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Effects of Sex, Third Grade Reading Achievement and Motivation as Predictors of Fourth Grade Reading Achievement of Hispanic Students: A Path Analysis

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FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

EFFECTS OF SEX, THIRD GRADE READING ACHIEVEMENT AND
MOTIVATION AS PREDICTORS OF FOURTH GRADE READING ACHIEVEMENT
OF HISPANIC STUDENTS: A PATH ANALYSIS

A dissertation submitted in partial fulfillment of

the requirements for the degree of

DOCTOR OF EDUCATION

in

CURRICULUM AND INSTRUCTION

by

Vivian M. del Rio

2013

To: Dean Delia C. Garcia
College of Education

This dissertation, written by Vivian M. del Rio, and entitled Effects of Sex, Third Grade Reading Achievement and Motivation as Predictors of Fourth Grade Reading Achievement of Hispanic Students: A Path Analysis, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.

Delia C. Garcia

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Date of Defense: November 15, 2013

The dissertation of Vivian M. del Rio is approved.

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Florida International University, 2013

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DEDICATION

Foremost, I would like to dedicate this dissertation to my mother and father who have been there for me throughout this endeavor and all my former pursuits. They deserve my most sincere gratitude for their love and unyielding support. You taught me to believe in my dream and have the courage to make it happen. Additionally, I would like to dedicate this dissertation to my two friends, Isela and Vivian, who have simultaneously completed their own dissertations while I completed mine. Isela and Vivian, I cannot find the words to thank you for the friendship that has kept me going many times throughout this journey. I share this accomplishment with you all.

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ABSTRACT OF THE DISSERTATION
EFFECTS OF SEX, THIRD GRADE READING ACHIEVEMENT AND
MOTIVATION AS PREDICTORS OF FOURTH GRADE READING ACHIEVEMENT
OF HISPANIC STUDENTS: A PATH ANALYSIS

by

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Florida International University, 2013

Miami, Florida

Professor Laura Dinehart, Major Professor

This study explored the topic of motivation for intermediate students combining both an objective criterion measure (i.e., standardized test scores) and the self-report of students on self-concept and value of reading. The purpose of this study was to examine how third grade reading achievement correlated with the motivation of fourth grade boys and girls, and, in turn, how motivation related to fourth grade reading achievement.

The participants were fourth grade students ($n=207$) attending two public, elementary schools in Miami-Dade County who were of primarily Hispanic origin or descent. Data were collected using the Reading Survey portion of the Motivation to Read Profile (1996) which measures self-concept and value of reading in order to measure motivation and the Third and Fourth Grade Reading Florida Comprehensive Assessment Tests 2.0 (FCAT 2.0) to assess achievement. First, a one way Analysis of Variance (ANOVA) was conducted to determine whether motivation differed significantly between fourth grade boys and girls. Second, a path analysis was used to

determine whether motivation mediated or moderated the association between FCAT 2.0 third and fourth grade scores.

Results of the ANOVA indicated that motivation, as measured by the Motivation to Read Profile did not differ significantly by sex. Results from the path analysis indicated that the model was significant and that third grade FCAT 2.0 scores accounted for a significant amount of the variance in fourth grade FCAT 2.0 scores once motivation was entered. Results of the study demonstrated that motivation partially mediates, but does not moderate the relationship between FCAT 2.0 third and fourth grade scores.

In conclusion, it can be determined that past student achievement for fourth grade students plays a role in current student achievement when motivation is also considered. It is therefore important in order to improve the quality of fourth grade student's current performance to take into account a student's motivation and past achievement. An effort must be made to address students' motivational needs whether through school wide programs or at the classroom level in addition or in conjunction with cognition. Future research on the effect of self-concept in reading achievement is recommended.

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CHAPTER I

INTRODUCTION

Background to the Problem

Elementary students begin their educational careers motivated to read (Edmund & Bauserman, 2006). Mazzoni, Gambrell, and Korkeamaki (1999) shed light on the relationship between reading skills and reading motivation and concluded that learning to read during the first year of school regardless of age may be a significant motivator. However, as students progress from the primary to intermediate grades, their motivation begins to decrease (Brozo, 2005; McKenna & Kear, 1990). It has been suggested that as students get older, the students become more capable of judging their actual ability based on the evaluative feedback of others and thus a decline in self-competence occurs (Lau, 2009). Self-competence is a factor in motivation.

Research supports that a student's motivation in the earlier grades is a good predictor of future school performance (Gottfried, 1990). Thus, motivation has been proposed to play an essential role in students' achievement, including reading. Guthrie and Wigfield (2000) suggested that a highly engaged student may perform above grade level. For example, a highly-engaged middle school student can outperform a high-school student who is less engaged in reading. Therefore, if students are to become effective readers, they have to be proficient not only in reading skills, but also have the desire to read (Paris & Oka, 1986; Watkins & Coffey, 2004). Additionally, Guthrie (1996) and his colleagues' design for an effective reading instructional program, called Concept-Oriented Reading Instruction (CORI), cited motivation amongst other aspects as necessary elements for success. Like Guthrie, Gambrell (2000) suggested engaging the

learner strategically through social interactions, conceptual understanding, and intrinsically motivational elements. In this manner, motivation can be viewed as multidimensional and encompassing many elements.

Studies showed that several factors can further influence reading performance as students progressed into the upper elementary grades, such as: amount and breadth of reading (Cox & Guthrie, 2001; Guthrie, Wigfield, Metsala, and Cox, 1999; Wigfield & Guthrie, 1997), culturally responsive pedagogy (Callins, Nov./Dec. 2006; Richards, Brown, & Forde, Jan./Feb. 2007), reading attitudes (Baker & Wigfield, 1999), context or situational reading interest (Guthrie, Alao & Rinehart, 1997; Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006), extrinsic and intrinsic motivation (Ryan & Deci, 2000a; Wang & Guthrie, 2004), and, in particular, for English Language Learners, cognitively multifaceted, grade-level academic learning in the students' first language as long as needed and cognitively multifaceted, grade-level academic learning in the students' second language for a part of the daily instruction (Thomas & Collier, 1997). Additionally, even though a student may be knowledgeable in the skills required for reading, he or she might not participate in reading for enjoyment if they are unmotivated (Watkins & Coffey, 2004).

According to research, another factor that can affect the performance of students in reading can be sex differences. Some studies concluded that in subjects like reading and writing girls are more intrinsically motivated and more regulated by identification than boys (Guay et al., 2010). Researchers also voiced concerns about the motivation of boys in reading (Coles & Hall, 2002; Durik, Vida, & Eccles, 2006; Mazzoni et al., 1999; McKenna, Kear, & Ellsworth, 1995). Nevertheless, there are those researchers who

indicated that it is not really sex differences that make the difference, but differences in attitudes, beliefs, and values (Logan & Johnston; 2009; Marinak & Gambrell, 2010; Telford; 2006).

Yet, other researchers such as Baker and Wigfield (1999) believed that whether a student is motivated or unmotivated to read should not be the focus of future reading research; instead, the spotlight should be on the reasons and purposes for why a student chooses to read. Metsala, Wigfield and McCann (Dec. 1996/Jan. 1997) suggested that providing students with choice in materials and topics as well as allowing for social interactions will encourage the development of individual interest and curiosity through reading.

Today, many school-districts provide pacing guides which educators are required to follow, and, students, in particular culturally and linguistically diverse students, may find this limiting. The elements of individual interest and curiosity are diminished in these settings. Culturally and linguistically diverse students may not value literature that is not culturally responsive to them (Callins, Nov./Dec. 2006; Jackson, 1994). In this predefined curriculums, choice is not evident. Brozo (2005) concluded that students, especially preteens and teens, are faced with more choices outside the classroom as they become older, and that, if educators are to keep them engaged in the classroom, choice must be prevalent there also. In sum, Guthrie and Wigfield (2000) referred to choice as motivating which allows students control, and, in turn, makes them “agents of their own reading growth” or their reading academic achievement.

Purpose of the Study

What motivates a student to achieve his or her learning goals? According to Zimmerman (1995), “It is their growing sense of self-efficacy and purpose that serve as major personal influences in their ultimate level of accomplishment” (p. 202). This is true also in the subject area of reading. According to Guthrie (1996), if in the elementary school years, students do not become self-directed readers, there is a small probability that they will develop into self-actualizing adolescents. In order for students to realize their full potential (self-actualize) in reading, their sense of self-efficacy must be nurtured. Motivation throughout a student’s early academic career will play a role in this. Students will spend approximately six to seven years in elementary schools, which will make a significant impact on their formative years (Deci, Vallerand, Pelletier & Ryan, 1991).

For Zimmerman (1995), schools are not only the means by which students intellectually grow, but schools help to guide them in developing their academic self-beliefs which will in turn guide them to a lifetime of learning. Therefore, if students are to be successful lifelong readers, they need to view it as an activity which requires lifetime efforts (Baker & Wigfield, 1999). Bandura (1986) stated, “In activities that call upon competencies, perceived self-efficacy mediates how outcome expectations influence personal decisions and expenditures of effort” (p. 231). In order to become lifelong literacy learners, students must be motivated to participate and engage in literacy activities (Baker & Wigfield, 1999). Fourth grade boys and girls being motivated to read is critical to laying the foundation for this to occur.

Problem

In the past decades, research has demonstrated that teachers have acknowledged that motivation is an issue of concern facing today's reading teachers; it is accepted that motivation plays an essential role in the learning of 21st century students (Edmunds & Tancock, 2003). Concurrently, the No Child Left Behind Act (NCLB) of 2001 has also refocused the field of education on the issue of children's academic achievement in school subjects like reading, mathematics and science. Due to the latter, the issue of standardized testing has become prevalent in school districts across the nation.

Standardized testing is playing a crucial role in student's overall performance across different subject areas and more so in reading. Although standardized testing occurs once throughout the school year, much time is spent on the preparation towards this type of assessment. Early on, a student is made aware that standardized testing is an acceptable measure of their performance in a subject area. In the school district where this study was implemented, standardized testing is of utmost importance in third grade. From the beginning of the school year, third grade students are informed that their performance in standardized testing is tied to their promotion to fourth grade. Third grade students are knowledgeable about their scores in baseline and interim assessments through individual data chats with their teachers. A student's performance in standardized testing may therefore affect a student's self-concept, an element of motivation which was investigated in this study. Thus, today's learning goals for reading teachers has become not only to assist students in becoming skilled readers (achievement), but to guide students in the development of becoming avid readers (motivation).

This interaction between achievement and motivation may influence a student's perception especially in a subject area like reading. The focus of this research study was to determine to what extent sex differences and academic achievement in third grade influence the motivation, in Reading, of fourth grade, Hispanic students, and how the latter motivation affects the academic performance of students in fourth grade. For the purposes of this study, academic achievement was measured by performance on standardized reading testing. Fourth grade was selected as the target grade for this study, because of the emphasis in the literature about a fourth grade slump (Chall & Snow, 1988).

Research Questions

In order to explore the effects of sex differences, reading academic achievement, and motivation with Hispanic, fourth grade students, this study addressed the following research questions:

Research Question 1: To what degree, do sex differences relate to the motivation (self-concept and value of reading) of fourth grade, Hispanic students in the subject area of reading?

Research Question 2: To what degree, does the third grade academic achievement of fourth grade, Hispanic students in the subject area of reading relate to current motivation (self-concept as readers and value of reading)?

Research Question 3: To what degree, does motivation (self-concept as readers and value of reading) relate to the academic achievement of fourth grade, Hispanic students in the subject area of reading?

Research Question 4: Does motivation mediate or moderate the association between reading FCAT 2.0 third grade scores and FCAT 2.0 fourth grade scores in reading?

