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Editorial: In This Issue

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This issue of Nigerian Journal of Applied Behavioural Sciences (NJABS) focuses on divergent issues in psychology, education, health, philosophy and political science, wherein the authors present empirical and theoretical papers in these areas. The first contributors (Johnson Oyeleke, Jason Onyinye, and Ajibewa Olusegun) examined socio-demographic variables, peer pressure, and substance use as explanations of risky sexual behaviour among adolescents in Ibadan, Nigeria and affirm the need for school system to provide psychological counselling on substance use and peer pressure in order to punctuate risky sexual behavior of adolescents. The second paper (Adeyanju, H.I.) presents impact of cluster training strategy on job satisfaction and performance among 500 primary school teachers selected from ten cluster centres during 2014 SUBEB and UBEC teacher professional development programme in Ogun State and finds that job satisfaction and performance of participants improved immediately after the cluster training programme. The author recommends that cluster training strategy should be adopted as a mode of re-training primary school teachers. The third paper in this issue (Ezeugwu, R. Chika & Oluwatelure, A. Felix) investigates the topic that has application for psychological research in childhood experience and adulthood functioning in workplace, namely, childhood trauma as a predictor of emotional functioning among workers in Ondo State. In paper four, Pius Enechojo ADEJOH, presents a reappraisal of the impacts of civil society groups in the June 12, 1993, general elections in Nigeria by analysing the forces that shaped June 12 elections, the role played by the civil society in its attainment, its prospects and implications for democracy in Nigeria. Self-monitoring, self-questioning and self-efficacy strategies play a significant role in enhancing performance of expository texts among students with learning disabilities, that's what Kelechi Uchemadu Lazarus and Modupe Ololade Aransiola find in their study of 60 students with learning disabilities at Ibadan. Understanding the community factors that impact diabetes management could reduce vulnerability to diabetes among people living with diabetes, according to Samuel Ojima Adejoh. The author adopts a cross-sectional survey through convenience and snowballing sampling techniques to collect data from 152 persons living with diabetes in Kogi State. He finds that availability of physical infrastructure, health educators' visits to the community, being a volunteer, distance to the clinics, and access to clinics were statistically related to diabetes management. The author recommends a comprehensive diabetes education and a policy that will provide financial assistance to those living with diabetes. Does role conflict influence job embeddedness of employees? Ugwu Callistus Chinwuba and Ogbogu, Ugochukwu Christian investigated the relationships of work-family conflict and family-work conflict with job embeddedness in a sample of 250 Bank workers in Nnewi, Anambra State, Nigeria. They find that work-family conflict and family-work conflict were associated with job embeddedness. Oluwassegunota F.O. Bolarinwa revisits an age long debate in psychology and philosophy by doing a critical analysis of the materialist conception of mind-body problem. The author argues that the materialist conception of the mind has

contributed to the growth of science and technological advancement, and submits that some of the things ascribed to mind are from the brain. The last, but not the least paper from Kolawole Ogunboyede presents a political scientist view on true federalism as a panacea for national security in Nigeria. The paper argues for the need for relevant reforms in achieving a peaceful Federal State.

I thank all the authors and our anonymous reviewers for making this current issue a reality. It is my highest honour to be part of this scientific community and working together to advance human behaviour science.

Sincerely,
Oluyinka Ojedokun, Ph.D
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EFFECTS OF SELF-MONITORING AND SELF-QUESTIONING STRATEGIES ON COMPREHENSION OF EXPOSITORY TEXTS AMONG STUDENTS WITH LEARNING DISABILITIES IN IBADAN

