Relationship between Motivation, Self-concept, Attitude and Fluency of elementary school students

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Abstract: This study investigated the relationship between reading motivation, reading self-concept, reading attitude and reading fluency in the fourth and fifth grade years. The sample consisted of 375 students (N = 187 males and N= 188 female) were administered the Test of Motivation to Read, Reading Self-Concept, Reading Attitude and Reading Fluency. The specific question addressed was: what is the association between reading motivation, reading self-concept, reading attitude and reading fluency? In this study for analysis of data, applying correlation and hierarchical multiple regression, results showed that reading motivation, reading self-concept, reading attitude were related to reading fluency also results indicated no significant gender effects were found for either reading motivation or self-concept, attitude and fluency. This study adds to the literature of motivation, self-concept, attitude to read and reading fluency.

1. Introduction

Learning to read is a very hard task since it is multidimensional in character. Effective readers require to consistently and efficiently applying their knowledge of the phonology of the language to words during readings while constructing meaning. Meanwhile, readers continuously make and then confirm or disconfirm text predictions, summarize, make inferences, and draw conclusions. Metacognitive observing of one's individual accuracy with regard to word identification and comprehension is constant. Depending on the reading reason, readers are also adjusting their reading (relatively fast rates when skimming is needed; slower rates when attending to details for exam preparations) while organizing the information they commit to long-term memory [1].

Fluency, approved to be important to the instruction of reading, is regularly ignored in the classroom [2]. Fluency in reading refers to the reader's skill to read textbook easily, correctly, at a suitable speed, and with correct expression [3]. Reading speed, or the rate at which a reader reads, is an pointer of how smooth a reader is [4]. Quite spending a lot need resources on decoding, fluent readers are capable to free up their cognitive resources to allow further time for reading comprehension [5]. The ultimate goal for reading is comprehension of textbook, or accepting what is read [2]. The teaching of fluency not only is a valid instruction plan to achieve reading comprehension , the reported by National Reading Panel show that fluency is necessary in the development of reading [6]. "Students who do not increase reading fluency, no issue how bright they are, will maintain to read slowly and with large attempt" [2]. When children read fluently, they can focus further on comprehension and fewer on decoding [7]. Additionally, students who not succeed to obtain reading fluency by third or fourth grade will probability fall behind their peers in reading attainment [8]. In the current study, I examine motivation to read, reading self-concept, reading attitude and reading fluency of fourth and fifth grades students. What follows is a discussion of the need to investigate reading motivation, reading self-concept reading attitude and reading fluency.

2. Motivation

Numerous of educators and researchers know that motivation is key to excellent education [9], successful reading achievement [10], and enhanced comprehension of textbook [11]. Motivation is the "why of performance" [12]. Motivation also addresses what guides a student to attaining positive goals [13], makes them avoid certain states [14, 15], and clarifies how they feel about themselves [16, 17], or why they select to read [18-21]. The study by White [22] pointed out that the motivation theories of his time did not take into relation the fact that persons learn to do things that they definitely did not recognize how to do at birth, but motivation study has evolved pretty a bit since then [9, 23]. Appropriate a successful reader certainly falls in the type of tasks persons are not born to do [24].

Knowledge about reading is not a usual process [25], and it is probability that there are "multiple motivation ways" [26], that lead student performance. Other aspects play an element in improving reading skill. As Baker and Wigfield [27], observed, "because reading is an effortful action that students often select to do or not to do, it also needs motivation" (p. 452). More than four decades ago, Gagné [28], explained motivation in terms of motivation to achieve. Motivation to achieve is the need to be able to do something. Gagné predicted that "scheming and increasing motivation is quite the most serious matter facing schools" (p. 207). Exacerbating the difficulty of increasing motivation in students, said Gagné, is that sometimes the aims of learning are not readily clear to the students, and it develop into the responsibility of the educators and parents to help the child recognize that he/ she wants to study a task. Parents make a position in a child's motivation to read [29-31], however not always [21]. But, it is often the motivation skilled as a result of interactions with schools and motivation that effect future learning and influence a student's motivation [32].