A path analysis was used to determine whether motivation mediated or moderated the association between reading FCAT 2.0 third grade scores and reading FCAT 2.0 fourth grade scores (see Figure 1). The expected path analysis model was, as follows:

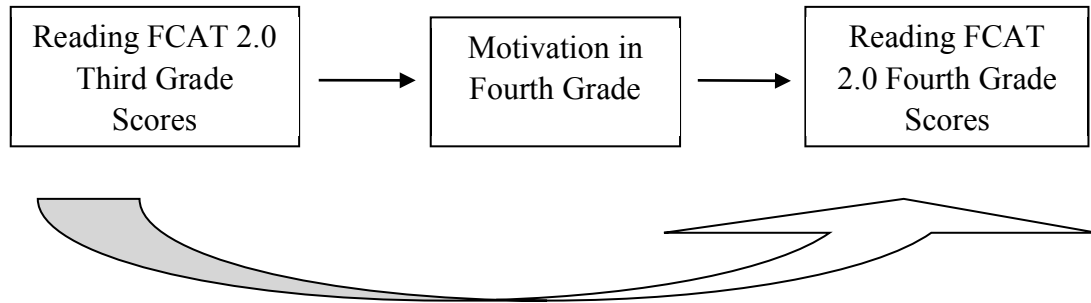


Figure 1. Hypothesized mediation of the impact of students’ reading FCAT 2.0 Third Grade Scores on the students’ reading FCAT 2.0 Fourth Grade Scores.

Theoretical Framework

In order to make certain that early reading skills are learned, it is important to support children (extrinsic motivation) until the act of reading actually becomes the reward itself (intrinsic motivation). Nonetheless, external rewards need to be monitored and should not be used for social regulation; external rewards should foster personal development by supporting the advancement of skills and lasting interests (Bandura, 1986). Thus, the latter can be applied to the long-term goal of having students become lifelong readers. Bandura (1993) posited that, if learners are provided with appropriate skills and incentives, their self-efficacy will determine their choice of activities, sustainability and the effort that is applied. This is referred to as the self-efficacy theory. In other words, if students are provided with instruction and successful practice in the

basic skills of reading including fluency, vocabulary and comprehension (reading academic achievement), learners will be more apt to choose reading as a choice of activity (motivation).

Current motivation theorists support the relationship between achievement and motivation. Ryan and Deci's (2000b) work on self-determination theory (SDT) maintained that individuals perform and achieve at certain activities based on whether they are intrinsically or extrinsically motivated as well as a third motivation referred to as amotivation which is the act of going through the motions. Within SDT, extrinsic motivation can be divided starting with extrinsic regulation (most external level), continuing to introjected regulation and identified regulation, and ending with integrated regulation (most internal level) and closest to intrinsic regulation, a regulatory style of intrinsic motivation. In this self-determination continuum, Ryan and Deci revealed that depending on the perceived locus of causality the students' behavior will be self-determined (intrinsically motivated) or nonself-determined (amotivated). Lau (2009) stated, "When students fully identify with and internalize the value of learning, this kind of extrinsic motivation is similar to intrinsic motivation and can have positive effects on learning" (p. 726).

Another long-standing viewpoint on motivation is the modern expectancy-value theory. In this theory, a person's choice, persistence, and performance are based on the person's beliefs about whether the individual will succeed in an activity and how much the individual values it (Atkinson, 1957; Wigfield, 1994; Wigfield & Eccles, 2000). Therefore, expectancies and values influence not only performance, effort and persistence, but also achievement outcomes (Wigfield, 1994; Wigfield & Eccles, 2000).

Eccles and Wigfield (2002) stated, “By including affective memories, culturally based stereotypes, and identity-related constructs and processes as part of the theoretical system, Eccles and her colleagues [Eccles, 1987; Eccles & Harold, 1992] have included less rational processes in motivated behavioral choices” (p. 122). The modern expectancy-value model developed by Eccles, Wigfield, and colleagues differs from Bandura’s self-efficacy theory in terms of achievement. In the modern expectancy-value model, students may see as more valuable the activities at which they excel (Eccles & Wigfield, 2002). The modern expectancy-value theory was most influential for this research study as it grounded the topics of self-concept and value of reading which were measured in this study.

Significance of Study

In 21st century classrooms, reading remains elemental for students to be successful at all levels of schooling. Thus, it is of paramount importance that in order for students to achieve in this subject area elementary reading teachers engage their students in this subject. Elementary students need to develop not only the literacy skills necessary to learn how to read and comprehend, but to also develop the interests and attitudes which will make reading a life-long habit. Having a high self-efficacy for this subject area and a positive self-concept will therefore enhance the reading achievement of students. A student’s self-efficacy relates to his/her behavior regulation (Bandura, 1986; Wigfield & Karpathian, 1991), and, in turn, is a significant contributor to academic progress (Bandura, 1993). Educators’ understanding of the affective and motivational needs of their students beyond cognition is essential for successful academic achievement to occur.

Delimitations

Participation in this study was delimited to students who (a) were in fourth grade in one of two predominantly Hispanic schools in South Florida, and (b) had completed standardized testing in the area of reading in third grade. Students who did not have a score for standardized testing in reading from third grade were excluded from the study. The study was delimited to an examination of reading achievement and motivation. Students' achievement and motivation in other subject areas was not considered. Student achievement was measured using the reading score on the Florida's Comprehensive Assessment Test 2.0, and motivation was measured on a Likert-type scale using the Reading Survey Section of the Motivation to Read Profile, a public-domain instrument designed by Gambrell, Palmer, Codling, and Mazzoni (1996) to provide educators with a reliable assessment of reading motivation.

Definitions of Key Terms

For the purposes of this study, the subsequent terms were defined, as follows:

Achievement. This term was used to describe performance on standardized achievement tests. The achievement tests utilized in this study were the Reading Third Grade Florida Comprehensive Test 2.0 and the Reading Fourth Grade Florida Comprehensive Test 2.0.

Amotivation. This term referred to the fact that individuals might fail to act or act without purpose, go through the motions (Ryan & Deci, 2000b).

Attitude. This term was defined as feelings and beliefs about reading including action readiness for reading (Cole, Dec. 2002/ Jan. 2003; Mazzoni, et al., 1999).

Engaged readers. According to Guthrie and Wigfield (2000), this term described readers who “...coordinate their strategies and knowledge (cognition) within a community of literacy (social) in order to fulfill their personal goals, desires, and intentions (motivation)” (p. 404).

Extrinsic reading motivation. This term included recognition, reward, grades and/or competition as a motive for reading (Guthrie, 1996; Guthrie et al., 2006).

Interest. This term included individuals’ tendencies toward particular topics, genres, tasks or contexts (Krapp, Hidi, & Renninger, 1992; Mazzoni et al., 1999)

Intrinsic motivation. This term dealt with how children engage with an activity from the starting point of personal interest in the activity itself (Wang & Guthrie, 2004).

Intrinsic reading motivation. This phrase focused on children’s curiosity about new books and topics, engagement in reading for an extended period of time, and an inclination for longer more demanding texts (Guthrie et al., 2006).

Motivation. This term encompassed various reasons for reading, which are personalized such as involvement, curiosity, social, and external such as teacher-driven, program-driven or assignment-driven (Guthrie, 1996). Although encompassing the latter attributes, for this study, motivation was measured using the Reading Survey of the Motivation to Read Profile (Gambrell et al., 1996) and focused solely on self-concept and value of reading.

Self-concept. This term was defined as a combined view of oneself, which is formed from direct experience and evaluations derived from significant others (Bandura, 1986). For the purposes of this study, it related to students’ self-perceived competence in

reading and self-perceived performance relative to peers as measured by the self-concept as a reader subscale of the Motivation to Read Profile (Gambrell et al., 1996).

Self-determination. This term focused on describing the internal (self) context, which supports different types of motivation, for example, intrinsic motivation (Ryan & Deci, 2000b).

Self-efficacy. This term was defined as the capacity to utilize different subskills (cognitive, social and behavioral) and place them into action to serve a purpose (Bandura, 1986). Perceived self-efficacy influenced four major processes: cognitive, motivational, affective and selection (Bandura, 1993).

Self-regulation. This referred to how individuals take in social values and extrinsic possibilities and gradually transform them into personal values and self-motivation (Ryan & Deci, 2000b).

Value of reading. This phrase referred to the value the students place on reading tasks and reading-related activities as measured by the value of reading subscale in the Motivation to Read Profile (Gambrell et al., 1996).

Summary

The focus of this study was to explore how reading achievement relates to the motivation of fourth grade, Hispanic students and if sex differences had a significant effect on the motivation or achievement. In other words, the purpose of this study was to examine how sex differentially affects the following model; third grade reading achievement was expected to predict motivation in fourth grade, and, in turn, motivation was expected to predict fourth grade reading achievement. A young reader's self-concept as well as the value he/she places in reading, both elements of reading motivation, were

the emphasis. The study was conducted by a teacher in two urban, public schools in Miami, Florida in which the student populations were primarily Hispanic. The target population was fourth grade students academically performing below, at or above average. This study expanded the research on motivational decline focusing on Hispanic students as there has been little focus on them in past studies. Specifically, the effects of reading motivation and sex differences on the reading achievement of students were investigated. The Reading Survey Portion of the Motivation to Read Profile developed by Gambrell et al. (1996) was taken by students during their language arts class to determine their motivation between participation in reading standardized testing in third grade and participation in reading standardized testing in fourth grade.

CHAPTER II

REVIEW OF LITERATURE

To provide background and insights into the concept of motivation, this chapter was organized into the following areas: (a) motivation as predictor of future school performance, (b) definition of motivation and engagement, (c) factors that affect motivation and reading performance, (d) theoretical framework, (e) existing research on area of focus, and (f) a summary. This study was designed to enhance the knowledge of the relationship between the variables of sex, motivation and reading achievement with intermediate elementary students (fourth graders).

Motivation as Predictor of Future School Performance

Even in today's technological age, reading retains its importance in American classrooms. Therefore, it is of utmost importance that students remain engaged in the process of reading. In fact, many educators agree that motivation plays a major role in literacy development (Marinak & Gambrell, 2010). This is of particular significance at the elementary level where the foundation for life-long reading habits is set. Within literacy engagement, creating interest and motivation is recognized as an area of need being faced in today's classrooms (Gambrell, 2000; Guthrie et al., 1997; Miller & Meece, 1997).

Elementary students begin their educational careers motivated to read (Edmunds & Bauserman, 2006; Wigfield & Wentzel, 2007). However, as they progress from the primary to intermediate grades, their motivation begins to decrease (Brozo, 2005; Wigfield & Wentzel, 2007). Students who had been successful in reading from first grade to third grade all of a sudden begin to lose focus and their reading achievement

begins an academic descent (McKenna & Kear, 1990). This phenomenon is referred to as the fourth grade slump (Chall & Snow, 1988). Today, concern about this motivational and academic change in fourth grade continues to be prevalent in the field of reading education (Sanacore & Palumbo, 2009). This is the reason that this grade was chosen as the target for this study.

Researchers believe this descent occurs due to the fact that students become more aware of their abilities in different subject areas (Lau, 2009). Eccles et al. (1989), Guthrie et al. (1997), Guthrie and Davis (2003), and Wigfield, Eccles, Mac Iver, Reuman, and Midgley (1991) resolved that this decline in competence beliefs is only more aggravated as the student progresses into the secondary grades, in particular middle school. Some researchers attributed this disinterest rather to a mismatch between what students want (students' perspectives) and the instructional decisions (curriculum) chosen by educators (Ivey & Broaddus, 2001). Regardless, Guthrie et al. (1997) cited a poll conducted by the National Reading Research Center (NRRC) in which school teachers referred to creating interest in reading as the number one goal in their teaching (p. 439).

As can be surmised, engagement and motivation is an area of interest at all educational levels. Middle school teachers are struggling with the same reading problems that intermediate elementary teachers face. In fact, students' successes or struggles in middle school can be traced back to students' initial experiences with reading in the primary grades (McCray, Vaughn, & Neal, 2001). Students' experiences in elementary school are shaping their future reading habits (Gambrell, 2000).

Students who become successful readers in first grade ultimately view themselves as more confident in the subject area of reading, and, in turn, are more apt to expand their

reading experiences (Mazzoni et al., 1999). These same researchers discovered that little changed occurred in second grade. They determined that grade level is a factor in success in reading. Gambrell's (2000) work on several studies further reinforced how experiences in elementary school may shape the reading habits of students in the future. From her work with the first-grade motivation studies and the third- and fifth-grade motivational studies funded through the National Reading Research Center (NRRC), Gambrell (2000) concluded that in the primary grades students must be supported and nurtured affectively and cognitively in literacy development.