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Abstract

The study determined the effect of self-monitoring and self-questioning strategies on comprehension of expository texts among students with learning disabilities in Ibadan, Oyo State, Nigeria, using a pretest-posttest, control group, quasi-experimental research design with a 3 X 2 factorial matrix. Using a multi-stage sampling procedure, three secondary schools and sixty (60) students with learning disabilities were selected and assigned to two experimental groups (self-monitoring and self-questioning) and control group. The Pupil Rating Scale ($r = 0.89$), Expository Text Difficulty Test ($r = 0.91$), Reading Comprehension Test on Civic Education Expository Passages ($r = 0.79$) and Modified Sherer Self-efficacy scale ($r = 0.82$) were the instruments used for the study. Participants in the experimental group were instructionally guided while those in the control group were taught with the conventional method. Three hypotheses were tested at 0.05 significant level, and data analysed, using Analysis of Covariance (ANVOCA), estimated marginal mean and Sidak post hoc test. The main effect of treatment was found to be significant ($F_{(2,57)} = 20.217$; $p < 0.05$; $\eta^2 = .822$). In effect, participants exposed to self-monitoring strategy had the highest mean score of ($\bar{x} = 16.20$), followed by those in self-questioning strategy group ($\bar{x} = 15.60$), showing better performance than the control group ($\bar{x} = 10.30$). The result also revealed that the main effect of self-efficacy is significant on comprehension of expository texts among students with learning disabilities ($F_{(1,58)} = 48.720$ $p < 0.05$, $\eta^2 = .457$). Also, the interaction effect of treatment and self-efficacy was significant ($F_{(2,57)} = 16.394$; $p < 0.05$; $\eta^2 = .822$). This implies that self-efficacy equally played a significant role in enhancing performance of the students in expository texts. Based on these findings, useful recommendations were made which included that teachers of students with learning disabilities should adopt self-monitoring and self-questioning strategies to teach comprehension of expository texts to students with learning disabilities.

Key words: learning disabilities, expository texts, comprehension, self-monitoring, self-questioning

INTRODUCTION

Many students with learning disabilities (LD) perform poorly in their studies, especially in comprehension of content area materials. This is as a result of the typical unexpected problems which they encounter in reading, speaking, writing, spelling, listening, thinking or mathematics although they may have average intelligence quotient (Lerner & Kline, 2006; Lazarus, 2009). Similarly, many students with LD lack basic literacy skills (Manson, Meadan, Hedin & Corso, 2006), fail to activate reading comprehension strategies and to monitor their understanding of the text (Gajira, Jitendra, Sood, & Sacks, 2007). Teaching these students how to self-monitor their comprehension as well as how to self-question before, during and after reading suggests a possible remedy to their comprehension difficulties.

Expository texts, otherwise known as informational texts, contain content-specific vocabulary items which may be unknown to learners with LD and there is often insufficient background information to make sense of new information (Hall, 2004). Consequently, students with LD experience difficulties trying to cope with textbooks recommended for study. In addition, the contextual nature of the texts coupled with personality traits of the students combine to limit the students' ability to meet today's high learning standards (Lerner & Kline, 2006). Failure to comprehend expository texts may lead to negative consequences, such as inability to learn the required content and be able to pass high-stakes tests in the school subjects (Hall, 2004). In Nigeria, these limitations seem to compound the problem of comprehension of expository texts for students with learning disabilities and result in failure at public examinations such as Junior School Certificate Examination (JSCE) (Lazarus, 2009).

According to Neufeld (2005), providing students with opportunities to read does not ensure they will develop and use comprehension strategies, but explicitly teaching comprehension strategies helps them comprehend the texts. However, despite evidence that explicitly teaching comprehension strategies are effective, few teachers do apply them (Radcliff, Caverly, & Peterson, 2004)). If special educators are interested in assisting their students to better comprehend expository texts, they need to teach them explicit comprehension strategies such as self-monitoring and self-questioning strategies. These comprehension strategies need to occupy a centre stage in teaching students with LD because applying these self-regulatory strategies help students to understand their strengths and weaknesses as learners as well as the demands of the specific tasks. Students with LD are taught to earnestly pay attention to how well they understand a text as they read so that they can go back and re-read when necessary. By so doing, teachers help them to become strategic readers who monitor their academic pursuits.

Self-monitoring strategy emphasises observing and recording of one's own academic and social behaviours. It is relatively unobtrusive, appeals to students, and is inexpensive and relatively quick to implement (Carr & Punzo, 2003). According to the description of self-monitoring strategies by Rutherford, Quinn and Mathur (1996), Smith (2002), Carr and Punzo (2003) and Vaughn, Bos and Schumm (2006) self-monitoring enables students to: (i) set performance goals; (ii) learn to keep track of what they are doing and how they are thinking so they can adjust their behaviours and thoughts in order to meet or complete tasks; (iii) identify consequences for meeting or failing to meet their goals; (iv) engage in self-talk (for instance, ask themselves "Am I on task?", "Have

I identified the main idea of the passage?” “How many comprehension questions have I completed in the last 10 minutes?” “How many are correct?”); and (v) reinforce themselves for their successes (for example, a student can say, “I knew I could do it”). More so, self-monitoring involves training students to use frequency chart, tally chart, or duration chart to monitor their learning perhaps with or without the supervision of a teacher.

