connell's (1989) version to best fit the group of students who were completing the questionnaire. To score the questionnaire, Very True was scored 5; Sort of True was scored 4; Neither True nor False was scored 3; Not Very True was scored 2, and Not At All True was scored 1. Therefore, higher scores indicated a higher level of endorsement of each rated motivational style.

Self-Regulated Learning Interview Sheet (SRLI)

Participants in the experimental group completed a Self-Regulated Interview Sheet with the teacher. The items on the SRLI is required them to evaluate the effectiveness of the SRL strategies for helping them become more independent problem solvers or higher academic achievers. A copy of the SRLI is located in Appendix C.

Procedure

The researcher administered the Academic Self-Regulation Questionnaire "Why I Do Things" (SRQ-A) (Early Spring) to all participants in each group to determine their motivation toward schoolwork at the beginning of the 3rd Quarter. Data were compared to assess this construct and determine whether there was a significant difference in motivation toward schoolwork between the groups prior to the intervention.

Once the study began, only one classroom participated in the SLR intervention. However, students in both classes were told that building motivation, pride, and problem-solving skills were important skills for fourth graders preparing for fifth grade. All students were graded

using the same county grading policy. The SLR intervention provided the treatment group with activities aimed at developing understanding of their motivation to complete school assignments in reading class.

After all students completed an SRQ-A Questionnaire to determine how motivated students are when it comes to completing school assignments, students in the experimental group participated in a teacher-led lesson on how to write personal/academic goals as a whole group before they began writing their own weekly goals for reading. The teacher then explained how to complete the Self-Monitoring Sheet for Reading Homework (SMS) recording sheet. The teacher provided each student with a folder to keep his or her recording sheets in. Daily, for the first two weeks of the intervention, the teacher modeled how to fill out each form. In the beginning of each week, the teacher gave a mini-lesson on self-motivation and self-evaluating personal performance using the SMS recording sheets. The teacher assisted students if they needed to adjust their goals in order to be successful.

During the halfway mark of the study (after three weeks), students looked back at their SMS forms as well as the short-term goals they had written and reflected on their performance in their writing journals. Students were able to self-evaluate their progress based on their charts which contained data about how consistently and well they performed (and sometimes why). The teacher allowed students to work in partner groups to reflect on what they did well or not when completing their reading homework. Students were given an opportunity to receive feedback from their peers to help them meet their goals. On the fifth week of recording their reading homework completion and performance, the teacher met with each student individually and asked students several questions: (1) How has recording your grades and feelings about your reading homework help you do better in school? (2) What was the most difficult part in learning

to self-regulate? (3) Did you feel more motivated to complete your reading homework after you received supports? (4) Have you met your personal goal? If not what, modification can we make to meet it?

During the final week of the intervention, students gathered their scores which were recorded on their SMS for the five weeks and calculated to find the average. Students looked over all of their personal responses over the course of the five weeks and reflected on their results. Students then used their reflection and evaluated whether or not they met their personal goal and if that was associated with their rate of homework completion and effort.

CHAPTER IV

RESULTS

Homework Completion Rates

The initial null hypothesis was that there would be no significant difference between the reading homework completion rates of students who used only regular teacher classroom management tools (the control group) and students who were provided instruction about and practice using self-regulation strategies (the treatment group).

ho₁: mean weekly homework completion rate for the experimental group equal mean weekly homework completion rate for the control group

This hypothesis was tested by averaging and then comparing the control and treatment groups' five weekly homework completion rates using a t-test for independent samples. It should be noted that the treatment group had five homework assignments per week and the control group only had two assignments per week, which may have impacted the mean rates by making the controls' rates more sensitive to completion of individual assignments. Descriptive statistics and results of the t-test follow in Tables 1 and 2 respectively.

Table 1

Descriptive Statistics for Mean Homework Completion over the Five-Week Study

Group	N	Mean	Std. Deviation	Std. Error Mean
Treatment	30	.864	.1191	.0218
Control	29	.500	.1581	.0294

Table 2

Results of t-test for Independent Samples Comparing Homework Completion Rates

t	df	p Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
10.010	57	.000	.3640	.0364	.2912	.4368

Equal variances assumed

The results of the t-test in Table 2 indicate that the mean difference of .364 between the Homework completion rates of the treatment group (.864) and the control group (.5) was large enough to be considered statistically significant ($t = 10.10, p < .000$). Thus, the treatment group's higher rate of reading homework completion appears likely to have been due to factors beyond chance.