Stipek [33], an additional proponent of attainment motivation, believed that persons perform based on a set of ideas and values that come from before experiences in achievement states. These experiences are refereed by the total of failure or success that students recognize. For the reason that the instant situations affect these experiences, motivation may show to be situational [33]. Approximately a decade later, Stipek [34], continued to support her theories of the consequence of motivation: "motivation is significant to learning because learning is an dynamic process involving conscious and deliberate activity, the most able students will not learn if they do not give attention and apply some attempt" (p. ix). Further theorists [14, 16], explained what they believe occurs when learners do pay attention and study their environments. Bandura [16], explained motivation in terms of what is educated in a social setting. This approach has come to be recognized as social learning theory [35]. Persons are able to learn during observation and are more probability to engage in the observed performance if they believe they are able of completing the performance [32, 36]. Learners' negative feelings about their skill as readers may move to how they see themselves in other learning states [18], which may guide to avoidance of these tasks [37].

Wigfield, Guthrie, Tonks, and Perencevich [38], noted that "level the reader with the strongest cognitive performance may not spend a lot time

reading if he/ she are not motivated to read" (p. 299). Teachers are attracted in why [39]. Completing positive tasks may afford the student with a feeling of agreement, which may go beyond the feelings of skill at having finished these tasks [22]. Intrinsic motivation theories attempt to talk to such parts of motivation, describing that when students are intrinsically motivated, they complete actions simply because they are interested in and enjoy the task [40]. Hussien [21], did a study concerning student motivation and reading achievement. The reason of her descriptive study was to look at the relationship between motivation to read and reading achievement. Hussien found that there was a relationship between students' motivation to read and their reading achievement. Based on her findings, Hussien suggested that students who were more motivated to read tended to be better readers and therefore motivation to read could be one of the reasons that influence reading achievement.

3. Self-Concept

Bracken [41], defines self-concept as "a multidimensional and context dependent learned behavioral pattern that reflects an individual's evaluation of past behaviors and experiences, influences an individual's current behaviors, and predicts an individual's future behaviors[42]. On the other hand, according to Marsh [43], self-concept is a person's perceptions regarding him or herself [42]. Zinkhan and Hong [44], note that "it is not an objective entity independent of the perceiver", instead the term denotes individuals' subjective thoughts toward themselves. In this sense, it is a unique sort of attitude. Different other attitudes which are perceptual products of an external object, self-concept is an image shaped by the very person holding the image."

Although generally self-concept has been conceptualized with a multidimensional perspective, some researchers discuss self-concept as a single variable, while yet others conceptualize it as having more than one component. Within the single self-construct tradition, self-concept has been labeled as "actual self", "real self", and "basic self", among others, and has been described as the perception of oneself. Within the multiple self-concept tradition, on the other hand, self-concept has often been treated as having two components: the actual self-concept and the ideal self-concept. The ideal self-concept has been labeled as "ideal self", "idealized self," and "desired self," and has been defined as "the image of oneself as one would like to be" [45].

Academic self-concept is defined as the awareness, information, views, and beliefs that

children hold about themselves as learners [46]. Chapman, Tunmer, and Prochnow [47], studied the relationship among reading performance and academic self-concept. They followed a sample of 5-year-old children across three years and, using the Reading Self - Concept Scale, classified the children as having positive, negative, or typical self-concepts. Children's pre-reading and reading skills were also evaluated, plus letter identification, phoneme deletion, sound matching, and reading comprehension. The results show that children with negative academic self-concepts entered kindergarten with significantly poorer basic reading skills, including phonological sensitivity and letter-name knowledge, than children with positive academic self concepts. Students with negative academic self-concepts confirmed additional pessimistic attitudes toward reading and felt less competent as readers than did students with positive academic self-concepts. In the second grade, the students with negative self-concepts viewed themselves as fewer proficient in reading, having more intricacy with reading, and liking reading fewer than students with positive academic self-concepts. These children also read lesser level books and carried out at lower levels on procedures of word recognition and reading comprehension [47]. These results are consistent with the theory that primary and continuing performance in learning to read is reflected in achievement-related self-perceptions, which are subsequently related to early reading skills.

