



Apr 14th, 9:00 AM - 10:00 AM

# Perceived Writing Self-Efficacy in a First Grade Classroom

Melissa Bittner

*Illinois Wesleyan University*

Leah Nillas, Faculty Advisor

*Illinois Wesleyan University*

Follow this and additional works at: <http://digitalcommons.iwu.edu/jwprc>

---

Bittner, Melissa and Nillas, Faculty Advisor, Leah, "Perceived Writing Self-Efficacy in a First Grade Classroom" (2012).  
*John Wesley Powell Student Research Conference*. 2.  
<http://digitalcommons.iwu.edu/jwprc/2012/ESposters/2>

This Event is brought to you for free and open access by The Ames Library, the Andrew W. Mellon Center for Curricular and Faculty Development, the Office of the Provost and the Office of the President. It has been accepted for inclusion in Digital Commons @ IWU by the faculty at Illinois Wesleyan University. For more information, please contact [digitalcommons@iwu.edu](mailto:digitalcommons@iwu.edu).

©Copyright is owned by the author of this document.

# Perceived Self-Efficacy in a First Grade Classroom

Melissa Bittner and Leah A. Nillas\*

*Educational Studies, Illinois Wesleyan University*

## Research Question

- What strategies help young students improve their perceived self-efficacy?

## Literature Review

- Only 49% of students enjoy writing, while 52% of students thought they were good at writing (Clark and Dugdale 2009)
- Students with higher self-efficacy are impacted throughout their lives:
  - higher grades in high school
  - higher probability of attending college,
  - larger range of career possibilities (Pintrich & DeGroot, 1990; Usher & Pajares, 2008a; Usher & Pajares, 2008b; Bandura, Barbaranelli, Capara, & Pastorelli, 1996; Bandura, 1997; Usher, 2008)
- **Writing self-efficacy:** "student's judgment of confidence that they possess the various composition, grammar usage, and mechanical skills appropriate to their academic level" (Pajares, Johnson, and Usher, 2007, p. 111)

## Methodology

- 26 first graders from a suburban district in the Midwest
- Lessons designed to engage students to learn about strategies in self-efficacy, such as double checking one's own work
- Used whole class instruction, small group work, and one-on-one writing conferences
- Study by Pajares, Johnson and Usher (2007) combined writing skills and strategies to study writing self-efficacy