Homework Performance

The second null hypothesis was that there would be no significant difference between the performance on reading homework of students who used only regular teacher classroom management tools (the control group) and those who were provided with instruction about and practice using self-regulation strategies (the treatment group).

*ho2: mean homework performance (weekly average percent correct) for the experimental group
equal mean homework performance for the control group*

This hypothesis was tested by averaging then comparing the control and treatment groups' homework grades (in percentage correct) using a t-test for independent samples. Each homework assignment which was not turned in was given a grade of zero. Descriptive statistics and results of the t-test follow in Tables 3 and 4 respectively.

Table 3

Descriptive Statistics for Mean Homework Performance over the Five-Week Study

Group	N	Mean	Std. Deviation	Std. Error Mean
Treatment	30	72.961	12.959	2.366
Control	29	48.269	14.257	2.647

Table 4

Results of t-test for Independent Samples Comparing Homework Performance

t	df	p Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
6.966	57	.000	24.692	3.545	17.594	31.791

Equal variances assumed

The results of the t-test in Table 4 indicate that the mean difference of 24.692 between the homework grades of the treatment group (72.9613) and the control group (48.269) was large enough to be considered statistically significant ($t = 6.966, p < .000$). Thus, the treatment group's performance on their homework was unlikely to be that much higher than that of the control group merely by chance.

Perceptions Related to Homework

Feelings about learning and homework completion were also assessed and compared for both groups before and after the SRL intervention was implemented with the experimental group using the SRQ-A questionnaire. Results on selected sections (A-D) of the SRQ-A were compared across the treatment and control groups to determine if their responses and feelings differed significantly in each area.

ho₃: mean ratings of feelings about learning for the experimental group equal mean ratings of feelings about learning for the control group

Descriptive statistics and a histogram of scores for each of the four sections of the SRQ-A responses are presented in Table 5 and Figure A below. The scores are disaggregated by group (treatment and control) and reflect the totals of the ratings for the eight items in each section. Possible ratings for each item ranged from one (not at all true) to five (very true), so section totals could range from five to forty points each.

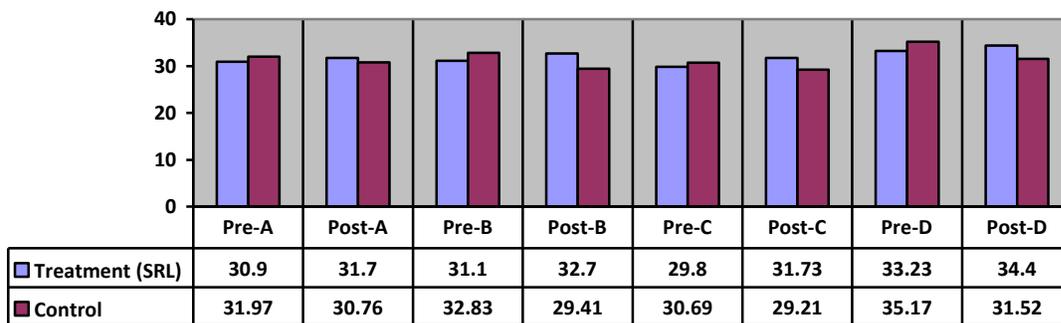
Table 5

Descriptive Statistics for SRQ-A Section Composite Ratings

Group Statistics					
Administration/Section of SRQ-A	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre A Why do I do my homework?	Treatment	30	30.90	7.425	1.356
	Control	29	31.97	6.920	1.285
Pre B Why do I work on my class work?	Treatment	30	31.10	6.110	1.132
	Control	29	32.83	5.245	.974
Pre C Why do I try to answer hard questions in class?	Treatment	30	29.80	5.467	.998
	Control	29	30.69	6.898	1.281
Pre D Why do I try to do well in school?	Treatment	30	33.23	5.469	.998
	Control	29	35.17	5.022	.933
Post A Why do I do my homework?	Treatment	30	31.70	5.491	1.002
	Control	29	30.76	4.889	.908
Post B Why do I work on my class work?	Treatment	30	32.70	4.542	.829
	Control	29	29.41	6.389	1.186

Post C Why do I try to answer hard questions in class?	Treatment	30	31.73	6.225	1.137
	Control	29	29.21	5.634	1.046
Post D Why do I try to do well in school?	Treatment	30	34.40	5.519	1.008
	Control	29	31.52	5.773	1.072

Figure A



Then, the differences in the post-pre SRQ-A scores for sections A through D were computed and then compared for the treatment and comparison groups to determine if any of the section scores changed significantly more for the treatment versus the control group. Descriptive statistics and results of the t-tests follow in Tables 6 and 7.