Research has shown that self-monitoring strategy is a potent factor in students' academic achievement. For instance, findings from an investigation on the effect of a main idea strategy and self-monitoring strategy on comprehension of textual materials among students with learning and behavioral disabilities conducted by Jitendra, Hoppes, and Xin (2000) revealed that students in the experimental groups obtained increased reading comprehension outcomes, which was maintained overtime than their counterparts in the control group. Furthermore, Joseph and Eveleigh (2011) reviewed studies conducted from 1987 to 2008 on the effects of self-monitoring on reading performance of students with disabilities. The focus of this synthesis was on the types of participants, settings, research designs, independent variables, dependent variables and intervention effects. Findings suggested that reading performance improved when self-monitoring strategies were used. Among the many findings derived from this review, more studies explored the use of self-monitoring on comprehension skills than on other reading skills, and more studies included participants with learning disabilities (followed by students with emotional and behavioural disorders) than students with other types of disabilities.

The causal effect of self-questioning instructional strategy on the dependent variable was equally determined in the study. Self-questioning strategy requires students to ask themselves a series of self-generated or teacher-provided questions before, during and after reading a passage (Rouse, Alber-Morgan, Cullen, & Sawyer, 2014). Students read through the text to supply answers to the questions that were created. Next, students check their understanding of the text by asking: “Can I answer my questions?” If they can, they keep reading; if they can't, they use one of the fix-up strategies provided.

Berkeley and Riccomini (2011) explained that teachers should explicitly teach students how to engage in self-questioning because the process of creating questions to ask themselves could be extremely challenging for some students. Strategically asking and answering questions from the texts while reading help students with learning difficulties engage with texts in a wide range of ways that good readers do naturally, thus improving their active processing of texts and comprehension (National Reading Panel, 2003). Self-questioning strategies generally serve a variety of purposes to students. They help students to get deeper understanding of texts, set purposes for reading, activate background knowledge before reading, check understanding while reading, and summarize what they have read after reading. Additionally, self-questioning can be incorporated into other comprehension strategies and is sometimes an embedded component of a broader reading strategy (Brigham, Berkeley, Simpkins, & Brigham, 2007).

Moreover, Rouse et al. (2014) conducted a study where they taught two fifth graders with learning disabilities to self-generate questions using a prompt fading procedure. The participants were provided with expository reading passages with embedded questions. As each participant demonstrated proficiency with answering the embedded questions correctly, the embedded questions were systematically faded and

replaced with a prompt for the students to generate their own questions. A multiple baseline across participants design demonstrated that self-questioning intervention resulted in improvements in reading comprehension for both students. In addition, the students demonstrated evidence of maintenance and generalization of reading comprehension outcomes. Besides, Joseph, Alber-Morgan, Cullen, and Rouse (2016) reviewed thirty-five (35) experimental studies that involved teaching self-questioning to K-12 students with and without disabilities. Findings revealed that a variety of strategies are used to teach self-questioning to students and that these self-questioning strategies are effective for improving reading comprehension performance across a range of diverse learners and across educational settings.

Another variable of interest in this study is self-efficacy which was used as a moderating variable. According to self-efficacy theory (Bandura, 1997), self-efficacy is an individual's confidence in his or her ability to organize and execute a given course of action to solve a problem or accomplish a task (Eccles & Wigfield, 2002). Buttressing the moderating effect of academic self-efficacy on adjustment of university freshmen, Adeyemo (2015) reported that Bandura (1984, 1986, 1991), consistently and strongly averred that the confidence a person brings to a specific task mediates the effect of other variables on performance and is a potent predictor of behaviour related to that task. In academic settings, Niemvirta and Tapola (2007) affirmed that self-efficacy has bearing on both the level and type of goals people decide to strive for. Schunk (2000) distinguished that individuals with high self-efficacy believe in their ability to successfully complete given tasks and perform well while others with low self-efficacy tend to become idle or give up in the face of such tasks.