In contrast, Sweet, Guthrie and Ng's study (1998) which focused on teacher perceptions clarified that teachers perceived little change across grade levels in five aspects of motivation (individual, activity-based, autonomy-supported, socially supported and writing related aspects). The one exception was topic interest which was a strong motivator as students progressed in the elementary grades (p. 220). Opposing views appeared in the literature regarding grade level significance, but one area of concern that reading researchers shared in common was that not only should students learn the skills needed to read, but they also must have the will to read (Paris & Oka, 1986).

Definition of Motivation and Engagement

The will to read necessitates that educators have a better understanding of affective aspects as they involve literacy development. It is therefore important to understand the differences between engagement and motivation. Literacy engagement is a topic which shelters a vast array of topics within it including motivation. At times, the two topics appeared to be interchanged in the literature, but they are really two distinct concepts of their own.

Guthrie and Wigfield (2000) described the relationship between these concepts when they stated, “We therefore propose that *engaged readers in the classroom or elsewhere coordinate their strategies and knowledge (cognition) within a community of literacy (social) in order to fulfill their personal goals, desires, and intentions (motivation)*” (p. 404). Gambrell (2000) and Guthrie and Knowles (2001) referred to engagement as conceptual understanding including cognitive strategies, social interaction and motivational goals fusing together during the experience of reading. Thus, the concept of engagement encompasses motivation. Guthrie and Wigfield (1999) defined motivation “...as the individual’s goals and beliefs with regard to reading” (p. 199). Without motivation, engagement will not take place. Awareness of this mutual relationship is essential in reading classrooms for student success. Guthrie and Wigfield (2000) further proclaimed that motivation is essential to engagement, because it is what activates the reading behavior.

Gambrell (2000) declared though that motivation can be both positive and negative. For example, curiosity can be viewed as positive, because it motivates a student to read in order to fulfill a desire for knowledge; a student reads a book with a set goal of acquiring knowledge. On the other hand, compliance which is also a form of motivation can be viewed as negative. A student may read to complete an assignment or because a teacher says they have to read, but this does not necessarily constitute developing the habits for long-term literacy engagement (Deci et al. 1991). In the long run, students who are unmotivated avoid reading for understanding and simply reread text over and over again (Guthrie et al., 1997). This lack of understanding in reading

causes them to become unmotivated, and they might not participate in reading for enjoyment (Watkins & Coffey, 2004).

During the 1990s, in the field of reading research, a lot of emphasis was placed on how educators could calculate qualitatively and quantitatively the concept of motivation in order to assist their students in improving their attitudes, beliefs and values towards reading. From this research interest, two instruments were developed in order to gather data about motivation. The instruments are, as follows:

1. The Motivation for Reading Questionnaire (MRQ) originally developed in 1996 by J. T. Guthrie, K. McGough, and A. Wigfield and later built upon by other colleagues is a survey consisting of 54 questions focusing on three categories and 11 dimensions. These are: competence and efficacy beliefs (self-efficacy, challenge and work avoidance), goals for reading (curiosity, involvement, importance, recognition, grades, and competition), and social purposes of reading (social and compliance).
2. The Motivation to Read Profile (MRP) developed in 1996 by L. Gambrell, B. M. Palmer, R. M. Codling, and S. A. Mazzoni is a two-part instrument which consists of a Reading Survey (quantitative) and Conversational Interview (qualitative). Both parts can be administered independently of each other. The Reading Survey can be given as a group administration, takes 15-20 minutes to administer, consists of 20 items and has cued responses. The Survey subscales are self-concept as a reader and value of reading. The Conversational Interview section has to be given as an individual administration, takes 15-20 minutes to administer, consists of 14 scripted items and has open-ended responses. The Interview section provides the interviewer with information on the students' narrative reading, informational reading and general reading.

For the purposes of this research study, the MRP Reading Survey was utilized to examine how children view themselves as readers.

During the end of the 20th century, amongst others, educators used the aforesaid instruments to gather information about the reading habits and motivation of their students. Much research was conducted and literature published early in the 21st century to define what teachers specifically needed to know about motivation. One area that emphasis was placed on was choice. Some researchers found that choice was not a good indicator of academic motivation, because learners do not choose to participate in learning activities (Schunk, 1991, p. 221). But others, like Baker and Wigfield (1999), defined reading as an activity that required effort, and, thus, students could choose to do it or not to do it. Within the reading experience, research indicated that choice was a motivator. Guthrie and Wigfield (2000) stated, “Choice is motivating because it affords student control” (p. 411). Walker (2003) suggested that providing students with choice allows students to build their level of competence and self-efficacy. For culturally and linguistically diverse learners providing choices with culturally responsive literature was considered an asset (Callings, Nov./Dec. 2006). Research specified that several factors can affect this decision-making (choice) and children’s motivation for reading which in turn will affect their reading performance, too.

Factors that Affect Motivation and Reading Performance

Research studies during the latter time period demonstrated that many factors influence reading motivation. These include: context or situational reading interest (Guthrie et al., 1997; Guthrie et al., 2006), amount and breadth of reading (Wigfield & Guthrie, 1997; Cox & Guthrie, 2001), culturally responsive pedagogy (Callins, 2006),

reading attitudes (Baker & Wigfield, 1999; McKenna, 2001), gender stereotypes and/or sex differences (Coles & Hall, 2002; Duri et al., 2006; Logan & Johnston, 2010; Mazzoni et al., 1999; McKenna et al., 1995), extrinsic and intrinsic motivation (Ryan & Deci, 2000a; Wang & Guthrie, 2004), and academic achievement (Shell, Colvin, & Bruning, 1995; Skinner, Wellborn, & Connell, 1990).

With the focus in the 1980s on skills-based learning, context was a factor that was overlooked to improve students' reading performance. During the rise of research on motivation, context became a factor to consider. Guthrie et al. (1997) referred to motivation as contextual, believing that learners are motivated in some classrooms and not in others (p. 445). As they get older, children's conceptions of ability and intelligence change. Wigfield and Wentzel (2007) concluded that students lose their intrinsic motivations for reading due to a new sense of their competence for specific school tasks. Therefore, "It's especially important to create contexts where students feel confident in their abilities and personally invested in the content" (Guthrie et al., 1997, p. 440). Concept-Oriented Reading Instruction (CORI) was developed by Guthrie, Wigfield and colleagues to address the issue of context in order to enhance literacy engagement (Guthrie et al., 1996). The design for the instructional program, CORI, includes seven dimensions: observation, concept-driven instruction, self-directed learning, strategy teaching, collaboration, self-expression and connections across concepts or coherence (Guthrie, 1996). In CORI, reading involves not only interest and choice, but a context for it and this motivated the students (Wigfield, Guthrie, Tonks, & Perencevich, 2004).

It is not just general context as a factor that can affect reading motivation, but also situational reading context. Research showed that teachers need to create a literate

environment that encourages students' self-selection of books and reading related to students' daily lives, culture and/or background (Ivey, 2000; Worthy, 2000). Putting books on display, teacher's endorsement, and quick introductions proved to be successful motivators in encouraging reading (Gambrell, 1999). All of these scenarios motivate students by providing interest. As Sweet et al. (1998) declared, topic interest is a strong motivator (p. 220).

On the other hand, Schiefele (1991) indicated that situational or text-based interest can be unstable and that it is specific to an activity while individual interest is more stable and can focus on different areas, for example, reading. Guthrie et al. (2006) suggested, "To increase motivational development, teachers should provide support for situated experiences that increase intrinsic motivation" (p. 110). Some examples of situated experiences can be reader's theater, a field trip, or maintaining a fish tank. Nevertheless, none of the latter experiences may be sufficient to influence reading motivation in the long run (Guthrie et al., 2006). Activities that provide more long-term motivational development may include a unit of study on a specific topic or a type of character in such a way that guides to sustained interest (Guthrie et al., 2006, p. 111). For culturally and linguistically diverse learners, providing culturally mediated instruction which included culturally appropriate cognition, social situations for learning, and culturally valued knowledge in curriculum was motivating (Callins, Nov./Dec. 2006). For all learners, interest is essential in situational reading context.

Amount and breadth of reading is another factor that can affect reading performance. Gambrell (2000) believed that pertinent to literacy development is being exposed to a variety of reading material. She stated, "The more books that children are

exposed to, and know about, the more books they are likely to read” (p. 441). Wigfield and Guthrie (1997) found that children who read more are most likely to continue to do so and respectively those who read less will most likely continue this pattern (p. 429). From their study, Guthrie, Wigfield, Metsala, and Cox (1999) determined that “reading motivation increases the reading amount of individuals, thereby facilitating their text comprehension” (p. 253).

Some studies showcased that regardless of interest there are those students who will not willingly pick up a book on their own even when they understand the value of reading. Ivey (2000) stated that at the middle school level, even students who excel academically lose the motivation to read even though they are being exposed to rich and varied literature. Their attitudes for reading change, especially for poor readers and boys (McKenna, 2001).

One reason for this may be gender stereotypes and/or sex differences. Studies showed that girls generally are more motivated to read than boys and that this remains true through the secondary grades (Mazzoni et al., 1999; Meece, Glienke, & Burg, 2006). Research indicated that as boys get older they tend to be more interested in nonfiction, and school reading tends to have a strong focus on narrative reading material and texts (Coles & Hall, 2002; Telford, 2006). Guay et al. (2010) also believed that gender stereotypes affect motivation even in the primary grades. McGeown, Goodwin, Henderson, and Wright (2012) discussed, “By examining gender in terms of identification with specific traits, the results suggest that differences in motivation may be better predicted by identification towards masculine or feminine traits rather than sex” (p. 333).

Another reason for the lack of motivation in reading may be competence beliefs and the beliefs that students have about what they are capable of achieving academically. In their research study, Shell, Colvin and Bruning (1995) found that, “Relative to high achievers, low achievers exhibited higher outcome expectancy to reading and writing while simultaneously expressing lower self-efficacy for their reading and writing and ascribing higher causality to factors that are external or uncontrollable” (p. 395). According to Wigfield (1994), whether a student feels he or she will succeed in an activity determines whether the student chooses to participate in this activity or not (p. 50) and whether they place any value in this activity (p. 65). It also affects how the student performs in such an activity. The latter is particularly true with older elementary students (p. 69). Therefore, planning reading activities in which the students can be successful provide students with the opportunity for success in reading.

For English Language Learners (ELL), as they develop proficiency in the new language, the aforementioned issue of competence can be most influential in reading. In the United States, there is limited research focusing on ELL and reading motivation (Protacio, 2012). However, Cummins (2011) suggested that for ELL literacy engagement (including motivation) can be a determining element of literacy achievement. The limited research that there was suggested that perceived competence changes for English Language Learners as they develop and their English literacy skills improve; in fact, the more competent in reading that they feel the more motivated they are to read in English (Protacio, 2012).

Understanding that whether students believe they can be successful or not in school is what motivates them to learn or not is not only significant to daily reading

activities with students but also literacy interactions and planning of classroom lessons. When considering teachers' perceptions, this is of particular importance. Sweet et al. (1998) found that students who were more intrinsically motivated were successful at reading and received higher grades from their teachers than extrinsically motivated students who needed external support from their teachers (p. 219). These researchers discovered that teachers have an implicit awareness that students who are more self-directive acquire more rapidly the knowledge and skills needed to be literate. Nonetheless, the researchers found that these same teachers lacked the knowledge of the value that social interaction plays in literacy instruction, a major component of the self-determination theory (p. 220).

Much research has been completed which determines that extrinsic and intrinsic motivation are influential in the reading process especially at the elementary level. There are many extrinsic ways to motivate students such as food (pizza), certificates, books and other school wide competitions which provide tangible rewards for students' actual reading of books (Edmund & Tancock, 2003). But, these types of programs usually do not have long lasting effects in students' reading habits (Guthrie & Wigfield, 2000). Overall, these extrinsic rewards do not assist students in becoming critical thinkers or monitoring their own understanding of what they read (Ryan & Deci, 2000b). There is some contrasting research in this area. In their analysis of over 25 years of research, Eisenberger and Cameron (1996) found that extrinsic rewards do not diminish intrinsic task interests. In contrast, Guthrie, Wigfield and VonSecker (2000) viewed intrinsic motivation as a much stronger predictor of reading than extrinsic motivation. Sweet and

Guthrie (1996) declared, “Intrinsic motivations appear to be imperative to lifelong, voluntary reading” (p. 661).