Table 6

Descriptive Statistics for SRQ-A Section Gains (post/pre ratings)

Gain Score on SRQ-A Section	Group	N	Mean	Std. Deviation	Std. Error Mean
Section A Why do I do my homework?	Treatment	30	.800	7.549	1.378
	Control	29	-1.207	8.491	1.577
Section B Why do I work on my class	Treatment	30	1.600	7.156	1.307
	Control	29	-3.414	6.837	1.270

work?					
Section C Why do I try to answer hard questions in class?	Treatment	30	1.933	6.544	1.195
	Control	29	-1.483	8.288	1.539
Section D Why do I try to do well in school?	Treatment	30	1.167	6.492	1.185
	Control	29	-3.655	7.153	1.328

Table 7

Results of t-tests for Independent Samples Comparing Gains on SRQ-A Section Totals (Sections A-D)

Comparison of Treatment and Control Group Gains	t	df	p Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Section A	.960	57	.341	2.007	2.090	-2.178	6.192
Section B	2.750	57	.008	5.014	1.823	1.363	8.665
Section C	1.760	57	.084	3.416	1.941	-.470	7.302
Section D	2.713	57	.009	4.822	1.777	1.263	8.381

Equal variances assumed

The results in Figure A and Tables 6 and 7 indicate that the mean scores on the SRQ-A sections all increased on the post intervention administration for the treatment group and they all decreased for the control group. Additionally, all of the post intervention SRQ-A section scores were higher for the treatment group than for the control group. Statistical comparisons of the gains for the two groups indicated that the difference in the groups' mean changes in scores on sections B (5.014) and D (4.822) was statistically significant. The differences in the treatment

and control groups' gain scores were not large enough to be considered significant on sections A and C.

After the five weeks, the experimental group completed a "Self Regulated Learning Interview Sheet" to determine how students' self-awareness about their conference changed over the course of the study. Responses indicated that initially, when introducing the SRL strategies, the experimental group was not interested and didn't see how they would help them feel more confident in their work or how the SRL strategies would help them receive higher scores on assignments. When control group students were asked how much confidence they had that they could successfully accomplish each specific task, three of the 29 students indicated that they no confidence, three of the 29 students indicated that they very little confidence, five of the 29 students indicated that they had some confidence, 18 of the 29 students indicated that they had much confidence, and 0 of the 29 students indicated that they had complete confidence when completing task.

When experimental group students were asked how much confidence they have that they could successfully accomplish each specific task, one of the 30 students indicated that they no confidence, two of the 30 students indicated that they very little confidence, four of the 30 students indicated that they had some confidence, 20 of the 30 students indicated that they had much confidence, and three of the 30 students indicated that they had complete confidence when completing task.

Table 8

Results of Students' Confidence Levels after Five Weeks

Response:	Control group (n=29)	Experimental group (n=30)
I have __ confidence in my ——		
No	3	1
Very little	3	2
some	5	4
Much	18	20
complete	0	3

The experimental group monitored their progress toward their academic goals for reading by recording their performance, behaviors, and learning experiences daily on a Self-Monitoring Sheet (SMS). This was intended to help them focus on reaching their personal goal and provided a visual depiction of their progress. The control group did not complete SMS forms.

CHAPTER V

DISCUSSION

Results of this study suggested that teaching and using self-regulation strategies helped increase fourth graders' motivation and completion of and performance on reading homework. Teaching SRL strategies appeared to increase student's ability to self-monitor, self-evaluate and problem-solve. The SRL strategies used appeared to increase student's motivation and performance by helping them visualize what they could achieve by setting and monitoring their progress towards personal academic goals.