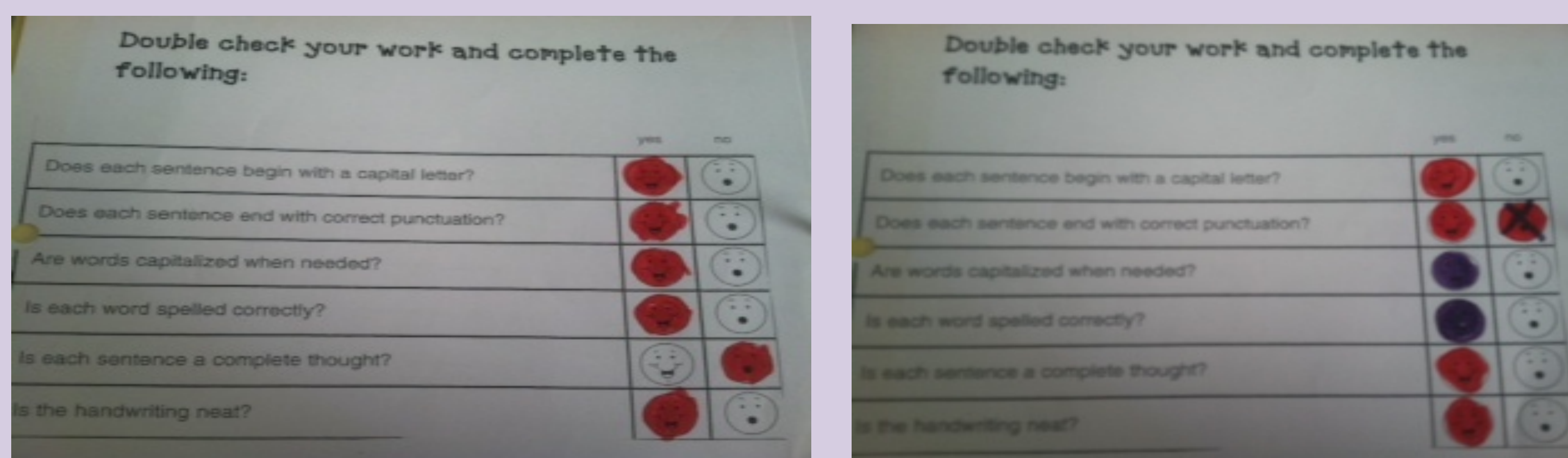


Figure 1. Student corrected rubrics

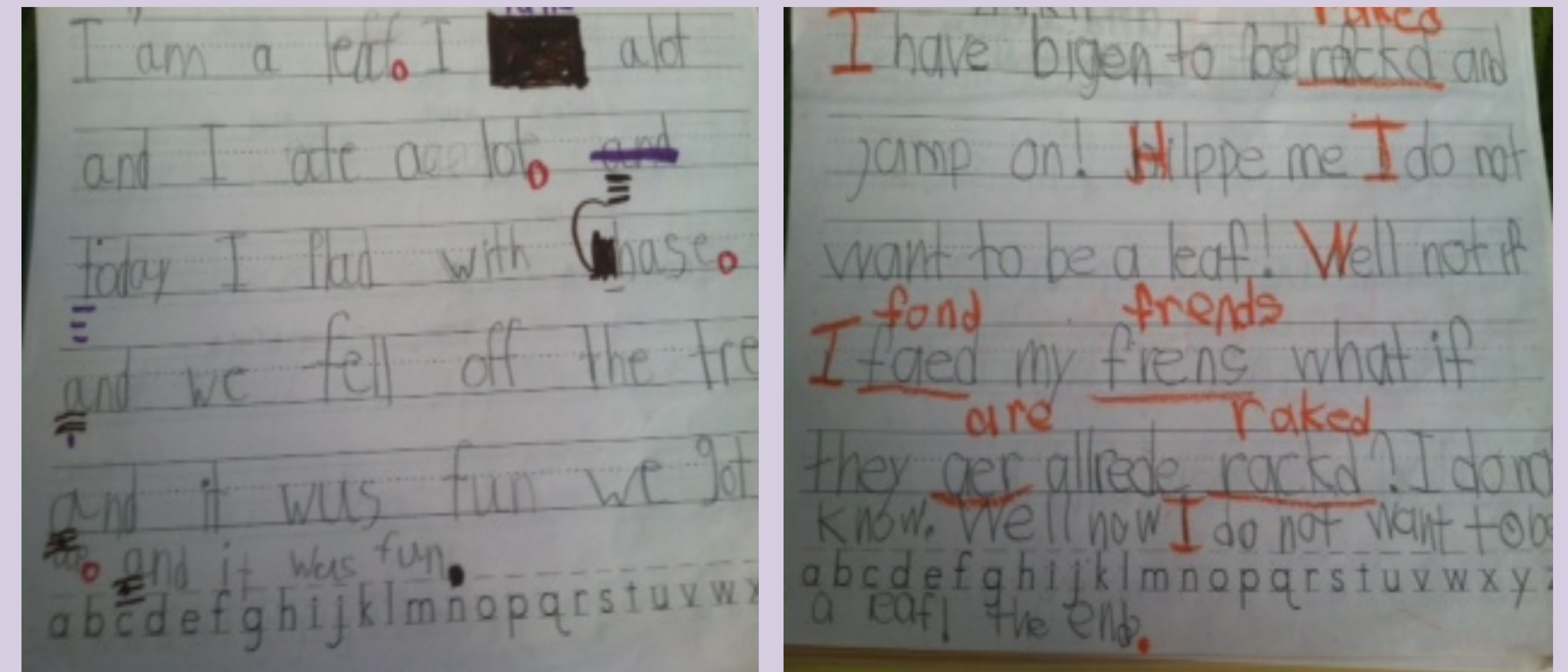


Figure 2. Students use editing marks to correct fall leaf stories.

## Results and Data Analysis

- Student work, student questionnaires, and teacher journals analyzed
- Students showed consistent improvement throughout the writing process with use of a rubric
- Each student fixed at least one error from first draft to final draft
- In post-study interviews, roughly half of students did not understand purpose of double checking their own work
- Students began double checking their work in other subjects than writing

## Conclusion

- Self-correction methods through the use of rubrics proved to be effective in the area of writing self-efficacy
- Study was limited by time and age of students
- Writing self-efficacy beliefs diminish as students move from elementary school to middle school and high school (Pajares, Johnson, & Usher, 2007). It is important to establish high self-efficacy beliefs in young students.
- "Teachers can help students *interpret* their writing experiences in ways that are more adaptive to higher self-efficacy" (Pajares, Johnson, & Usher, 2007).