Guthrie et al. (1997) established that, “Engaged readers have deep-seated motivational goals, which include being committed to the subject matter, wanting to learn the content, believing in one’s own ability, and wanting to share understandings from learning” (p. 439). The latter attributes are all connected to intrinsic motivation. Baker and Wigfield (1999) concluded, “Engaged readers are motivated to read for different purposes, utilize knowledge gained from previous experience to generate new understandings, and participate in meaningful social interactions around reading” (p. 452). Colvin and Schlosser (2000) ascertained that high academically performing students have a repertoire of strategies from which to draw upon for success in school while low performing students even though they may be enrolled in special skills classes have little knowledge of learning strategies that could assist them to do well in school. Guthrie and Wigfield (2000) concluded, “As students become engaged readers, they provide themselves with self-generated learning opportunities that are equivalent to several years of education” (p. 404).

As outlined above, many factors can affect the reading motivation of students (Wigfield, 1997). For English Language Learners, additional factors can affect their reading motivation such as: sociocultural environment (including parent’s influence), integrative orientation (to form bonds with their American peers and new culture), and instrumental motivation (to further develop their competence in the new language) (Howard, 2012; Protacio, 2012). All of the aforementioned factors can be attributed to external and internal influences on an individual’s motivation. Park (2011) stated, “This

implies that reading motivation should be understood not as a simple direct predictor of reading performance but as a complex system in which various motivational components work reciprocally” (p. 357).

Theoretical Framework

In order to better understand motivation and academic learning, researchers and practitioners need to focus on students’ thoughts and beliefs while they are learning (Schunk, 2003). This leads to grounding their research and practices in theories that explain students’ self-efficacy, self-concept and intrinsic and extrinsic motivations. The theoretical basis for this research study was based on the work of several theorists which focus on the latter topics.

In the first part of this section, the social cognitive theory by Albert Bandura is explained. Self-efficacy is established as a subtopic for this section. In the second part of this section, a description of the self-determination theory developed by Richard M. Ryan and Edward L. Deci is described with a focus on intrinsic and extrinsic motivation. In the last part of this section, the constructs of the modern expectancy-value theory of achievement motivation by Jacquelynne S. Eccles, Allan Wigfield, and their colleagues is explored. The concept of self-concept is defined.

Reading Self-Efficacy

Albert Bandura’s social cognitive theory presents a framework for understanding how a person’s beliefs are a significant influence on behavior. This theory “postulates that human achievement depends on interactions between one’s behaviors, personal factors (e.g., thoughts and beliefs), and environmental conditions (Bandura, 1986, 1997)”

(Schunk, 2003). Self-efficacy is an integral part of this theory, and, as part of Bandura's social cognitive model, becomes a theory on its own- the self-efficacy theory.

Two terms are used to describe efficacy. They are self-efficacy and perceived self-efficacy. Self-efficacy is defined as "people's beliefs about their capabilities to carry out actions required to achieve a confident level of achievement (Bandura, 1993)" (Walker, 2003, p. 174). Perceived self-efficacy is "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p. 391). These two terms are synonymous in the literature and are often used interchangeable. If self-efficacy is strong and the goal of a task such as reading has value to a person, the person will most likely make the effort to get involved and ultimately complete the designated task and perform well on it (McCabe & Reising, 2006). However, Schunk and Zimmerman (2007) declared that self-efficacy is not the only factor needed for students to achieve. They stated that in order to acquire competent achievement students also need cognitive skills and knowledge (p.10). Schunk (1990) stated, "Self-efficacy for goal attainment is influenced by abilities, prior experiences, attitudes toward learning, instruction, and the social context" (p. 72).

An individual's self-efficacy beliefs about the task at hand assists them in carrying out the task; if high, the individual constructs visions of positive outcomes, and, if low, an individual perceives failure as the resulting action (Bandura, 1977, 1995). Bandura (1993) stated, "Hence, a person with the same knowledge and skills may perform poorly, adequately, or extraordinarily depending on fluctuations in self-efficacy thinking" (p. 119). Dweck and Leggett's (1988) research with children supported the latter. They concluded that many times children who avoid challenge and face

difficulties with a task are often equal in ability to those who challenge and are persistent (p. 256). McCabe (2003) stated, “A student is an efficacious reader to the degree that he or she enacts and implement skills necessary to successfully complete a particular reading task” (p. 13).

If students believe that they will not succeed at reading (efficacy), they will avoid reading activities in general (behavior) (Baker & Wigfield, 1999). Understanding how to draw students’ attention to reading, but also maintain it and have them read on their own is critical to having all students be successful readers. Part of this includes building into classroom lessons experiences where students feel that they are being successful (Blackburn, 2008). Other researchers like Schunk and Rice (1993) found that students who had self-efficacy and strategy-use training improved their reading achievement. Bandura, Barbaranelli, Caprara, and Pastorelli (1996) believed that students’ belief in their self-efficacy is a great predictor for engagement and accomplishment in school tasks.

Jinks and Lorschach (2003) recommended that self-efficacy, which is supported by an extensive body of literature, “can be a powerful tool for educators to meet the learning needs of students” (p. 117). To achieve the latter, Margolis and McCabe (2003) advised teachers to provide students with class work that is at their instructional level and homework that is at their independent levels to challenge not frustrate students. Other researchers like Zimmerman (1990) viewed self-efficacy as part of self-regulation. In self-regulated learning, the student accepts more responsibility for their own behavior and learning. Zimmerman stated, “These self-regulated students are distinguished by their systematic use of metacognitive, motivational, and behavior strategies; by their

responsiveness to feedback regarding the effectiveness of their learning; and by their self-perceptions of academic accomplishment” (p. 14). The ultimate goal being that students take ownership of their own learning.

Self-Determination to Read

During this same time period, a number of research studies focused on a related aspect to self-efficacy which is intrinsic motivation. Students who are efficacious about their reading are more intrinsically motivated than others (Guthrie & Wigfield, 2000). These research studies focused on a second approach to motivation entitled the self-determination theory (SDT). When applied to education, this theory “is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes” (Deci et al., 1991, p. 325). The self-determination theory’s basis is to provide the social and environmental factors that bolster intrinsic motivation not that undercut it (Ryan & Deci, 2000a, p. 58).

In self-determination theory, the environmental factors include relatedness, competency, and autonomy (Sweet et al., 1998). Sweet et al. defined relatedness as “a sense of belonging that is derived from social relationships of trust, caring, and mutual concern for one another’s social and emotional well-being” (p. 211). This sense of trust, being cared for, and mutual concern happens in the classrooms of caring teachers. As regards competency, Bandura (1986) proclaimed, “This innate drive [competence] motivates them to seek out novelties, challenges, and incongruities to conquer” (p. 242). Self-perceived competency is cultivated through activities at students’ instructional level; activities should not be too challenging or too easy (Sweet et al., 1998).

The last factor, autonomy, encourages the use of choice in the classroom. A teacher who instead of controlling provides more autonomous activities for the students allows for greater intrinsic motivation (Deci & Ryan, 2000). Intrinsic motivation represents the optimal goal of self-determined activities in that it enhances the well-being of the individual (Deci & Ryan, 2000). Another essential component of the self-determined theory is social factors. The ability for individuals to participate in social environments that are concerned with their well-being, greater performance and development is a goal of SDT (Ryan & Deci, 2000b). All of these factors combined form the constructs for the self-determination theory.

The self-determination theory accentuates two types of motivation: intrinsic and extrinsic motivation. Ryan and Deci (2000a) defined intrinsic motivation “as the doing of an activity for its inherent satisfactions rather than for some separable consequence” (p. 56). In contrast, Deci et al. (1991) defined extrinsic motivation as behaviors “performed not out of interest but because they are believed to be *instrumental to some separable consequence*” (p. 328). SDT sustains that individuals perform and achieve at certain tasks based on the fact that they are motivated intrinsically, extrinsically or are going through the motions, amotivation (Ryan & Deci, 2000).

Self-determination theory can be best described through the continuum, which has the following components: extrinsic motivation which can be divided starting with extrinsic regulation (most external level), continuing to introjected regulation and identified regulation, and ending with integrated regulation (most internal level) and closest to intrinsic regulation, a regulatory style of intrinsic motivation. In this

continuum, the students' behavior will be self-determined (intrinsically motivated) or nonself-determined (amotivated) (Ryan & Deci, 2000b, p. 72).

At times, students can be motivated in reading for both extrinsic and intrinsic reasons. Yet, Wigfield et al. (2004) recommended that, "Because intrinsic motivation helps the growth of reading skills and can lead to long-term engagement in reading, however, educators should foster intrinsic reading motivation in the classroom" (p. 301).

Reading and the Modern Expectancy-Value Theory

The last theory, modern expectancy-value theory, integrates expectancy and value constructs. This theory is founded on John W. Atkinsons' expectancy-value model. This theory includes the variables of achievement performance, persistence and choice and includes a person's expectancy-related and task-value beliefs. According to Eccles and Wigfield (2002), this theory contrasts from Atkinson's because the expectancy and value components are more complex and are joined to more determinants (psychological and social/cultural) as well as the fact that expectancies and values are positively related to each other (p. 118). This theory is the most influential in this study as it supports the variables evaluated in the Motivation to Read Profile which are self-concept and task value.

This theory's essential constructs include subjective task values, ability beliefs, and expectancies for success which have some similarities and differences to the abovementioned constructs of self-efficacy, intrinsic and extrinsic motivation. Expectancies for success was defined as "individual's beliefs about how well they will do on upcoming tasks, either in the immediate or longer-term future" (Eccles & Wigfield, 2002). Bandura (1986) argued that this theory focuses on outcome expectations, but

Eccles and Wigfield (2002) disagreed and proposed that the expectancy beliefs can be calculated in a way that is comparable to the personal efficacy expectations of the social cognitive theory.

To further understand this theory, the construct of subjective task values needs to also be explored. Subjective task values encompasses: the personal significance of doing well on an activity (attainment value or importance), taking pleasure from doing well on an activity (intrinsic value), how an activity fits into a person's future plans (utility value or usefulness), and what a person has to give up to do an activity as well as the effort needed to be put forth to complete the activity (cost) (Wigfield, 1994, p. 52). Intrinsic value is similar to the intrinsic motivation construct from self-determination theory and the concept of interest as cited by Schiefele (1991). Utility value is related to extrinsic motivation in that it relates to the extrinsic reasons for participating in an activity (Eccles, Wigfield, 2002, p. 120). An example in reading may be when a student fails to read a book or participate in a book club because of pressure from friends.

Last, but not least, is ability beliefs. This construct is a key element of many motivational theories. In the expectancy-value theory, the construct of ability beliefs was explained as "the individual's perception of his or her current competence at a given activity" (Wigfield & Eccles, 2000, p. 70). This construct varies from expectancies for success in that the former deals with the present and the latter with the future. In the subject area of reading, this can deal with how good an individual believes they are at reading and how they would compare to their friends.

A child's general self-schema is significant to the expectancy-value model of achievement. One component of self-schema is self-concept. This is of particular

importance to this research study. Self-concept is different from self-efficacy. Bandura (1986) declared, “The self-concept is a composite view of oneself that is formed through direct experience and evaluations adopted from significant others” (p. 407). Self-concept refers to students’ abilities in a more general sense, for example, “I am good at Science” or “I am good at Reading”. This is one type of judgment. Linnenbrink and Pintrich (2003) proposed that self-efficacy entails more specific judgments, such as “I am good at writing observations using my 5 senses” or “I am good at reading non-fiction text”. Linnenbrink and Pintrich (2003) decided that the, “Self-efficacy theory proposes that these more specific judgments will be more closely related to an individual’s actual engagement and learning than general self-concept measures” (p. 121). Nonetheless, when self-concept is combined with value, it has the ability to influence the self-worth of individuals. It is important to note though, “Perceived competence in an area will affect overall self-worth less if the individual does not think that area is important” (Wigfield & Karpathian, 1991, p. 242).

All of the different theories cited attempt to clarify and consider the importance of the relation between self-concept and/or self-efficacy, values and achievement. Research shows that this relationship can be complex, may be influenced by many factors and changes across a students’ academic career (Wigfield & Karpathian, 1991). The research goal of this study was to provide further insights into this relationship as pertains to the domain of reading.