4. Attitude

Attitudes are always towards something. It could be a physical object, a person, or something more abstract such as giving to charity. A later definition by Thurstone [48], gave at least some clarification to these issues. Thurstone defined an attitude as affect for or against a psychological object". This still implies cognition to the extent that psychological objects are the focus of attitudes, but attitudes are seen as primarily affect or emotion. Additionally, this affect may be positive or negative. Interpersonal attitudes may be positive or negative, for example, we like some people and dislike others. Perhaps the most famous definition of attitudes is that of Allport [49], who proposed that an attitude is "a learned predisposition to think, feel and behave toward a person (or object) in a particular way".

Developing an understanding of the attitudes that dominate in a community, which in turn influence the actions of its members, is critical if we are to bring about social change and evaluate the effectiveness of public policy in promoting an inclusive society [50].

Attitudes are referred psychological processes that are nearby in all people and are given expression or form when evoked by specific referents [51]. Attitudes are obtained during experience over time and are socially constructed. They can be measured a learned disposition or internal biasing system that focuses a person's attention and provide a structure within which he or she encodes experience and the guiding parameters for his or her behavior [52, 53]. Additionally, Yuker [54, 55], emphasized that attitudes are composed of positive and negative reactions toward an object, accompanied by beliefs that impel individuals to behave in a particular way. Makas, Finnerty-Fried, Sugafoos and Reiss [56], recommended that for a normal person, a positive attitude is generally conceptualized as being "nice" and "helpful" .

A National Survey The measurement of reading attitudes was not the only limitation of early research. The recruitment of small and homogenous samples of students was another significant limitation to the generalizability of results. In response to this limitation, McKenna, Kear, and Ellsworth [57], conducted the first national investigation of reading attitudes and recruited a demographically diverse sample of 18,185 students in grades one through six. Specifically, these researchers sought to examine: (a) developmental trends in recreational and academic reading across grade, and (b) differences between reading attitudes and reading ability. The aim of this study was to relationship between the motivation to read, reading self-concept, reading attitude and reading fluency of elementary school students. The research question and the research hypothesis were as follows:

Research Question: what is the association among reading motivation, reading self-concept, reading attitude and reading fluency?

Hypothesis 1. There will be a significant correlation between reading motivation, reading self-concept, reading attitude and reading fluency.

Hypothesis 2. Reading motivation, reading self-concept, and reading attitude are significant explanatory variable of reading fluency.

Method

This study is designed based on these theoretical foundations: first of all the independent variables (IV) and dependent variable (DV) are chosen based on literature, and then the descriptive method was selected as the research design. Numerous scientific regulations, especially social science and psychology, use this method to find a universal summary of the subject.

5. Participants

In this study between 13,000 students in the elementary schools in Ilam, Iran I selected sample size based cluster sample size and table of sample size by Krejcie and Morgan [58]. Participants in this study were 375 elementary school students from Ilam, Iran elementary schools, (N= 187male, N= 188 female), complete the questionnaires. The composition of the participants were 180 grade four (42.2%), and 195 grade five (45.7%). The mean age of participants was 11 years old, falling between 10 and 12 years old. The time for completed the questionnaires were about 90 minutes. The questionnaire used in this study composed five sections, including demographics information, reading attitudes, reading self-concept, reading motivation, and reading fluency. For demographic information section, students were asked to report their gender, age, and grade of education. In this study I employed attitudes, self-concept, motivation to read and reading fluency questionnaires and students completed respectively 20 items, 30 items, 54 items and 98 items.

6. Pilot study

The purpose of carrying out the pilot study was to evaluate the suitability and appropriateness of the use of the instruments. For the pilot study, 60 students in Ilam with similar characteristics to that of the participants in this study were selected randomly. The students consisted of 30 males and 30 female students. This study was carried out from 25 to 30 April, 2010. The reliability coefficient for each instrument used in this pilot study was also obtained. Cronbach's [59], alpha reliabilities of the Reading Fluency, Attitude, Self-concept and Motivation were found to be, 0.90, 0.84, 0.87 and 0.93, respectively. The results of the reliability Coefficient showed a high reliability for all these instruments, suggesting that these instruments were considered as appropriate to be employed further in this study.