Pajares and Miller (1994) supported the view that students with strong sense of self-efficacy willingly engage in challenging tasks, invest greater effort and persistence and show superior academic performance than those who lack confidence. However, Choi (2005) has a contrary view regarding the impact of self-efficacy on academic performance because he found that neither general self-efficacy nor academic self-efficacy was a significant predictor of students' term grades. Other studies have revealed the importance of self-efficacy on different aspects of students' academic pursuit such as creative behavior (Olanisimi, 2014), academic stress management (Aremu & Dzever, 2015), and adjustment of university freshmen (Adeyemo, 2015). These studies affirmed that self-efficacy research is well documented in extant literature. However, its influence on comprehension of expository texts among students with LD is yet to be sufficiently explored by researchers. On this basis, it was predicted that self-efficacy would mediate the effect of the intervention on comprehension of expository texts in Civic Education among secondary school students with LD.

Interestingly, it appears that many of the available studies on the effect of self-monitoring and self-questioning strategies on the dependent measure of focus were conducted on the foreign scene. Just few studies on the variables of interest in this study were carried out in Nigeria. The present study therefore, set out to fill this gap and with the hope to corroborate the few available studies on the effect of self-monitoring and self-questioning strategies on comprehension of expository texts in Civic Education among students with learning disabilities in Ibadan, Nigeria as well as examine the moderating influence of self-efficacy on the dependent criterion.

Hypotheses

1. There is no significant main effect of treatment on comprehension of expository texts among students with learning disabilities.
2. There is no significant main effect of self-efficacy on comprehension of expository texts among students with learning disabilities.
3. There is no significant interaction effect of treatment and self-efficacy on comprehension of expository texts among students with learning disabilities.

METHOD

Design

The study adopted a pretest-posttest, control group, quasi-experimental research design with a 3 X 2 factorial matrix. Ary, Jacobs and Sorensen (2010) explained that a factorial design enables a researcher to manipulate two or more variables simultaneously in order to study the independent effect of each variable on the dependent variable, as well as the effects caused by interactions among several variables. In line with this, the researchers manipulated one independent variable that is, instructional strategy existing at three levels namely, self-monitoring, self-questioning and control group; one moderator variable, that is self-efficacy, classified into two levels namely, high and low.

The design is schematically represented as thus:

Experimental Group 1	(E1):	0_1	X_1	0_4
Experimental Group 2	(E2):	0_2	X_2	0_5
Control Group 3	(C):	0_3	X_3	0_6

Key: 0_1 , 0_2 and 0_3 represent pretest observations for experimental groups (E1, E2) and control group (C).

0_4 , 0_5 and 0_6 represent posttest observations for experimental groups (E1, E2) and control group (C).

X_1 represents treatment programme one (self-monitoring), X_2 represents treatment programme two (self-questioning strategy) and X_3 represents conventional method (control)

Participants and Setting

The target population for the study comprised all students with learning disabilities in junior secondary school class two (JSS 2) in Ibadan, Oyo State. However, for the present study only sixty (60) students (that is, 36 males and 24 females) who truly experienced difficulties in comprehension of expository texts in Civic Education participated in the study. These students were randomly (through the ballot method) assigned to two experimental groups and control group. Each of the groups comprised twenty (20) students with learning disabilities. The choice of Ibadan as the study setting was based on convenience as the researchers reside in the city.

Sampling Technique

A multistage sampling procedure was adopted for the study. First, three local government areas (LGAs) with large number of students with learning disabilities, in Ibadan were purposively selected out of five LGAs in Ibadan. Then using the ballot

method, a public secondary school was randomly selected in each local government area. Next was the identification of students with learning disabilities. To do this, two hundred and five (205) JSS 2 students with records of poor academic performances from the three selected schools were screened with the Pupil Rating Scale. Out of two hundred and five (205) JSS 2 students, eighty-two (82) students were identified as students with learning disabilities and were further screened to determine students with comprehension difficulties. Only seventy-five (75) truly experienced difficulties in comprehension of expository texts following this exercise. However, to get the actual number of participants for this study, sixty (60) out of 75 students were randomly selected through the ballot method.