Existing Research on Area of Focus

Legislation like the No Child Left Behind Act (NCLB) brought to the forefront the issue of children’s academic achievement in school in subject areas like reading, math

and science. In turn, this has ignited a discussion on how best to improve the achievement of students in these areas. Since the NCLB Act, many programs have risen which focus on the cognitive achievement of students, but many of these educational programs overlook the significance of building the reading motivation of students (Wigfield & Wentzel, 2007). More and more in the literature of the past two decades, motivation has appeared as an area of interest in the field of reading. The fact that the fourth grade slump is still as widespread today as it was in the past lends credence to researching the relationship between motivation and achievement.

As cited above, currently, motivation theorists are researching the factors that affect motivation and the ways that it plays a role in academic achievement. Their research is helping to provide educators with implications for classroom practice. Reading educators are forming a better understanding that students need to possess not just cognitive skills, but be motivated to apply them. McCrudden, Perkins, and Putney (2005) described learning to read as “an effortful, long-term process that requires sustained motivation on the part of the reader” (p. 119). Logan and Medford (2011) suggested that further research needs to be conducted which include both cognitive assessments and motivation assessments. This leads directly to this research study which combines standardized assessments (Florida Comprehensive Assessment Test 2.0) and a motivation survey (Motivation to Read Profile).

Summary

During the past decades in the field of reading, the term motivation frequently appears as an area where further research is necessary. In the literature, a link has been established between academic achievement and school motivation (Pintrich, 2003). This

research study explored the topic of motivation for intermediate students combining both an objective criterion measure like achievement and the self-report of students on measures of self-concept and value of reading. It provides insights in the development of motivation specifically for fourth graders. It focused on whether fourth graders' results on previous standardized testing affected their motivation and performance in current standardized testing.

Also, this research investigated motivation as regards a specific school subject, reading, instead of just exploring the subject globally, school motivation. This study provides additional data in terms of the role that sex differences hold in students' motivational decline. As per Eccles, Wigfield, Harold, and Blumenfeld (1993) and Guay et al. (2010), gender stereotypes may affect motivation as far as the early grades. Last but not least, this study expands the research in motivational decline focusing on the ethnic group of Hispanics, which is considered the largest and fastest growing minority group in the United States (Wigfield & Wentzel, 2007). In past studies, little focus has been placed on Hispanic students, and this research study helps to enhance the literature. Researchers like Meece et al. (2006) and Lau (2009) suggested that research focusing on different ethnic groups and the topic of grade and gender differences in addition to motivational decline should be further explored.

CHAPTER III

METHODOLOGY

This chapter describes the methods and procedures that were used in this research study to explore the topics of sex differences, motivation and reading academic achievement of students in third and fourth grade. The chapter is organized into sections, which provide a detailed description of the research design, site, participants, instruments, variables, data collection procedures and data analysis for the research study.

Research Hypotheses

In order to explore the topics of sex differences, motivation and reading academic achievement with intermediate students, this research study addressed the following research hypotheses:

Hypothesis 1: There will be a significant difference in students' self-concept and the value they place on reading between Hispanic, fourth grade girls and Hispanic, fourth grade boys as measured by the Reading Survey portion of the Motivation to Read Profile.

Hypothesis 2: There will be a significant correlation between students' third grade developmental scale score and current motivation in fourth grade.

Hypothesis 3: There will be a significant correlation between students' current motivation and their developmental scale score in fourth grade.

Hypothesis 4: Motivation in fourth grade will mediate the impact of students' Reading FCAT 2.0 Third Grade Scores on the students' Reading FCAT 2.0 Fourth Grade Scores.

Research Design

This study was an ex post facto research study. Data were collected and analyzed to investigate whether sex had an effect on the academic achievement and the reading

motivation of students, as relates to the dimensions of reader's self-concept and value of reading. This study examined sex differences of fourth grade students as assessed by the Motivation to Read Profile (Gambrell et al., 1996). Additionally, this study investigated the effects of third grade reading achievement on fourth grade students' motivation and whether fourth grade motivation, in turn, had an effect on fourth grade Reading Florida Comprehensive Assessment Test 2.0 Scores.

Site

Both schools were part of the Miami-Dade County Public Schools District, which is the fourth largest school district in the United States with a total student population of approximately 345,000 (2011-12) learners of whom over 67,000 are English Language Learners (ELL) and approximately 67% are registered as Hispanic students. The selection of schools for this study was based on several factors. Each school had to have predominantly Hispanic students in an urban setting; school data had to show that more than 85% of the student population was Hispanic. Their school curriculums had to be similar. In fact, each school's curriculum was identical and employed the Next Generation Sunshine State Standards as the guideline for the different subject areas as well as utilized the Houghton Mifflin Basal for Florida as the basis for their reading instruction during the 2011-2012 and 2012-2013 academic years. Some teachers complemented this program with literature-based instruction using both chapter and picture books. The students were assessed using the Florida Comprehensive Assessment Test 2.0 in writing, math and reading. The first school was the school where the researcher worked and has access to students and data, and the second was a school to

which the researcher had access to and knew personnel, which facilitated data collection. Administrators in both schools agreed to participate in the study.

Kensington Park Elementary (School A) is located in Miami, Florida in a low-socioeconomic urban area of mostly rental homes. The surrounding school community consisted of first- and second-generation immigrant families from Central and South America. Its student population was over 1,100 students of whom 96% were Hispanic, 2% Anglo, 1% Black and 1% Asian/Pacific Islander. It is a Title I school; ninety-one percent of its student population met the eligibility criteria for free or reduced lunch. Twenty-two percent of the students were in the Special Education Program including Gifted Program (7%). Fifty-five percent of its students were in the English for Speakers of Other Languages (ESOL) Program.

Flamingo Elementary (School B) is located in Hialeah, Florida in a low-socioeconomic community. Its student population was an average of 800 students of whom 98% were Hispanic, 1% Black, and 1% White. It is a Title I school; eighty-four percent of its students were Economically Disadvantaged and received free or reduced price lunch. Additionally, 5% of students were Students with Disabilities (SWD), 38% were English Language Learners (ELLs), and nearly 7% of students were gifted.

Participants

The study participants were not randomly selected, but instead were mostly Hispanic, fourth grade students attending the two aforementioned elementary schools in Miami-Dade County. The participants were determined by who was registered and attended the two elementary schools. All fourth grade classes at each school were included. The sample size was 207 students (School A=141 and School B=66) of

primarily Hispanic origin or descent whose academic ability was from below to above average, of whom the majority were also English Language Learners.

Instruments

Motivation to Read Profile

The Reading Survey portion (see Appendix A) of the Motivation to Read Profile (MRP) created by Gambrell, Palmer, Codling, & Mazzoni (1996) was administered by classroom teachers. Teachers orally read the survey and directions (see Appendix B) to students. The survey consisted of 20 self-report questions focusing on a student's self-concept as a reader and value of reading. When taking the MRP, students were told that this survey would assist teachers in knowing more about how they felt about reading and that there were no right or wrong answers. As a whole, the survey approximately took no more than 20 minutes to complete. Moderately high reliability was calculated at .75 for self-concept and .82 for value (Gambrell et al., 1996).

Florida Comprehensive Assessment Test 2.0

The Reading portion of the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) was administered by classroom teachers and other instructional personnel trained by school staff to be test administrators and proctors. This state assessment provided the researcher with an overall reading achievement for students as pertained to vocabulary, reading application, literary analysis, and informational text and research process. The FCAT 2.0 assessed the content presented in the Next Generation Sunshine State Standards (NGSSS). Reading scores were obtained for students in third grade (2011-2012 academic year, archived data) and fourth grade (2012-2013 academic year). For each grade level, scores were reported as developmental scale scores (DSS) which range

from 140 to 260 in third grade and 154 to 269 in fourth grade for reading. The reading scores in third and fourth are linked together through the developmental scale, also called a vertical scale, in this way being able to chart their progress over different grade levels using the same scale. DSS demonstrate a student's success on the NGSSS tested on the FCAT 2.0. The content validity is substantiated by the fact that it measures the content from the NGSSS, based on the grade-level specifications for test items, and the fact that it was developed by using trustworthy and credible methods (Florida Department of Education, 2012).

Variables

Independent variables included the sex of the fourth grade students whether female or male and the scores on the two subscales of the Motivation to Read Profile including: (1) students' self-concept as a reader, and (2) the value they placed on reading. The Reading FCAT 2.0 third grade developmental scale scores were also used as an independent variable. The dependent variable was the developmental scale scores of the students as determined by the Reading FCAT 2.0 in fourth grade.

Data Collection Procedures

All data were collected during the third and fourth semesters of fourth grade for students (see Figure 2). All participants in the study took the MRP Survey during the last semester of fourth grade. Data were collected from schools starting in April of 2013. The researcher briefly explained to the administration the procedures of study. Then, the researcher explained procedures for administering the Motivation to Read Profile to participating teachers. Teachers administered the survey to students following directions provided in the MRP Reading Survey.

During the administration of the MRP, students were told that the survey would help teachers understand better how they felt about reading and that there were no right and wrong answers. Teachers read directions and practice questions and continued reading the remainder of the survey in the same manner as practice questions. The survey including distribution, administration and collection took approximately 20 minutes to complete.

After administration of the MRP, the researcher collected survey results from each participating teacher at the two schools. The researcher used the scoring directions of the MRP Reading Survey (see Appendix C) to score the students and completed the MRP Reading Survey Scoring Sheet for students (see Appendix D). At this time, the researcher also requested the students' third grade reading FCAT 2.0 scores for participating students from the school administration.

During April of 2013, the FCAT 2.0 was administered by classroom teachers (after receiving training on school-site as test administrators) in unison with test proctors who were also trained on site by school personnel. The test was administered in a standardized setting over a period of 2 days with make-up days for absentee students. Teachers read directions, but students completed the remaining test on their own. During testing, test administrators (teachers) and proctors (other instructional staff) were available to answer test directions, but no other assistance was provided. If a student was in the Special Education Program and/or English as a New Language Program, special accommodations were implemented such as extended time and/or use of an English-Spanish Dictionary. The state of Florida released assessment scores at the end of the school year at which time the researcher collected third grade and fourth grade Reading

FCAT 2.0 scores for all participating students as well as demographic data about the students.

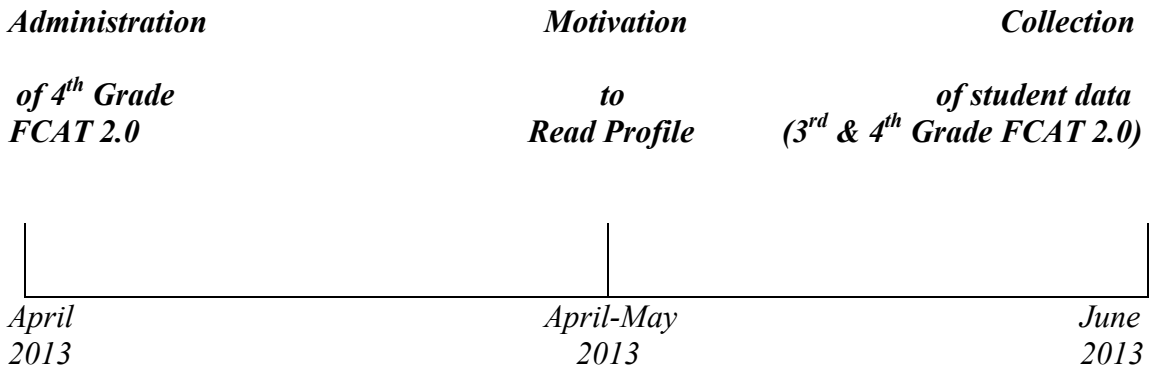


Figure 2. Data collection timeframe.

Data Analysis

Preliminary correlations were conducted from archived data to determine the demographic variables (age, ethnicity, etc.) that should be included as control variables in any further analyses. Hypotheses were explored by conducting two sets of analyses using the SPSS Statistical Program (11.5). First, a one way Analysis of Variance (ANOVA) was conducted to determine whether motivation differed significantly between fourth grade boys and fourth grade girls. Significance was determined at $p < .05$. Given the sample size ($n = 207$), effect sizes were calculated using Cohen's d (1977), categorized as small ($< .15$), medium (.15 to .35) and large ($> .35$).

