

ABSTRACT

Exploration of Classroom Experiences and Its Effect on the Self Esteem and Self Efficacy of Older Students With Reading Difficulties

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This study sought to explore the classroom experiences of older students with reading difficulties, and to determine how these experiences affected the self-esteem and self-efficacy of students who were placed in Form 1 at an older age. Six older Form 1 students with reading difficulties from a secondary school in Trinidad and Tobago were selected to participate, along with four teachers and one administrator. Data were collected through interviews, questionnaires, journals, and observations. The findings revealed that the students and teachers differed in their account of what took place in the classroom as it related to instructional practices. Teachers enumerated a variety of strategies, while the students stated that, generally, the teachers wrote on the board then explained. It was also found that there was no formal school support for older students with reading difficulties.

Keywords: Teaching techniques; Reading difficulties; Secondary school students; Classroom methods; Educational experience; Self concept; Self efficacy; Trinidad and Tobago