7. Measures

7.1. Reading fluency. Reading Fluency measures the student's ability to read simple sentences quickly in the Subject Response Booklet, decide whether the statement is true, and then circle on Yes or No answers. The difficulty of the sentences gradually increases to a moderate level. The student attempts to complete as many items as possible within the time limit of 3 minutes. Reading Fluency has a median reliability of 0.90 in the age range between 6 to 19 years and 0.90 in the adult age range [60]. In this study, the Cronbach's alpha reliability for the scale was 0.85, whereas the test-retest reliability was 0.88.

7.2   Attitude. Mckenna and Kear [61], defined the Elementary Reading Attitude Survey (ERAS) as a 20-item survey that requests students to rate their own attitude towards reading; each item presents a brief, simply worded statement about reading followed by four pictures of the comic strip character, Garfield the cat, in varying pictorial poses. Percentile ranks can be obtained for two component subscales: recreational reading attitude and academic reading attitude. Recreational items focus on reading for fun outside the school setting while the academic subscale examines the school environment and the reading of schoolbooks. A total reading attitude percentile rank can also be computed as an additive composite of the recreational and academic scores [61]. Cronbach's alpha, a statistic developed primarily to measure the internal consistency of attitude scales [62] was calculated at each grade level for both subscales and for the composite score. These coefficients ranged from 0.74 to 0.89 [61]. The validity of the academic subscale was tested by examining the relationship of scores to reading ability. Teachers categorized norm-group children as having low, average, or high overall reading ability. Mean subscale scores of the high ability readers (M=27.7) significantly exceeded the mean of low ability readers (M=27<0.001); evidence that scores were reflective of how the students truly felt about reading for academic purposes. In this research, scores on the scale have acceptable reliability (Attitude=0.75).

7.3   Motivation Scale: The Motivation for Reading Scale was developed by Wigfield and Guthrie [63] to assess 11 dimensions of reading motivation. This scale has 54-items designed to assess the 11 different aspects of reading motivation. Children answered each item on a 1 to 4 scale, with 1=never, 2=seldom, 3=often and 4= always. The Motivation Scale was designed to assess the reading motivation of students in grades 3 to 6. Validity evidence includes an accumulation of research results that support hypotheses consistent with the construct being measured [64]. Test –retest reliability for the Motivation Reading Scale ranged from 0.69 to 0.97. For this study, the Cronbach's alpha reliability for the Reading Motivation Scale ranged from 0.76 to 0.88 and the test- retest reliability ranged from 0.76 to 0.90 respectively.

7.4. Reading Self-concept Scale: The Reading Self-concept Scale (RSCS) [65] was used as a measure of reading self-concept. The RSCS contains 30 questions, which were read aloud individually to

children who responded on a 5-point Likert scale (1. Never, 2. Seldom, 3. Sometimes, 4.Often, 5.Always). Response requirements were taught to children by means of 4 examples and 10 practice items, which took approximately eight minutes to complete. The RSCS was developed as part of a series of experimental studies in which previous research and theory in the areas of self-concept and reading were drawn upon. The RSCS measures reading and is suitable for ages 6 and above. The Cronbach's alpha coefficient score for the scale is 0.80. The RSCS was individually administered and administration time varied between 15 and 30 minutes for each participant. Each response was scored from 1 (low reading self-concept) to 5 (high reading self-concept) with the total scale score calculated as the mean value of the 30 responses. Responses to the RSC-difficulty were reverse scored; meaning difficulty is actually easiness in correlations. Mean scores for each of the three subscales were calculated in the same manner with a total of four scores calculated; Total-RSCS, Competence, Difficulty and Attitude. In this study, scores on all RSCS sub scales show acceptable reliability (Total-RSCS α=0.88; Attitude α=0.84; Difficulty α=0.71; Competency α=0.78).

8. Results

The reason of this study was to find out the unique and combined motivation, self-concept, and attitude to reading fluency in a group of students in the elementary schools. A descriptive design was used to assess 375 students, 187 (43.8%), male and 188 (44%), female between the ages of 10 and 12 years, on measures of reading motivation, reading self-concept, reading attitude and reading fluency scales. Multiple data analyses were conducted using SPSS for Windows to test the hypotheses of this study. All analyses were conducted with an alpha level of .05. Students' raw scores on all measures were used in the planned correlation and hierarchical multiple regression analyses.