Next, a path analysis was used to determine whether motivation mediated or moderated the association between FCAT 2.0 third grade scores and FCAT 2.0 fourth grade scores. First, Pearson product-moment correlations were computed to examine associations among the variables. Next, a linear regression was conducted to examine the association between reading third grade FCAT 2.0 scores and reading fourth grade FCAT

2.0 scores. Assuming a positive association between the two assessments, two subsequent regressions were conducted to determine if motivation mediated or moderated the association between reading third grade and fourth grade FCAT 2.0 scores. The first linear regression was conducted using third grade reading achievement as the independent variable and fourth grade motivation was used as the dependent variable. This regression computed the path coefficient from third grade FCAT 2.0 scores to fourth grade motivation. Once again, significance was determined at $p < .05$. In a second linear regression, third grade FCAT 2.0 and fourth grade motivation were then entered sequentially as predictors of fourth grade FCAT 2.0 scores to compute the second path coefficient. Significance was determined at $p < .05$. Moderation would be confirmed if the association (R^2) between third grade FCAT 2.0 scores and fourth grade FCAT 2.0 scores is reduced once motivation is entered into the model. Mediation would be confirmed if the association (R^2) between third grade FCAT 2.0 scores and fourth grade FCAT 2.0 scores is no longer statistically significant ($p > .05$) once motivation is entered into the model. The expected path analysis model is demonstrated in the following figure, repeated from Chapter 1.

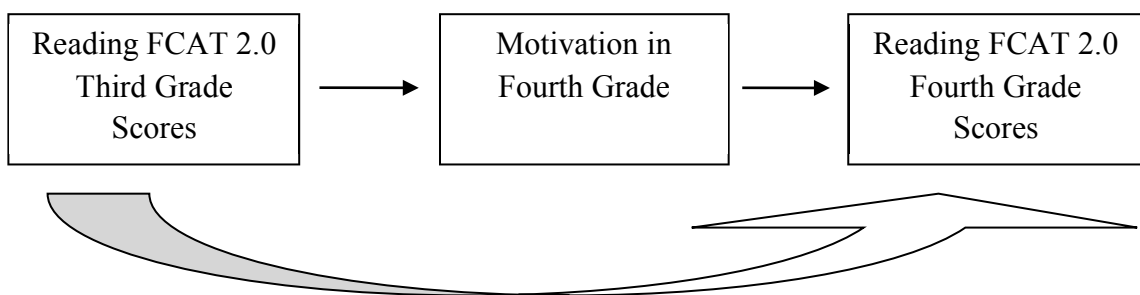


Figure 1. Hypothesized mediation of the impact of students' reading FCAT 2.0 third grade scores on the students' reading FCAT 2.0 fourth grade scores.

Summary

Overall, the purpose of this chapter was to describe the methods and research design utilized in an ex post facto research study to determine if there was: a relationship between sex differences and reading motivation of students, a relationship between third grade reading achievement and motivation of fourth grade students and a relationship between motivation and fourth grade reading achievement. As aforementioned, a path analysis was used to determine whether motivation mediated or moderated the association between reading FCAT 2.0 third grade scores and reading FCAT 2.0 fourth grade scores.

CHAPTER IV

RESULTS

The purpose of this study was to examine how sex differentially affected the following model: third grade reading developmental scores were expected to predict motivation in fourth grade for students, and, in turn, motivation was expected to predict fourth grade reading achievement as reflected through the fourth grade reading developmental scores. The Reading Survey portion of the Motivation to Read Profile provided raw scores for the full survey as well as individual raw scores for student's self-concept and value of reading, both elements of reading motivation. The research data were analyzed using a one way Analysis of Variance to determine whether motivation differed significantly between fourth grade boys and girls. Next, a path analysis was used to determine whether motivation mediated or moderated the association between FCAT 2.0 third grade reading developmental scale scores and FCAT 2.0 fourth grade reading developmental scale scores. This chapter provides the results from the research study including detailed information about the participant sample, descriptive statistics, and analysis of data.

Description of Participant Sample

The sample for this study consisted of 207 fourth grade students attending two urban, elementary schools. Both schools are Title I schools. School A, located in Miami, Florida, received a school-rating of C for both the 2011-2012 and 2012-2013 academic years. School B, located in Hialeah, Florida, received a rating of B for the 2011-2012 and changed to a rating of A for the 2012-2013 academic year. In the state of Florida, the schools are rated using eight assessment measures based on 50% performance and 50%

learning gains. Students that are included in these assessments are all full-year enrolled students, including students with disabilities and English Language Learners with the one exception of ELL students that have less than one year of schooling in the United States. An alternate assessment is provided for students who have cognitive disabilities and for whom the FCAT 2.0 would not be an appropriate assessment. All the students in the sample had third grade and fourth grade FCAT 2.0 scores.

One hundred forty-one students from School A and 66 students from School B met all the research criteria and had complete parent consent forms, student assent forms and a complete survey. Nine-eight percent of these students were of Hispanic origin or descent. The sample size included students from the Inclusion and Resource classrooms as well as students who attended the Gifted Program; the student's academic ability ranged from below to above average. The English Language Learners (ELL) student distribution was as follows: 7.2% of the students were ESOL Level I, 5.8% of the students were ESOL Level II, 21.3% of the students were ESOL Level III, 13% of the students were ESOL Level IV, 35.3 % of the students were ESOL Level V (had exited the ESL Program), and 17.4% of the students were non-ESOL. Thirteen reading teachers provided instruction for the participating students. Means and standard deviations of all the measures collected are presented in Table 1.

Table 1

Range, Means, and Standard Deviations of Scores on each Measure by Sex

<i>Measures</i>	Male (<i>n</i> =101)		Female (<i>n</i> =106)		Overall (<i>n</i> =207)	
	<i>Range</i>	<i>M (SD)</i>	<i>Range</i>	<i>M (SD)</i>	<i>Range</i>	<i>M (SD)</i>
Third FCAT 2.0	140- 260	192.91 (21.27)	140- 260	196.73 (24.62)	140- 260	194.89 (23.01)
Fourth FCAT 2.0	157- 254	208.80 (19.64)	154- 265	210.04 (21.53)	154- 265	209.43 (20.54)
MRP Survey	30-77	57.89 (8.06)	37-78	58.45 (7.42)	30-78	58.11 (7.77)
Self- Concept	18-37	28.27 (4.26)	16-39	28.69 (4.54)	16-39	28.46 (4.40)
Value	12-40	29.62 (4.87)	17-40	29.76 (4.38)	12-40	29.65 (4.65)

Data Analysis

The following research hypotheses were investigated in this study. Each of the four hypotheses of the study were tested at the $p < .05$ level of significance. The hypotheses are:

Hypothesis 1: There will be a significant difference in students' self-concept and the value they place on reading between Hispanic, fourth grade girls and Hispanic, fourth grade boys as measured by the Reading Survey portion of the Motivation to Read Profile.

Hypothesis 2: There will be a significant correlation between students' third grade developmental scale score and current motivation in fourth grade.

Hypothesis 3: There will be a significant correlation between students' current motivation and their developmental scale score in fourth grade.

Hypothesis 4: Motivation in fourth grade will mediate the impact of students' Reading FCAT 2.0 Third Grade Scores on the students' Reading FCAT 2.0 Fourth Grade Scores.

Hypotheses were explored by conducting two sets of analyses. First, a one way Analysis of Variance (ANOVA) was conducted to determine whether motivation differed significantly between fourth grade boys and fourth grade girls. Results of the ANOVA indicated that motivation, as measured by the Motivation To Read Profile did not differ significantly by sex ($F(1,205) = 0.29, p = .59$).

Second, a path analysis was used to determine whether motivation mediated or moderated the association between FCAT 2.0 reading third grade scores and FCAT 2.0 reading fourth grade scores. Pearson product-moment correlations were computed to examine preliminary associations among the variables. Correlations among the variables are presented in Table 2. The correlation between ethnicity and the Motivation to Read Survey (full raw score) was negatively correlated ($r(205) = -.17, p < .01$). The negative correlation suggests that Hispanic children demonstrated lower scores on the Motivation to Read Profile than non-Hispanic children. The correlations between the ESL level of the student (LEP) was positively correlated with the third grade Reading FCAT 2.0 score ($r(205) = .64, p < .001$) and fourth grade Reading FCAT 2.0 score ($r(205) = .60, p < .001$). The correlation between the third grade Reading FCAT 2.0 score was positively

correlated with the fourth grade Reading FCAT 2.0 score ($r(205) = .82, p < .001$) and the Motivation To Read Survey ($r(205) = .18, p < .001$). Last, the correlation between the fourth grade Reading FCAT 2.0 score was positively correlated to the Motivation to Read Survey ($r(205) = .25, p < .001$).

Table 2

Summary of Correlations Among Variables

Variables	1	2	3	4	5	6
1. Sex	--	.00	.12	.08	.03	.03
2. Ethnicity		--	-.03	-.03	.02	-.17**
3. LEP			--	.64***	.60***	.01
4. Third FCAT 2.0				--	.82***	.18***
5. Fourth FCAT 2.0					--	.25***
6. MRP Survey						--

Note. * $p < .05$ ** $p < .01$ *** $p < .001$

Given the significant correlations between motivation and third grade FCAT 2.0 scores and fourth grade FCAT 2.0 scores, a path analysis was conducted to examine the association between third grade reading FCAT 2.0 scores and fourth grade reading FCAT 2.0 scores and the extent to which it was mediated/ moderated by motivation. A series of linear regressions were conducted. The first linear regression was conducted using third grade reading achievement as the independent variable and fourth grade motivation was used as the dependent variable. This regression computed the path coefficient from third

grade FCAT 2.0 scores to fourth grade motivation. Results indicated that third grade FCAT 2.0 scores were significantly related to fourth grade motivation ($F(1, 205) = 413.83, p < .001, \beta = .18$).

A second linear regression was conducted to examine the mediating effect of motivation to read on fourth grade FCAT 2.0 scores. Third grade FCAT 2.0 scores were entered to compute the path coefficient ($\beta = .73, p < .001$). Third grade FCAT 2.0 scores and motivation were then sequentially entered with fourth grade FCAT 2.0 scores to compute the second path coefficient. Results indicated the model was significant and that third grade FCAT 2.0 scores accounted for a significant amount of the variance in fourth grade FCAT 2.0 scores ($F(1, 205) = 432.68, p < .001, \beta = .82$). Results of the mediation are displayed in Figure 3. When motivation was entered into the model, it was confirmed that motivation partially mediates the relationship between third grade and fourth grade FCAT scores, since the association (R^2) between third grade FCAT 2.0 scores and fourth grade FCAT 2.0 scores was not statistically significant ($p = .012$).

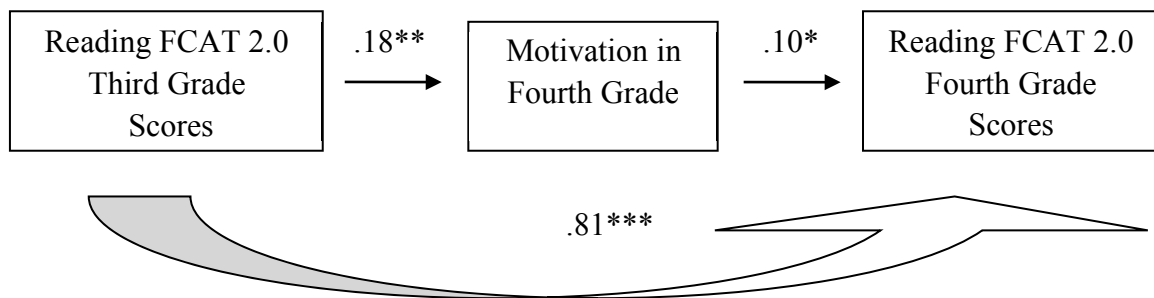


Figure 3. Motivation partially mediates the effect of third grade FCAT 2.0 scores on fourth grade FCAT 2.0 scores.