Measures

Four research instruments were used in the study, namely, The Pupil Rating Scale (PRS), Expository Text Difficulty Test (ETDT), Reading Comprehension Test on Civic Education Expository Passages (RCTCEEP), and Modified Sherer Self-Efficacy Scale (MSSS).

The Pupil Rating Scale Revised: The Pupil Rating Scale, designed by Myklebust in 1971 and revised in 1981, is a screening instrument for students with learning disabilities. The scale consists of questions on five major behavioural characteristics namely: auditory comprehension, spoken language, orientation, motor co-ordination and personal-social behaviour. The PRS enables teachers to rate the twenty-four (24) items on a five-point scale (with 1 indicating poor behaviour, 3 indicating average behaviour and 5 representing good behaviour). The highest possible score is 120 (5x24). For example, a student who receives an average rating on all items would be given a rating of three for each item to make up a total of 72. In this study, any score below this average score of 72 suggests the presence of learning disabilities in a student and vice versa. The PRS is a flexible instrument that is easily adaptable to any cultural background without any alterations. Adekanmi (2011) used this scale to screen students for learning disabilities and obtained an inter item correlation coefficient alpha of 0.90 on different samples in Nigeria. The researchers further subjected the PRS to a trial test on similar sample in Ibadan which yielded a reliability coefficient of 0.89 using the Cronbach alpha statistics.

Expository Text Difficulty Test (ETDT): This researcher-designed instrument consists of two reading passages of expository type. Students were asked to read the passage and answer ten multiple choice questions on the two passages, where five questions addressed the contents of each passage read. This test was used by the researchers to determine from the group of students with learning disabilities those who have difficulty in comprehension of expository texts and thus eligible for the study. The total obtainable mark for this test was 20 marks. A score range of 0-9 was considered low and eligible to participate in the study, while 10-20 marks were adjudged as high scores. The researchers subjected the ETDT to a trial test on a similar sample in Ibadan and this yielded a reliability coefficient of 0.91 using the Cronbach alpha statistics.

Reading Comprehension Test on Civic Education Expository Passages (RCTCEEP): This thirty-item (30), open ended comprehension and researcher-designed achievement test tested participants' ability to answer literal, inferential and critical comprehension questions on Civic Education school subject. The RCTCEEP contains

three expository reading passages with ten (10) questions on each passage. The passages focused on: *human rights, nationalism and citizenship*. The test was administered to participants before and after exposing them to the three instructional strategies. The total obtainable mark for this test was 30 marks. The researchers subjected the RCTCEEP to a trial test on a similar sample in Ibadan which yielded a reliability coefficient of 0.79 using the Cronbach alpha statistics. This was considered suitable.

Self-efficacy Scale (MSSS): Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, and Rogers (1982) developed the General self-efficacy (GSE) scale to assess self-efficacy of individuals. However, the researchers used the Modified version of the 17-item scale tagged the Modified Sherer Self-efficacy scale with only seven items. The major difference between the GSE and the MSSS is that the MSSS does not contain negative statements as the case with the GSE. For instance, in the GSE, there are statements like "I give up easily", "I avoid facing difficulties", but in the MSSS, all the items are positive statements like "I can always solve difficult tasks if I try enough", "I am always calm when facing challenges". Responses in the MSSS are based on four Likert scale: Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). The sum of item scores reflects general self-efficacy. The higher the total score is, the more the self-efficacy of the respondent. The researchers subjected the MSSS to a trial test on similar sample in Ibadan which yielded a reliability coefficient of 0.82 using the Cronbach alpha statistics.

Procedure

The conduct of the experiment lasted for eight weeks out of which two weeks were used for pre and post-treatment assessments. The researchers employed the services of three trained research assistants, who specifically carried out the comprehension training in the designated experimental groups and control. Study participants were exposed to treatment for six weeks, using self-monitoring and self-questioning strategies. During this period of time, participants in each of the experimental groups received training and control group participants were taught with the conventional method for an hour per week, covering thirty (30) minutes as duration for each lesson, taken twice per week. The researchers moved round the three schools to supervise the research assistants and offer assistance where necessary. In the eighth week after comprehension training, posttest was administered. The steps adopted in the two experimental groups are summarised below.