Implications of the Results

Motivating and teaching students in content areas such as reading can be a challenge. It was expected that the SRL intervention would motivate the sample of fourth grade students to complete and do well on their reading homework. The current results did provide evidence that SRL intervention resulted in improved homework completion, performance and attitudes compared to regular teacher classroom management and instructional methods. Reading homework completion and grades were significantly higher for the treatment group than for the control group. Based on observations during and after the intervention, students were very engaged, eager to use the SMS forms (record information as a teacher) and ready to learn strategies when faced with a new challenge when setting personal goals and completing daily homework. Students were also able support each other when faced with challenges or re-evaluating their goals. Several parents stated to the researcher that their child seemed happier and more willing to share what they had recorded from the day's SMS than they were prior to the intervention. Students who participated in the intervention also gained social skills and strategies

for helping their classmates stay on task, which may have benefitted their leadership characteristics and improved their self-esteem.

As there was a significant difference in the two groups' target behaviors (completion and performance on homework and attitudes about learning), an implication of this study is that further research should be conducted to determine specifically when and how it would be most beneficial to use SRL interventions. Teachers and administrators would benefit from learning how to best keep students engaged by using either SRL as opposed to general or teacher-led instructional methods.

Theoretical Implications

The results of the study suggest fourth graders with poor homework completion rates may benefit from self-regulation strategies and support to set and monitor progress towards learning goals. Throughout the literature review researchers made it very clear that it is important to understand that becoming a well-equipped self-regulated learner is not a simple task; it takes dedication and patience to go through the process.

Threats to Validity

Some of the limitations of this study provide important perspectives for understanding the results obtained. The external validity was impacted by the limitations in the variation of demographic characteristics. The study used a very small sample of fourth grade students who attended a school in middle class suburb of a midsized city in the mid-Atlantic region. Also, all of the students participating in this study went to the same school. More research with diverse populations would be needed to generalize the impact of this type of intervention to larger populations of students with more diverse characteristics, such as different socioeconomic levels or different age ranges.

The small sample size affected the statistical power of the study. Due to the small number of study participants, the statistical power of the study may have been too low to detect potential differences in some cases.

Another source of threats to external validity was experimenter effects. In this study there was a lack of significant findings that may be potentially due to the fact that the SRL instructor had limited explicit instruction, scaffolding and time. Although there was teacher-led instruction in timed segments throughout the five weeks, much of the modeling time was cut short due to external situations. These caused some inconsistency in the interventions which may have impacted the results, particularly if the teacher in the control classroom had more classroom management/student motivation experience.

A factor which may have affected the internal validity of the study was the type of questionnaire that was used to assess why students do their school/homework. The SRQ-A is not regularly used by the school system to evaluate a student's motivation, but provided information to the researcher about this and could be used by teachers to select motivational tactics for their students which are based on the match between the child's problem-solving ability and motivation to complete school work. The benefits that SRL may have had for improving awareness of self strengths and weaknesses (e.g., needing help on difficult tasks) can be reflected in student performances on the SRQ-A and on their SMS. This is an important consideration, since understanding and taking control over one's own learning is a real life strategy which can help students on all levels.

Although SMS were not completed by the control group students, students in both conditions had consistent mean confidence (SRQ-A) scores on their pretest and on their posttest, indicating that both conditions had made little gains in their confidence level when completing

reading tasks. This result might differ across content areas. Students in the experiment group showed higher confidence level than the control despite going through the five weeks of learning the SRL strategies. However, the control group students increased their homework completion and received higher scores on their assignments.

Another limitation was that the treatment group had daily assignments and the control group only had two per week. This may have impacted the homework completion rates compared by making the controls' rates more sensitive to the completion of or failure to complete assignments. In addition, both groups' mean homework grades were calculated by counting missing homework grades as zero and not by averaging only the grades earned on completed assignments. Therefore, they reflected performance related to completion but not necessarily ability, as a capable student could skip an assignment and get a zero.