* $p < .05$
 ** $p < .01$
 *** $p < .001$

A Priori Analyses

In the interest of exploratory analysis, two additional path analyses were conducted to determine if the subscales (self-concept of reader and value of reading) significantly mediated/moderated the relationship between third grade and fourth grade reading FCAT 2.0 scores. In the first model, third grade FCAT 2.0 scores and the value subscale raw score were sequentially entered to compute the path coefficient to fourth grade FCAT 2.0 scores. Results indicated no significant effect of value on the relationship between third and fourth grade FCAT 2.0 scores. In the second path analysis, third grade FCAT 2.0 scores and self-concept raw scores were sequentially entered with fourth grade FCAT 2.0 scores to compute the path coefficient. Results indicated a significant partial mediation on fourth grade FCAT 2.0 scores ($F(1, 205) = 229.30, p < .001, \beta = .78$), such that the path coefficient from third grade FCAT 2.0 to fourth grade FCAT 2.0 decreased from $\beta = .82$, to $\beta = .78$, once self-concept was included in the model (see Figure 4 below).

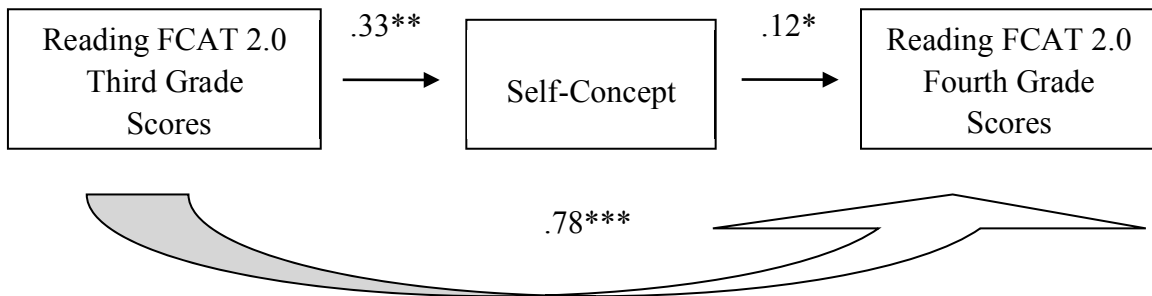


Figure 4. Self-concept Partially Mediates the Effect of Third Grade FCAT 2.0 Scores on Fourth Grade 2.0 Scores.

* $p < .05$
** $p < .01$
*** $p < .001$

Conclusion

The results of this study demonstrate that there was not a significant difference in students' self-concept and the value they place on reading between Hispanic, fourth grade girls and Hispanic, fourth grade boys as measured by the Reading Survey portion of the Motivation to Read Profile (Hypothesis 1). It was found that there existed a significant correlation between students' third grade developmental scale score and current motivation in fourth grade (Hypothesis 2). Also, a significant correlation between students' current motivation and their developmental scale score in fourth grade was evident from the results (Hypothesis 3). Last, the results show that motivation in fourth grade partially mediates, but does not moderate the impact of students' Reading FCAT 2.0 Third Grade Scores on the students' Reading FCAT 2.0 Fourth Grade Scores (Hypothesis 4). When motivation was added to the model, it was found to partially mediate the effect of students' reading FCAT 2.0 third grade scores on the students' reading FCAT 2.0 fourth grade scores. The change to the model was significant ($F=6.35$, $p<.05$). More specifically, the exploratory analyses indicated that value had no significant effect on the relationship between third grade and fourth grade reading FCAT 2.0 scores. However, when self-concept was added to the model, it was found to partially mediate the effect of students' reading FCAT 2.0 third grade scores on the students' reading FCAT 2.0 fourth grade scores. The change to the model was significant ($F=9.01$, $p<.01$).

The next section will provide an explanation of the results of this chapter as related to the study. The conclusions, limitations, and implications of this study will be addressed. Areas for future research related to this study will be discussed.

CHAPTER V

DISCUSSION

A discussion of the research study is presented in this chapter. A summary of the study is presented, the results and limitations of the investigation are discussed, and implications for educators are included. In conclusion, recommendations for future research are addressed.

Summary of the Study

The literature suggested that as students get older, they become more capable of judging their actual ability based on the evaluative feedback of others, and thus a decline in self-competence occurs (Lau, 2009). Fourth grade was often identified in the literature as the academic year where this change begins to take place (Chall & Snow, 1988). This shift in performance affected different subject areas, in particular reading (McKenna & Kear, 1990). Reading is a skill that is necessary not only for the subject area of reading, but that affects all other subject areas and any further learning. Therefore, it is of utmost importance that fourth graders are motivated to read.

The purpose of this research study was to investigate the following model: if third grade reading achievement predicted motivation in fourth grade, and, in turn, whether motivation predicted fourth grade reading achievement. Additionally, some researchers concluded that in subjects like reading girls are more motivated than boys (Coles & Hall, 2002; Durik, Vida, & Eccles, 2006; Guay et al., 2010; Mazzoni, Gambrell, & Korkeamaki, 1999; McKenna, Kear, & Ellsworth, 1995). Thus, students' sex was also examined to determine if it differentially affected the model described above.

In addition, there are those researchers who declared that attitude, beliefs, and values are the significant factors in reading achievement (Baker & Wigfield, 1999; Logan & Johnston, 2009; Marinak & Gambrell, 2010; Telford, 2006). Wigfield (1994) determined that expectancies and values influence not only performance, effort and persistence, but also achievement. Consequently, values and beliefs, both elements of motivation, were proposed to perform a crucial role in students' achievement.

Furthermore, motivation theorists supported the existence of a relationship between achievement and motivation. Albert Bandura (1993) believed that if students are presented with suitable skills and encouragement their self-efficacy will shape their activity choices, sustainability and the effort that is applied. Therefore, if students are provided with successful practice in the basic skills of reading, students will be more apt to choose reading as a choice of activity. Ryan and Deci (2000) concluded that individuals perform and achieve at certain activities based on whether they are intrinsically motivated, extrinsically motivated or amotivated, going through the motions. As part of the self-determination theory, Deci et al. (1991) determined that a student's interest, value of education and confidence in their capabilities is of greatest importance.

Additionally, in the modern expectancy-value theory, a person's choice, persistence, and performance were determined to be based on the constructs of whether the individual will succeed in an activity and how much the individual values it (Atkinson, 1957; Wigfield, 1994; Wigfield & Eccles, 2000). Overall, the conclusion is that expectancies and values influence an individual's achievement outcomes (Wigfield, 1994; Wigfield & Eccles, 2000). It can be inferred from this theory that having a

positive self-concept and valuing reading will therefore enhance the reading achievement of students.

In today's classrooms, the subject area of reading is of great importance if students are to be successful at all levels of schooling and in all subject areas. This study delved into the topic of reading motivation, instead of just exploring school motivation. It investigated the topic for fourth graders combining both an objective criterion measure (i.e., Florida Comprehensive Assessment Test 2.0 scores) and the self-report of students on self-concept and value of reading. Last, this study sought to expand the research on motivational decline focusing on Hispanic students as there had been little focus on them in past studies.

This study was an ex post facto research study. Data were collected using the Motivation to Read Profile Reading Survey portion which dealt with dimensions of reader's self-concept and value of reading. Additionally, this study used the third grade and fourth grade Reading Florida Comprehensive Assessment Test 2.0 as instrumentation. Both schools involved in the study were part of the Miami-Dade County Public Schools District. The study participants were fourth grade students (ages 8-11) of primarily Hispanic origin or descent, some whom were also English Language Learners.

Data were analyzed by conducting both an Analysis of Variance (ANOVA) and a path analysis. First, an ANOVA was conducted to determine whether motivation differed significantly between fourth grade boys and girls. Second, a path analysis was used to determine whether motivation mediated or moderated the association between FCAT 2.0 third and fourth grade scores.

The results of the ANOVA indicated that motivation, as measured by the Motivation to Read Profile Reading Survey, did not differ significantly by sex. The results from the path analysis indicated that the results of the model employed in this study were significant. Once motivation was entered in the model, third grade FCAT 2.0 scores accounted for a significant amount of the variance in fourth grade FCAT 2.0 scores. Partial mediation was hence confirmed for the relationship between Reading FCAT 2.0 third and fourth grade developmental scale scores.

Discussion of the Findings

This section provides the research findings as related to the research questions. It includes comparisons between previous research and the study's findings. Limitations are included. The literature and any problems that impacted the results are also discussed.

The first research question dealt with students' sex differences and if it related to the motivation (self-concept and value of reading) of fourth grade, Hispanic students in the subject area of reading. Although some studies suggested that girls are more motivated to read than boys and that this has been evident all through schooling and into secondary studies (Mazzoni et al., 1999; Meece, Glienke, & Burg, 2006), this was not demonstrated in this study. The results of this study indicate that sex differences are not significant in relation to the motivation of fourth grade primarily Hispanic students in the subject area of reading. These findings fail to support Hypotheses 1. This was not related to the make-up of the sample since the number of boys and girls were relatively even in this study. There were 101 boys and 106 girls. Nonetheless, the use of a different survey may have produced different results. The questions in the Motivation to

Read Profile were not specific to students' sex or content. The survey centered on self-concept and value not on any specific content questions which could have been linked to students' sex.

The second question examined if the third grade academic achievement of fourth grade, Hispanic students in the subject area of reading related to current motivation (self-concept as readers and value of reading). The results of the study indicated that the relationship between third grade reading FCAT 2.0 scores and motivation was significant. The study findings supported Hypothesis 2. These results are consistent with prior research from Wigfield (1994) that concluded that whether intermediate students feel they will succeed in an activity determines whether the students choose to participate in the activity and whether they place any value on it. For the purposes of this study, the activity may be viewed as active or passive participation in standardized testing due to knowledge of performance on prior tests. Many students approach standardized testing with disinterest even though they are cognizant of the effect that standardized testing has on their educational careers. Some students approach these tests with negative predispositions (Guthrie, 2002); this almost may be seen as a form of rebellion. Due to past failures, they do not value the activity thus they do not put forth much effort during standardized testing such as bubbling at random, failing to double-check their answers or checking the tests for any overlooked questions or blank answers. Albeit, the latter may be due in part to test fatigue due to too much practice with test drills.

A different explanation to the latter study finding may be Bandura's self-efficacy theory. Bandura (1993) believed that if students are able to obtain the appropriate skills

and encouragement their self-efficacy will shape a student's performance of an activity (in this case, standardized testing) and the effort that is applied to it.

The third question investigated whether motivation (self-concept as readers and value of reading) relate to the academic achievement of fourth grade, Hispanic students in the subject area of reading. The relationship between motivation and fourth grade reading FCAT 2.0 scores was significant. The study findings supported Hypothesis 3. This is in agreement with prior research in the field of reading. Wigfield and Wentzel (2007) reported that intrinsic motivation for reading is lost by students due to a new sense of their competence for specific school tasks. In this case, the new school task was performing competently in standardized testing. If students performed successfully/ unsuccessfully in the past (third grade standardized testing), it affected their motivation which in turn affected their future academic performance (fourth grade standardized testing).

The fourth research question centered on whether motivation mediated or moderated the association between FCAT 2.0 third grade scores and FCAT 2.0 fourth grade scores in reading. The study findings demonstrated that motivation partially mediates, but does not moderate the association between FCAT 2.0 third grade scores and FCAT 2.0 fourth grade scores in reading. The study findings partially supported Hypothesis 4. Prior studies support these findings. Guthrie et al. (1997) ascertained that engaged readers believe in their own ability and have deep-rooted motivational goals. Baker and Wigfield (1999) determined that readers who are engaged are motivated to read for different purposes. Testing can be assumed is one of these purposes.

Park (2011) suggested that reading motivation should not be viewed as one predictor of reading performance, but as an umbrella system which is made up of several motivational components with a reciprocal relationship. In the Motivation to Read Profile, two of these reciprocal motivational components (self-concept and value of reading) were evaluated. Value was not shown to have a significant impact on the relationship between third and fourth grade FCAT 2.0 scores, and this may be a direct result of the past emphasis made not only in schools but in communities at large to elevate the value of reading. Therefore, regardless of performance on standardized testing, students understand the value of reading. However, based on the priori analyses, self-concept may be viewed as one of these significant components that needs to be further explored. The stigma of a poor performance in a standardized test affects the self-concept of a student and their performance in future standardized tests.