(i) In the self-monitoring group, the students were given tally charts. Students were instructed to read the assigned text. Once the reading was completed, students were instructed to answer the review questions, keeping a tally of how many times they "look back" to the text to help them. Students were asked to keep track of their results and were encouraged to decrease the number of times they looked back to the text.

(ii) The self-questioning group was taught to apply The QRAC-the-code model of self-questioning as implemented by Berkeley and Riccomini (2011). The following steps were applied: *Question*: Students transformed a subheading of a text into question; *Read*: Students then read the section and paused; *Answer*: Students asked themselves whether they can answer their question, based on the information they read. *Check*: Students checked the answers to their questions to be sure that they were correct and

represent a good summary of the section read. If they could not answer their question, they used one of the fix-up strategies provided.

Data Analysis

Data obtained were analysed using Analysis of Co-variance (ANCOVA), Estimated Marginal mean and Sidak post Hoc test.

Ethical Consideration

Ethical approval was applied for and granted from the Ministry of Education in Oyo State.

RESULTS

Table 1: ANCOVA Showing Main Effect of Treatment on Comprehension of Expository Texts among Students with Learning Disabilities

Source	Type II sum of Squares	Df	Mean square	F	Sig.	Partial Eta squared
Corrected model	32.899a	11	2.991	20.217	0.000	0.822
Intercept	240.000	1	240.000	1622.304	0.000	0.971
Treatment groups	32.899	2	2.991	20.217	0.000	0.822
Error	7.101	57	148			
Total	280.000	60				
Corrected Total	40.000	59				

$R^2 = 0.822$, Adjusted $R^2 = 0.782$

Results showed that the main effect of treatment is significant on comprehension of expository texts among students with learning disabilities in Ibadan, Oyo State ($F_{(2,57)} = 20.217$; $p < 0.05$, $\eta^2 = 0.822$). Therefore, the null hypothesis above is rejected. The partial eta squared of 0.822 implies that treatment (that is, self-monitoring and self-questioning strategies) accounted for 82.2% of the observed variance on comprehension of expository texts among the participants. In addition, the post-test mean score across the groups are presented as follows:

Table 2: Estimated Marginal Mean and Standard Error of Groups

Groups	N	Mean	Standard Error
Self-monitoring	20	16.20	1.385
Self-questioning	20	15.60	1.705
Control	20	10.30	1.870

Table 2 indicates that the post-test mean scores of participants exposed to self-monitoring was the highest ($\bar{x} = 16.20$) followed by self-questioning ($\bar{x} = 15.60$) while control group got a mean score of ($\bar{x} = 10.30$). This implies that self-monitoring strategy was more effective than self-questioning strategy in enhancing comprehension of expository texts among students with learning disabilities. In order to trace the source of

the significant difference observed in Table 1, the Sidak post Hoc test on comprehension of expository texts was carried out. The result is presented in Table 3.

Table 3: Sidak post-Hoc Test on Comprehension of Expository Tests by Treatment

Treatment Groups	Treatment Groups	Mean Difference	Std Error	Sig.
Self-monitoring	Self-questioning	0.6*	1.05	.052
	Control	5.9*	1.21	.000
Self-questioning	Self-monitoring	0.6*	1.05	.052
	Control	5.3*	1.28	.000
Control	Self-monitoring	-5.9*	1.21	.000
	Self-questioning	-5.3*	1.28	.000

Results reveal that there is a significant difference between self-monitoring strategy and control group. The students exposed to self-monitoring performed significantly better than the rest of the two groups that is, self-questioning and control group. Similarly, students who were exposed to self-questioning significantly performed better than those in the control group. However, the difference in performance between students in self-monitoring and self-questioning group was not significant.

