Tipo	Periódico
Título	Self-Regulation for Reading Comprehension: Assessment of Strategies and Time Management
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Programa Curso(s)	Programa de Pós Graduação Stricto Sensu em Psicologia
DOI	10.1590/0102.3772e39307.en
Assunto (palavras chaves)	General Psychology
Idioma	Inglês
Fonte	Título do periódico: Psicologia: Teoria e Pesquisa ISSN: : 1806-3446 Volume/Número/Paginação/Ano: 39 2023
Data da publicação	20-10-2023
Formato da Produção	Digital
Resumo	ABSTRACT Self-regulation of learning strategies and time management can foster reading comprehension. This research investigated the content validity of three scales aimed at Middle School students: the Reading Strategies (EE-CL), the Time Planning and Organization (EOT-L), and the Procrastination (EP-L). Three researchers and 16 students evaluated the scales. The theoretical and practical relevance of the EE-CL and EOT-L was verified, but not of the EP-L, whose remaining items were

	included in the EOT-L. In the internal structure investigation (N= 522 students), the EE-CL presented a unifactorial structure and the EOT-L, two factors, with reasonable reliability estimates. Both scales may help identify specific problems of students' self-regulation aimed at strategies and time management for reading comprehension and support further research.
Fomento	