A total screening of the data was at first done by investigating the univariate descriptive statistics output shown in Table 1. The reason for this first screening was to observe for reasonable means, standard deviations, standard error, maximums, and minimums.

Table 1. Descriptive statistics

	N	Min	Max	M	SE	Sd
Attitude	375	29	76	58.14	.69	13.28
Self-Concept	375	49	143	95.67	1.13	21.85
Motivation	375	103	177	135.5	1.1	21.38
Fluency	375	34	86	56.59	.57	11.12

A major mean of this study was to inspect the power of the relationship between each of the three predictor variables and reading fluency. To accomplish this aim, Pearson product moment correlations were conducted. All Pearson product moment correlations were based on the combined performance of the 375 students in grades four to five. Positive correlations were found between each of the three predictor variables (motivation, self-concept, attitude to read) and reading fluency in value from r=.33 to r=.81, p=<.01. Results for each of the planned correlation analyses will follow in relation to the first research hypotheses.

Hypothesis 1. There will be a significant correlation between reading motivation, reading self-concept, reading attitude and reading fluency.
The results of research hypothesis one as shown in Table 2, the three measures of reading motivation, reading self-concept, reading attitude showed, significant and positive correlations to reading fluency.

The result of correlation presented in Table 2. This result provides us with the correlation coefficient; the correlation coefficient is shown as a number between +1 and -1. The power of the correlation can be seen as when it gets nearer to either +1 or -1. The correlation coefficient also provides the direction of the relationship, either positive or negative. In this study, the correlation coefficient for attitude, self-concept, motivation, and fluency are shown in Table 2.

Table 2. Correlation between reading
motivation and reading fluency

Measure	1	2	3	4
1. Attitude		.50*	.81*	.45*
2. Self-Concept	.50*		.57*	.33*
3. Motivation	.81*	.57*		.34*
4. Fluency	.45*	.33*	.34*	

*Correlation is significant at the .01 level.

Hypothesis 2. Reading motivation, reading self-concept, and reading attitude are significant explanatory variable of reading fluency.

To test research hypothesis two, the enter method for hierarchical multiple regression was used to find the best explanatory model of the relationships between reading motivation, reading self-concept, and reading attitude as significant explanatory variables of the reading fluency. Three explanatory variables were identified for the regression. The significant and trend variables were entered into the regression model in the order of the strength of their relationship to the dependent variable: reading motivation (r = .341, p =

.000), reading self-concept (r = .379, p = .001), reading attitude (r = .473, p = .000) until a significant F model with the highest R^2 and adjusted R^2 was produced. Collinearity statistics of variance inflation factor (VIF) and tolerance were used to test for multicollinearity. For hypothesis two, the VIF were less than 10 (range 1.000 to 3.22) and the tolerance was more than .10 (range. 311 to 1.000) indicating that multicollinearity was an issue. The effect size of the explanatory variables based on the standardized Beta coefficients (β) was: Reading motivation (β = .341, p = .000), reading self-concept (β = .203, p = .001), and reading attitude (β = .481, ρ = .000). According to the results, Hypothesis two was supported.   The result of hierarchical Multiple Regression presented in Table 3.

Table 3. Hierarchical Multiple Regression of Motivation, Self-Concept, Attitude and Fluency

Model	B	SE	β	T(p)	F (p)	R^2	Ad R^2
(Constrant)	32.58	3.47		9.38 (.01)			
Motivation	.180	.03	.34	6.99 (.01)	48.97 (.01)	.12	.11
(Constrant)	30.89	3.46		8.93 (.01)			
Motivation	.12	.03	.22	3.83 (.01)			
Self-Concept	.10	.03	.20	3.48 (.01)	31.25 (.01)	.14	.14
(Consttant)	35.10	3.37		10.43 (.01)			
Motivation	-.08	.04	-.15	-1.79 (.07)			
Self-Concept	.09	.03	.17	3.11 (.01)			
Attitude	.40	.07	.48	6.17 (.01)	35.59 (.01)	.22	.22

This table shows that statistically significance between variables. The dependent variable is reading fluency.