Table 4: ANCOVA Showing Main Effect of Self-efficacy on Comprehension of Expository Texts among Students with Learning Disabilities

Source	Type II sum of Squares	Df	Mean square	F	Sig.	Partial Eta squared
Corrected model	18.261 ^a	1	18.261	48.720	0.000	0.457
Intercept	240.000	1	240.000	640.320	0.000	0.917
Self-efficacy	18.261	1	18.261	48.720	0.000	0.457
Error	21.739	58	0.375			
Total	280.000	60				
Corrected Total	40.000	59				

R squared = 0.457; Adjusted R squared = 0.447

Results show the main effect of self-efficacy as significant on comprehension of expository texts among students with learning disabilities ($F_{(1,58)} = 48.720$ $p < 0.05$, $\eta^2 = .457$). Therefore, the null hypothesis is rejected. The partial eta squared of 0.457 implies that the main effect of self-efficacy accounted for 45.7% of the observed variance on comprehension of expository texts among students with learning disabilities.

Table 5: ANCOVA Showing Interaction Effects of Treatment and Self-efficacy on Comprehension of Expository Texts among Students with Learning Disabilities

Source	Type II sum of Squares	Df	Mean square	F	Sig.	Partial Eta squared
Corrected model	32.899 ^a	13	2.531	16.394	0.000	0.822
Intercept	240.000	1	240.000	1554.708	0.000	0.971
Treatment and Self-efficacy	32.899	2	2.531	16.394	0.000	0.822
Error	7.101	57	0.154			
Total	280.000	60				
Corrected Total	40.000	59				

R squared =0.822; Adjusted R squared = 0.772

Results show that the interaction effects of treatment and self-efficacy was significant on comprehension of expository texts among students with learning disabilities ($F_{(2,57)} = 16.394$ $p < 0.05$, $\eta^2 = .822$). Therefore, the null hypothesis is rejected. The partial eta squared of 0.822 implies that the interaction effect of treatment and self-efficacy accounted for 82.2% of the observed variance on comprehension of expository texts among students with learning disabilities.

DISCUSSION

The result from this study corroborates the findings of Radcliff et al. (2004) who revealed that explicit teaching of comprehension strategies prompts students to apply their previous knowledge and monitor their comprehension. This of course, leads to increased reading comprehension outcomes for students with learning disabilities. As indicated earlier, it is important for special educators to consider and utilize self-monitoring and self-questioning strategies in teaching students who are struggling to comprehend expository texts. The present finding also supports the report of Neufeld (2005) who stated that simply providing students with opportunities to read does not ensure that students will develop and use comprehension strategies but explicitly teaching comprehension skills will help students comprehend the text.

The finding in this study is in consonance with the finding of Jitendra et al. (2000); and Joseph and Eveleigh (2011) who concluded that self-monitoring strategy has been shown to be effective in increasing more appropriate academic behaviours especially improving reading comprehension performance. Similarly, the finding in this study is in line with those of Rouse et al. (2014) and Joseph et al. (2016) that demonstrated that self-questioning intervention resulted in improvements in reading comprehension among students with and without LD.

This finding accedes to Schunk (2000) who stated that self-efficacy and interest are related to the use of active cognitive strategies and willingness to develop skill proficiency. Moreover, Pajares and Miller (2004) supported the view that students with strong sense of self-efficacy willingly engage in challenging tasks, invest greater effort and persistence and show superior academic performance than those who lack confidence. This study corroborates the above assertion.

CONCLUSION

The study indicates that both self-monitoring and self-questioning strategies enhance performance on comprehension of expository texts among the participants exposed to the two instructional strategies. The study also reveals that high self-efficacy among students with learning disabilities is a treasured factor that has the potency of equally enhancing their reading comprehension performance, particularly in expository text types.

Recommendations

Based on the findings of this study, the following recommendations are made:

Self-monitoring and self-questioning strategies should be adopted in regular and special education settings to teach expository texts to students with learning disabilities. Teachers of students with learning disabilities should be given adequate training on the implementation of the two instructional strategies examined in the study such that the knowledge of the instructional strategies when effectively acquired, would translate into reduction of poor academic performance in content areas among students with learning disabilities. Inter-disciplinary and multi-disciplinary research into broader specific perspectives on comprehension of expository texts is advocated. Therefore, stakeholders in the education of students with learning disabilities such as school administrators, special educators, social workers, school psychologists and guidance counsellors should collaborate to develop interactive models in the direction of self-monitoring and self-questioning instructional strategies for their students. Special educators should work on how to improve the self-efficacy level of students with learning disabilities so as to help them better comprehend expository texts.

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