Connections to Previous Studies/Existing Literature

Results of this study are related to the research on SRL strategies such as goal setting, self-evaluation, self-monitoring, self reflection and peer support in reading homework completion. A prior study found that teaching SRL strategies fostered not only students' skills but also their motivation to meet their personal goals and academic achievements (Dignath et al., 2008). It was found that while teaching these strategies can help students achieve better, this has not been tested in all content areas. Students in this study seemed to have difficulty having confidence in using their own power and ability to change their academic performance versus having the teacher doing it for them, even with a visual of their performance on the SMS. For example, when students received high scores on their assignments they responded with less emotion or excitement than seemed warranted, as if the teacher gave them the good score and they didn't work hard to receive it. Or they responded as though this is what is expected from the

teacher and as if they were not really getting a tangible reward for it. This supports the point made by Dignath et al. (2008), who noted that, due to the age of the students, learning these methods takes time, practice, and patience to teach students to gain self-regulation.

An additional study by Ocak and Yamac (2013) stated that “motivational beliefs are one dimension of self-regulation” (p. 381). Throughout many studies the concept of self-efficacy played a major role when students were setting goals, self-evaluating or self-monitoring. It was mentioned above that the students lacked the ability to develop clear beliefs and build understanding about their abilities to complete homework. Data from the post SRQ-A questionnaires suggested the students only slightly believed in their own ability, and tended to wait for the teacher to give them positive feedback when graded work was returned. Students in the treatment group did display some motivational components which allow students to self-evaluate at the end of the five weeks, in particular, expectancy. When students completed their “Self Regulated Learning Interview Sheet” with the teacher at the end of the fifth week, the students in the treatment group appeared to have a partial understanding about their abilities and capabilities, and were able to explain their strengths and weakness when problem solving.

Conclusion/Summary

This study examined the effectiveness of a SRL intervention for affecting fourth grade students’ motivation to complete and performance on reading homework. Fourth grade students who participated in SRL interventions completed homework more often and received higher homework grades than those who participated in regular instruction and learning management procedures. As a result, the current study lends support to the idea that SRL may be a useful strategy in addition to or in replacement of some traditional instructional methods. In addition,

results suggest that the SRL intervention was effective for increasing work performance and fostered problem-solving and social skills within the classroom.

Observations that support the use of SRL as an intervention included significant gains in reading homework attitudes, completion, and grades and evidence of improved academic self-esteem and the ability to ask for help when needed (e.g., peer support or family assistance). These changes enhanced students' ability, motivation, and skills for completing tasks for school. It was also observed that the students in the control group lacked the management and motivational techniques which the treatment group of the diverse learning level class demonstrated. The control group (consist of homogeneous learning/behavioral levels) were often off task, non-complaint, and unmotivated. Their reading homework scores and homework completion declined as the weeks progressed. In contrast, the treatment group, comprised of students of diverse learning levels was more highly motivated, had their reading homework scores and homework completion improved significantly more than those of the controls. Therefore, it may be reasonable to assume that students in diverse learning level classes taught by a teacher who understands the methods of SRL will be more successful than similar students in a learning environment that does not implement SRL or uses outdated methods for instruction or classroom management.

Additional research is needed to provide practical support for the use of SRL among young learners in the area of self-efficacy. Without effective motivational strategies, struggling young learners will continue to face obstacles that will affect them throughout their entire education careers. Schools need to incorporate programs to help young struggling students improve their problem-solving and motivational skills in order to improve their chances for future success.

References

- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1–26. doi: <http://dx.doi.org/10.1146/annurev.psych.52.1.1>.
- Boekaerts, M. (1999). Self-regulated learning: Where we are today. *International Journal of Educational Research*, 31, 445-457.
- Butler, R., Elliot, A. J., & Dweck, C. S. (2005). *Competence assessment, competence, and motivation between early and middle childhood*. In Handbook of competence and motivation (pp. 202 – 221). New York: Guilford Publications.
- Clark, I. (2012). Formative assessment: Assessment is for self-regulated learning. *Educational Psychology Review*, 24(2), 205-249. doi:10.1007/s10648-011-9191-6.
- Cleary, T., Gubi, A., & Prescott, M. (2010). Motivation and self-regulation assessments: professional practices and needs of school psychologist. *Psychology in the Schools*, 47(10), 985-1002.
- Cleary, T., & Zimmerman, B.J. (2004). Self-regulated empowerment program: A school-based program to enhance self-regulated and self-motivated cycles of student learning. *Psychology in the Schools*, Vol. 41(5), 537-550.
- Corno, L. (1986). The megacognitive components of self-regulated learning. *Contemporary Educational Psychology*, 11, 333-346.
- Dignath, C., Buettner, G., & Langfeldt, H. (2008). How can primary school students learn self-regulated learning strategies most effectively? A meta-analysis on self-regulation training programmes. *Educational Research Review*, 3(2), 101-129. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ813065&site=ehostlive>; <http://dx.doi.org/10.1016/j.edurev.2008.02.003>.