9. Discussion

The reason of this research was to determine the part of components of reading motivation, reading self-concept, and reading attitude to reading fluency in group of students in the elementary schools. Hierarchical multiple regression analyses confirmed that the hierarchical multiple regression is used to explore the patterns of relationship between a number of predictor variables and one criterion variable. A detailed account and interpretation of the findings are discussed in relation to previous research about reading motivation, reading self-concept, and reading attitude with reading fluency in students of elementary schools. In this study results show that statistical significant difference between reading motivation, reading self-concept and reading attitude and reading fluency of elementary school students. The research hypotheses are: 1.There will be a significant correlation between reading motivation, reading self-concept, reading attitude and reading fluency. 2. Reading motivation, reading self-concept, and reading attitude are significant explanatory variable of reading fluency.

The research hypotheses are confirmed at ρ<.000. This study is in line with other researches [9-11, 21, 23, 39], that shows motivation is important factor to excellent education. The study by Hussion [21], shown that relationship between motivation and reading achievement. Stipek [34], based on motivation theory said: "motivation is important to learning because learning is an dynamic process involving conscious and deliberate activity, the most able students will not learn if they do not give attention and apply some attempt" Study on academic motivation demonstrate that the affective aspects of reading were recognized as significant correlates of skill development [63]. Theorists posited a variety of constructs to explain reading motivation and how it influences students' reading engagement [66], and educators became interested in learning how to motivate students to read [67]. In addition to motivation the other important factors for reading are self –concept and attitude. Some studies shows that the relationship among reading performance and academic self-concept [47]. The study by Quirk, et al., [10], shown that relationship between students' reading self-concept, and reading fluency. The study by Chapman, Tummer and Prochnow [47], show that students with negative academic self-concepts entered kindergarten with significantly poorer basic reading skills, including phonological sensitivity and letter-name knowledge, than students with positive academic self concepts. Students with negative academic self-concepts confirmed additional pessimistic attitudes toward reading and felt less competent as readers than did students with positive academic self-concepts.

Studies by McKenna, Kear, and Ellsworth [57], MacMillan, Widaman, Balow, Hemsley and Little [68], Worrell, Roth, and Babelko [69], shown that positive relationship between reading attitude and reading skills. McKenna, Kear, and Ellsworth [57], found significant developmental trends in reading attitudes indicating that despite initial positive attitudes toward recreational and academic reading, as grade levels rose, students reading attitudes steadily declined. Significant differences were also observed

between reading attitudes and ability to read. Students with low average reading ability reported more negative attitudes towards recreational reading than students with above or average reading ability. Further, the findings of a significant relationship between negative reading attitudes and low reading abilities served to support both previous research findings [e.g. 70]. MacMillan, et al., [68] found statistically significant group differences between students' attitudes towards reading and academic level. The results by Worrell, Roth, and Babelko [69], indicated that as a group, academically talented students demonstrated above average attitudes towards reading and consistent with previous investigations. Martinez, Aricak, and Jewell [71], found that reading ability and reading attitudes significantly predicted near-future reading achievement.

Conclusion

When I examined the fluency, motivation, self-concept, and attitude to read of 375 elementary students I employed correlation and hierarchical multiple regression techniques. This analysis added new dimensions to our understanding of this population's, motivation, self-concept, and attitude to reading in related to the reading fluency.

Recommendation for future

The implication from the results should not be widespread beyond the population studied. This research was performed in an elementary school. The relationships between the variables may be different for different populations. Additional, it might be useful to look at these constructs in to some extent younger students, as well, to examine the stability and longitudinal belongings of differing thinking. Continued examination of these constructs should focus on employing reliability and validity of instruments and apparent operational definitions of the constructs to help decrease any further problems made by using different terminology. This study suggests that understanding how students feel about themselves as a reader and the different goals they have for reading, may provide some approach into the behaviors they display, and in the end their reading achievement. Further, educators can support the progress of learning aims during permitting students to evaluate themselves, giving them autonomy and control, permitting supportive learning, permitting them to choose their difficulty level, and by individualizing instruction . It is important for teachers to understand the affective consequences involved in learning to read, or how difficulty in

reading can lead to negative feeling and finally poor school results.

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