The limitations of this study follow. The first was the number of students enrolled at each school. Student population declined in School A. This affected the sample size that was given the survey. The second limitation was self-reporting of students in the Motivation to Read Profile. Teachers were provided with the surveys and its directions to administer with their students. When surveys were returned, there were several student surveys from different teachers that were returned with some blank answers. Since these surveys were incomplete, they were not included in the study results which further reduced the sample size. Some students also did not complete the student attestation form. Every effort was made to collect all available data, but the researcher was limited to school day hours which affected collection from School B. One

additional limitation of this study is generalizability. The primary population of this study was Hispanic students. Thus, results are generalizable to this specific population.

Implications for Practice

The findings of this study offer educators some new insights into Hispanic students' performance in the subject area of reading. This study combined cognitive assessments and motivation assessments. Although some studies had begun to establish a link between academic achievement and school motivation (Pintrich, 2003), the research on this area of focus, for Hispanics, was limited in the past. This study expanded the research on motivational decline focusing on Hispanic students. It also investigated motivation as regards a specific school domain, reading, instead of just exploring the subject globally, school motivation.

From the findings in this study, it can be concluded that in order to improve the quality of fourth grade Hispanic student's current performance, it is important to take into account a student's motivation and past achievement. As determined by the results of this study, the latter elements partially play a role in a student's current achievement. An effort must be made to address students' motivation whether through school wide programs or at the classroom level in addition to or in conjunction with cognition. In particular, this study showcased the need for reading programs that address the motivational component of self-concept as readers for students.

Shell, Colvin and Bruning (1995) indicated that low achievers have higher outcome expectancy in reading and writing, but lower self-efficacy in these two areas while at the same time they attribute causality to factors that are beyond their control (p. 395). Developing reading programs that address these students' motivational needs while

also addressing their cognition needs is important. New reading programs may not be necessarily needed, but the current reading programs may be enhanced to include students' motivational needs. Guthrie et al. (2006) suggested that activities that provide long-term motivational development will be more beneficial in influencing students' reading motivation in the long run. The latter is important since, as determined by this study, for Hispanic students, this will also affect their future academic performance.

Most importantly, this study also demonstrates that standardized testing is affecting motivation, which in turn is affecting future standardized testing performance. Educators becoming aware of the relationship between standardized testing (achievement) and self concept and value (motivation) for Hispanic students is a must. Guthrie (2002) concluded, "In this environment of school improvement through accountability, testing is a 'high stakes' part of teaching and schooling" (p. 370). This study highlights the fact that reading success as determined by standardized testing is also dependent on motivation.

Recommendations for Future Research

Based on the findings and conclusions of this research study, the following recommendations can be made for further research. First, the study should be repeated with other intermediate students to determine if these results are unique to fourth grade students or will the results repeat with fifth graders. Much emphasis is placed on the fourth grade slump (Chall & Snow, 1988), but a further decline in motivation and performance is also seen in fifth grade. Conducting a study with fifth graders would provide the researcher with additional data; the data would span three school years of standardized test results.

Second, future research should also explore replicating the study with perhaps only English Language Learners that are currently enrolled in the ESL Program to determine if the findings are generalizable to this student group in particular since only 97 ESOL Level I to IV students participated in the study. Protacio (2012) indicated that perceived competence in reading changes for English Language Learners as they develop and their English literacy skills improve. The limited research focused on English Language Learners and reading motivation concludes that the more competent in reading that they feel the more motivated they are to read in English. Thus, perhaps focusing on ESOL Level I and Level II students as a separate group from ESOL Level III and Level IV students would help enhance the literature in reading motivation using the student populations of emergent and more proficient students.

Additionally, it is recommended that the study be replicated in other subject areas such as math or science. For example, in mathematics, a study could be conducted to determine if motivation would partially mediate the relationship between third grade math FCAT 2.0 scores and fourth grade math FCAT 2.0 scores utilizing a motivation survey that is applicable to the subject area of mathematics, in this way, further exploring the relationship of motivation in other subject areas as well as within the realm of standardized testing.

When collecting data, it is also recommended that anyone seeking to replicate this study remind the teachers to double-check surveys when collecting them to identify any student blanks and address them immediately thus providing for a larger amount of completed surveys. Another recommendation would be the timeframe during which to conduct the study. The present study was conducted near the end of the school year

when many culmination activities were being conducted for the school grade.

Administering the survey earlier in the school year (perhaps before standardized testing) would provide the researcher with more time in which to collect materials accordingly.

Last, further analysis utilizing the subscale of self-concept from the Motivation to Read Profile is recommended. In the exploratory analyses, the results showed more significance in the relationship between third and fourth grade scores when the self-concept raw scores were utilized as the predictor instead of the full survey raw scores. Analyses of the motivational component of self-concept would provide educators with more information in how to address low self-concept in reading and its effects on standardized testing. It may be also bring to light the detrimental effects of standardized testing on a student's self-concept and its effect on other areas such as daily learning.

Conclusion

As Gottfried (1990) confirmed, a student's motivation in the early grades is a predictor of school performance in the future. Thus, it is essential that fourth graders have the tools to succeed including being motivated to read. In order for students to achieve in this subject area, elementary reading teachers need to engage their students in this subject. Educators understanding the affective and motivational needs of their students beyond cognition are of paramount importance for successful academic achievement to occur.

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Appendices

Motivation to Read Profile

Reading Survey

Teacher Directions: MRP Reading Survey

Scoring Directions: MRP Reading Survey

Scoring Sheet

Appendix A

Reading survey

Name _____ Date _____

Sample 1: I am in _____.

- Second grade Fifth grade
- Third grade Sixth grade
- Fourth grade

Sample 2: I am a _____.

- boy
- girl

1. My friends think I am _____.

- a very good reader
- a good reader
- an OK reader
- a poor reader

2. Reading a book is something I like to do.

- Never
- Not very often
- Sometimes
- Often

3. I read _____.

- not as well as my friends
- about the same as my friends
- a little better than my friends
- a lot better than my friends

4. My best friends think reading is _____.

- really fun
- fun
- OK to do
- no fun at all

5. When I come to a word I don't know, I can _____.

- almost always figure it out
- sometimes figure it out
- almost never figure it out
- never figure it out

6. I tell my friends about good books I read.

- I never do this.
- I almost never do this.
- I do this some of the time.
- I do this a lot.

7. When I am reading by myself, I understand _____.
- almost everything I read
 - some of what I read
 - almost none of what I read
 - none of what I read
8. People who read a lot are _____.
- very interesting
 - interesting
 - not very interesting
 - boring
9. I am _____.
- a poor reader
 - an OK reader
 - a good reader
 - a very good reader
10. I think libraries are _____.
- a great place to spend time
 - an interesting place to spend time
 - an OK place to spend time
 - a boring place to spend time
11. I worry about what other kids think about my reading _____.
- every day
 - almost every day
 - once in a while
 - never
12. Knowing how to read well is _____.
- not very important
 - sort of important
 - important
 - very important
13. When my teacher asks me a question about what I have read, I _____.
- can never think of an answer
 - have trouble thinking of an answer
 - sometimes think of an answer
 - always think of an answer
14. I think reading is _____.
- a boring way to spend time
 - an OK way to spend time
 - an interesting way to spend time
 - a great way to spend time

15. Reading is _____.
- very easy for me
 - kind of easy for me
 - kind of hard for me
 - very hard for me
16. When I grow up I will spend _____.
- none of my time reading
 - very little of my time reading
 - some of my time reading
 - a lot of my time reading
17. When I am in a group talking about stories, I _____.
- almost never talk about my ideas
 - sometimes talk about my ideas
 - almost always talk about my ideas
 - always talk about my ideas
18. I would like for my teacher to read books out loud to the class _____.
- every day
 - almost every day
 - once in a while
 - never
19. When I read out loud I am a _____.
- poor reader
 - OK reader
 - good reader
 - very good reader
20. When someone gives me a book for a present, I feel _____.
- very happy
 - sort of happy
 - sort of unhappy
 - unhappy

Appendix B
Teacher Directions: MRP Reading Survey

Distribute copies of the Reading Survey. Ask students to write their names on the space provided.

Say:

I am going to read some sentences to you. I want to know how you feel about your reading. There are no right or wrong answers. I really want to know how you honestly feel about reading.

I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence I want you to think about the best answer for you. The second time I read the sentence I want you to fill in the space beside your best answer. Mark only one answer. Remember: Do not mark your answer until I tell you to. OK, let's begin.

Read the first sample item. Say:

Sample 1: I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the first sample again. Say:

This time as I read the sentence, mark the answer that is right for you. I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the second sample item. Say:

Sample 2: I am a (pause) boy, (pause) girl.

Say:

Now, get ready to mark your answer.

I am a (pause) boy, (pause) girl.

Read the remaining items in the same way (e.g., number _____, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answers while you repeat the entire item).

Appendix C
Scoring Directions: MRP Reading Survey

The survey has 20 items based on a 4-point scale. The highest total score possible is 80 points. On some items the response options are ordered least positive to most positive (see item 2 below), with the least positive response option having a value of 1 point and the most positive option having a point value of 4. On other items, however, the response options are reversed (see item 1 below). In those cases it will be necessary to *recode* the response options. Items where recoding is required are starred on the scoring sheet.

Example: Here is how Maria completed items 1 and 2 on the Reading Survey.

1. My friends think I am _____.
- a very good reader
 - a good reader
 - an OK reader
 - a poor reader
2. Reading a book is something I like to do.
- Never
 - Not very often
 - Sometimes
 - Often

To score item 1 it is first necessary to recode the response options so that a poor reader equals 1 point, an OK reader equals 2 points, a good reader equals 3 points, and a very good reader equals 4 points.

Since Maria answered that she is a *good reader* the point value for that item, 3, is entered on the first line of the Self-Concept column on the scoring sheet. See below.

The response options for item 2 are ordered least positive (1 point) to most positive (4 points), so scoring item 2 is easy. Simply enter the point value associated with Maria's response. Because Maria selected the fourth option, a 4 is entered for item 2 under the Value of Reading column on the scoring sheet. See below.

Scoring sheet

Self-Concept as a Reader	Value of Reading
*recode 1. 3	2. 4

To calculate the Self-Concept raw score and Value raw score add all student responses in the respective column. The Full Survey raw score is obtained by combining the column raw scores. To convert the raw scores to percentage scores, divide student raw scores by the total possible score (40 for each subscale, 80 for the full survey).

Appendix D
Scoring Sheet

Student name _____							
Grade _____	Teacher _____						
Administration date _____							
<p>Recoding scale</p> <p>1 = 4 2 = 3 3 = 2 4 = 1</p>							
<p>Self-Concept as a Reader</p> <p>*recode 1. _____ 3. _____</p> <p>*recode 5. _____</p> <p>*recode 7. _____ 9. _____</p> <p>*recode 11. _____ 13. _____</p> <p>*recode 15. _____ 17. _____ 19. _____</p> <p>SC raw score: _____ /40</p>	<p>Value of Reading</p> <p>2. _____</p> <p>*recode 4. _____</p> <p>6. _____</p> <p>*recode 8. _____</p> <p>*recode 10. _____ 12. _____ 14. _____ 16. _____</p> <p>*recode 18. _____</p> <p>*recode 20. _____</p> <p>V raw score: _____ /40</p>						
<p>Full survey raw score (Self-Concept & Value): _____ /80</p>							
Percentage scores	<table style="margin-left: 20px;"> <tr> <td>Self - Concept</td> <td><input type="text"/></td> </tr> <tr> <td>Value</td> <td><input type="text"/></td> </tr> <tr> <td>Full Survey</td> <td><input type="text"/></td> </tr> </table>	Self - Concept	<input type="text"/>	Value	<input type="text"/>	Full Survey	<input type="text"/>
Self - Concept	<input type="text"/>						
Value	<input type="text"/>						
Full Survey	<input type="text"/>						
<p>Comments: _____</p> <p>_____</p>							

VITA

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- 2000-Present Mentor and Candidate Support Provider for National Board
University of Miami's Project SUCCEED Network
Mentoring and Induction for New Teachers (MINT)
New Educator Support Team (NEST)
Miami-Dade Community College's PET Project
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- 2001 National Board Assessor
National Board for Professional Teaching Standards
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PUBLICATIONS AND PRESENTATIONS

- Cabrera, P., del Rio, V., Leth, A., & Morin, R. (1998, May). *Experiencing the Water Cycle*. Presentation for Sunshine State TESOL Conference in Ft. Lauderdale, FL.
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