- Graham, S., & Harris, H. R. (2005). Improving the writing performance of young struggling writers: Theoretical and programmatic research from the Center on Accelerating Student Learning. *The Journal of Special Education, 39*, 19 – 33.
- Hadwin, A. (2008). Self-regulated learning. In T. Good (Ed.), *21st century education: A reference handbook*. (pp. I-175-I-184). Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org.goucher.idm.oclc.org/10.4135/9781412964012.n19>.
- Kaplan, A., & Midgley, C. (1997). The effect of achievement goals: Does level of perceived academic competence make a difference. *Contemporary Educational Psychology, 22*, 415-435.
- Meece, J., & Blumenfeld, P. (1988). Students' goal orientations and cognitive engagement in classroom activities. *Journal of Educational Psychology, 80* (4), 514-523.
- Ocak, G., & Yamac, A. (2013). Examination of the relationships between fifth graders' self-regulated learning strategies, motivational beliefs, attitudes, and achievement. *Educational Sciences: Theory and Practice, 13*(1), 380-387.
- Pintrich, P.R. (1999). The role of motivation in promoting and sustaining self-regulated learning. *International Journal of Education Research, 43*, 72-86 and *31*, 459-470.
- Pintrich, P. R., Anderman, E. M., & Klobucar, C. (1994). Intraindividual differences in motivation and cognition in students with and without learning disabilities. *Journal of Learning Disabilities, 27*, 360–370.
- Pintrich P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 83* (1), 33-40.

- Pressley, M., Borkowski, J.G., & Schneider, W. (1987). *Cognitive strategies: Good strategy users coordinate metacognition and knowledge*. In R. Vasta & G. Whitehurst (Eds.), *Annals of child development Vol. 5*, 89–129. New York: JAI Press.
- Reschly, D.J., & Ysseldyke, J.E. (1995). School psychology paradigm shift. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology* (pp. 17–32). Washington, DC: National Association of School Psychologists.
- Schunk, D. H. (2005). Self-regulated learning the educational legacy of Paul R. Pintrich. *Educational Psychologist*, 40(2), 85 - 94.
- Schunk, D.H., & Ertmer, P.A. (2000). Self-regulation and academic learning: Self-efficacy enhancing interventions. In M.Boekaerts, P. Pintrich, &M. Seidner (Eds.), *Self-regulation: Theory, research, and applications* (pp. 631–649). Orlando,FL: Academic Press.
- Weinstein, C. E., Husman, J., & Dierking, D. R. (2000). Self-regulation interventions with a focus on learning strategies. In M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.), *Handbook of self regulation*. (pp. 727 – 747). Orlando, FL: Academic Press.
- Wigfield, A., & Eccles, J. S. (1992). The development of achievement task values: A theoretical analysis. *Developmental Review* 12, 265–310. Retrieved from [http://dx.doi.org/10.1016/0273-2297\(92\)90011-P](http://dx.doi.org/10.1016/0273-2297(92)90011-P).
- Willis, S. (1993). Educators seek ‘developmental appropriateness’. *Curriculum Update: Teaching Young Children*. Retrieved from <http://www.ascd.org/publications/curriculum-update/nov1993/Teaching-Young-Children.aspx>.

Winne, P. H., & Hadwin, A. F. (1998). Studying as self-regulated learning. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), *Metacognition in educational theory and practice* (pp. 277–304) . Mahwah, NJ: Lawrence Erlbaum Associates.

Young, M.R. (2005). The motivational effects of the classroom environment in facilitating self-regulated learning. *Journal of Marketing Education*, 27(1), 25-40.

Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81, 329–339. Retrieved from [http:// dx.doi.org/10.1037/0022-0663.81.3.329](http://dx.doi.org/10.1037/0022-0663.81.3.329).

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, ed., P. R. Pintrich, ed., & M. Zeidner (Eds.), *Handbook of Self-Regulation* (pp. 13–39). San Diego, CA: Academic Press.

