

WRITER SELF-PERCEPTION AMONG FOURTH GRADE STUDENTS  
AS MEASURED BY THE WRITER SELF-PERCEPTION SCALE

A Dissertation

by

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Doctoral Program in Educational Leadership  
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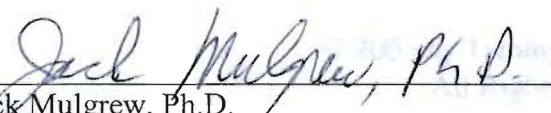
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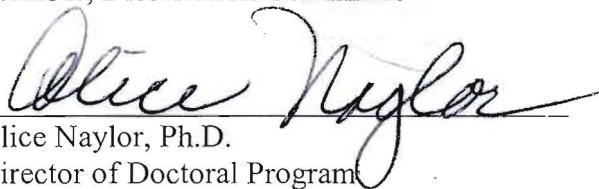
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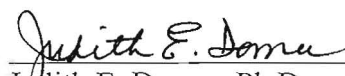
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## ABSTRACT

### WRITER SELF PERCEPTION AMONG FOURTH GRADE STUDENTS AS MEASURED BY THE WRITER SELF-PERCEPTION SCALE (August 2003)

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In an effort to encourage the development of writing abilities in their students, educators, who rarely received instruction in teaching writing in their own teacher training programs, are asking questions about *how* to teach writing, but few have considered asking *how often* to teach writing. Only within the last few years have the development and implementation of affective instruments that measure self-perception in the area of writing begun to be used in the study of the affective aspects of literacy. Although formal assessments yield data on whether students are mastering the mechanics of writing including grammar, syntax, spelling, and punctuation, few studies have assessed students' perceptions of themselves as writers, and the role of affective factor in writing success. The cognitive and affective aspects of literacy are not inseparable, and the complex relationship between achievement and affect demands that teachers monitor affective dimensions of literacy growth and that researchers develop quality instruments to do so.

This study examined fourth-grade students' perceptions of themselves as writers

using the Writer Self-Perception Scale (or WSPS). Two groups were compared on their total and subscale scores of the WSPS. One of the groups was composed of fourth-grade students who received writing instruction two times each week, while the other group consisted of fourth-grade students who received writing instruction four times each week. The purpose of this study was to determine whether fourth grade students whose class schedules included four days of writing instruction each week would score higher on the WSPS than fourth-grade students whose writing classes were incorporated into the class schedule only two days each week. A total of 91 participants completed the WSPS, 48 of whom were in writing classes two days each week, and 43 of whom were in writing classes four days each week.

Independent t-tests were performed on the total scores for each group and on each of the five subscales for each group. Results showed a significantly higher score on the WSPS, in total scores as well as on each of its five subscales, for the group receiving writing instruction four times each week.