Appendix A

Name: _____ Date: _____

Teacher: _____ Boy or Girl (Circle)

Why I Do Things

5= Very True 4= Sort of True 3=Neither true or false 2= Not very true 1= Not at all true

Directions: Please circle the number that best describes your work performance for school.

Part A: Why do I do my homework?

1. Because I want the teacher to think I'm a good student.

1 2 3 4 5

2. Because I'll get in trouble if I don't.

1 2 3 4 5

3. Because it's fun.

1 2 3 4 5

4. Because I will feel bad about myself if I don't do it.

1 2 3 4 5

5. Because I want to understand the subject.

1 2 3 4 5

6. Because that's what I'm supposed to do.

1 2 3 4 5

7. Because I enjoy doing my homework.

1 2 3 4 5

8. Because it's important to me to do my homework.

1 2 3 4 5

Part B: Why do I work on my class work?

9. So that the teacher won't yell at me.

1 2 3 4 5

10. Because I want the teacher to think I'm a good student.

1 2 3 4 5

11. Because I want to learn new things.

1 2 3 4 5

12. Because I'll be ashamed of myself if it didn't get done.

1 2 3 4 5

13. Because it's fun.

1 2 3 4 5

14. Because that's the rule.

1 2 3 4 5

15. Because I enjoy doing my class work.

1 2 3 4 5

16. Because it's important to me to work on my class work.

1 2 3 4 5

Part C: Why do I try to answer hard questions in class?

17. Because I want the other students to think I'm smart.

1 2 3 4 5

18. Because I feel ashamed of myself when I don't try.

1 2 3 4 5

19. Because I enjoy answering hard questions.

1 2 3 4 5

20. Because that's what I'm supposed to do.

1 2 3 4 5

21. To find out if I'm right or wrong.

1 2 3 4 5

22. Because it's fun to answer hard questions.

1 2 3 4 5

23. Because it's important to me to try to answer hard questions in class.

1 2 3 4 5

24. Because I want the teacher to say nice things about me.

1 2 3 4 5

Part D: 4. Why do I try to do well in school?

25. Because that's what I'm supposed to do.

1 2 3 4 5

26. So my teachers will think I'm a good student

1 2 3 4 5

27. Because I enjoy doing my school work well.

1 2 3 4 5

28. Because I will get in trouble if I don't do well.

1 2 3 4 5

29. Because I'll feel really bad about myself if I don't do well.

1 2 3 4 5

30. Because it's important to me to try to do well in school.

1 2 3 4 5

31. Because I will feel really proud of myself if I do well.

1 2 3 4 5

32. Because I might get a reward if I do well.

1 2 3 4 5

Appendix B

Weekly Self Monitoring Sheet for Reading Homework Student: _____

Weekly Reading Goal: _____

Homework Assignment	Monday	Tuesday	Wednesday	Thursday	Friday
Comments					
1. DID YOU COMPLETE YOUR HOMEWORK TODAY? 1=yes, 0=no, N =not completed or turned in					
2. What grade did you earn (% correct) (please fill in)					
3. Was this assignment hard? Scale 1 to 5 5=very 4=yes, a little 3=no 2=not really 1=not at all					
4. Did this HW assignment or your work on it help you get towards your weekly goal? Scale 1 to 5 5=very 4=yes, a little 3=no 2=not really 1=not at all					

<p>5. Was this assignment fun? Scale 1 to 5 5=very 4=yes, a little 3=no 2=not really 1=not at all</p>					
<p>6. Did you get help on it and from whom if so? Please fill in replies 1=got help, 0=did not get help</p>					
<p>7. Was I here today? Yes or No</p>					

- Grade percentage for the week? _____% (A=100%-90%, B=89%-80%, C=79%-70%, D=69%-60%)

Hint: add all your scores for the week and divide by the number of days you attended school.

Appendix C

Self Regulated Learning Interview Sheet



Name: _____

Teacher: _____

(1) How has recording your grades and feelings about your reading homework help do better in school?

(2) What was the most difficult part learning to self-regulate?

(3) Did you feel more motivated to complete your reading homework after you received supports?

(4) Have you met your personal goal, yes, or if not what modification can we make to met it?
