A COMPARISON OF THE MOTIVATIONAL PATTERNS AMONG HISPANIC AND
EUROPEAN-AMERICANS

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The following faculty members have examined the final copy of the thesis for form and content,
and recommend that it be accepted in partial fulfillment of the requirement for the degree of
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DEDICATION

To my wonderful husband and family, for all of their support and unconditional love!

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ABSTRACT

This study explored the relationship between motivation and ethnicity in upper

elementary aged students, specifically comparing Hispanic to European-American participants.

The purpose was to determine whether there was a link between one's culture identity and

motivation. This study utilized Carol Dweck's theories of beliefs about intelligence and

achievement goals and Abraham Maslow's hierarchy of needs. These three theories were

compared to ethnicity and gender as the predictor variables used during this exploration. There

were a total of 129 fourth and fifth grade students, 89 of whom were European-American and 40

of whom were Hispanic. Participants completed a questionnaire including demographic

questions, questions pertaining to their beliefs about intelligence and achievement goals, adapted

from Carol Dweck (1999), part of a Life Motivation Scale, adapted by Goebel and Brown (1981)

addressing Maslow's hierarchy of needs, and a modified cultural influence section, adapted from

Chirkov, Lynch, and Niwa (2005). Main analyses revealed a significant relationship between

ethnicity and beliefs about intelligence and rankings of Maslow's needs. Hispanic participants

showed a stronger belief in fixed intelligence and a stronger need for esteem and security or

safety compared to European-American participants. European-American participants showed a

stronger need for the self-actualization need compared to Hispanic participants. Girls also had

stronger performance goals when compared to boys.

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CHAPTER 1

INTRODUCTION

Rationale

With the ever-growing Hispanic population in the United States, motivation among Hispanic students is a growing concern. These students with a collectivistic cultural background (Fuligni, Tseng, & Lam, 1999) are being submerged into a culture where individualism is dominant. There are many educational and motivational implications surrounding Hispanic students involving these differences in cultural background. Collectivistic cultures tend to be more concerned with the individual's impact on the group, whereas individualistic cultures focus on the needs and successes of the individual.

Carol Dweck's (1999) research and theories of intelligence are a way to begin understanding the motivation of all individuals. According to Dweck's research, people have two main theories about their own intelligence: fixed and malleable. A fixed theory of intelligence suggests that a person's intelligence cannot be changed, regardless of learning. An incremental, or malleable, intelligence theory states that one's intelligence can be changed in accordance with learning. Within these two opposing intelligence theories, there are also different personal achievement goals. Performance goals involve an individual showing what he/she knows in order to prove his or her ability and promote the fixed theory of intelligence. Mastery goals, on the other hand, relate more to an incremental theory of intelligence in which the learner attempts to increase ability and master new tasks.

Another theory that may possibly explain some of the cultural differences in motivation that exist between Hispanic and European-Americans is Maslow's Hierarchy of Needs. This theory breaks down individual needs into five basic levels, with each one needing to be

established in succession, with some exceptions, for the individual to move on to the next level. These needs in order are physiological needs, safety or security needs, belongingness, esteem, and self-actualization.

Purpose

The purpose of this research was to investigate the relationships among fourth and fifth grade students' beliefs about intelligence (fixed or malleable), achievement goals (learning or performance), Maslow's hierarchy of needs, and cultural identity, given the differences of culture among Hispanic and European-Americans. Specifically, Hispanic participants were speculated to display tendencies toward fixed beliefs about intelligence, performance goals, and belongingness, when compared to European-Americans.

Overview

This study involves the exploration of the relationships among beliefs about intelligence, achievement goals, and Maslow's hierarchy of needs. Factors that involve cultural identity, collectivist or individualistic, were also an essential component in this study. Chapter two provides an overview of research regarding the beliefs about intelligence and achievement goals, beginning with research by Carol Dweck (1999). This chapter also defines and further explains Maslow's hierarchy of needs (Maslow, 1970). Cultural identities are also explored using various research (Markus & Kitayama, 1991; Mesquita, 2001). Chapter two also provides a brief overview of Hispanic culture, especially in relation to cultural identity using various sources. Finally, the chapter concludes with a brief explanation of the purpose of this study and the proposed research questions,

Chapter three addresses the methodology utilized in this research. Descriptions of the participant sample and all the instruments and procedures for gathering and analyzing the data

are presented. Chapter four includes the descriptive and quantitative results of this study.

Finally, chapter five contains the discussion of the results, theoretical and practical implications,

including limitations presented by this study, and future possible research implications and

suggestions.

Research Problem

The purpose of this research was to explore the relationship of participants' beliefs about

intelligence, achievement goals, Maslow's hierarchy of needs, and cultural identity. This study

addresses the following questions:

1) Are there cultural differences in beliefs about intelligence?

2) Are there cultural differences in the achievement goals?

3) Are there cultural differences in Maslow's needs?

CHAPTER 2

LITERATURE REVIEW

The Hispanic population in the United States is comprised of a vastly heterogeneous group. These individuals have origins in a variety of places in North and Central America. Some of this particular population was born in the United States, some were not. The number of years the person has lived in the United States varies greatly from individual, as well as the English proficiency one displays. Socio-economic status can also vary significantly among Hispanic individuals. The purpose of this study was to explore possible differences in achievement motivation that exists among these individuals. In the education system, one does not always know or understand all the different dynamics associated with each individual in the classroom. Though many of the possible variables (Siarez-Orozco, Gaytan, Bang, Pakes, O'Connor, & Rhodes, 2010) are not explored extensively in this study, it is understood that many more variables could be working in each situation, such as English proficiency and the socio-economic status of the students.

Purpose

According to the U.S. Census data (2010), the Hispanic population is vastly on the rise. From 2000 to 2010, the Hispanic population grew 43 percent nation-wide with 7 percent of the Hispanic population residing in the Midwest region, which resulted in a 49 percent regional increase over the same span of time. In Kansas's Wichita Catholic Schools District enrollment is currently at 9,419. The Hispanic students account for 16.1 percent and European-American students account for 73.8 percent of the district's total enrollment. From 2006 to 2012, the Hispanic population of Wichita Catholic Schools grew from 12 percent to 16.1 percent (Kansas State Department of Education, 2013).

The total enrollment in Kansas' Wichita Public School District is currently at 50,639. The Hispanic students account for 32.1 percent, whereas European-American students account for 35.1 percent of the district's total enrollment. This district's Hispanic population grew nearly 10 percent from the 2006 to the present school year (Kansas State Department of Education, 2012). Wichita Public Schools is also the largest district between the Mississippi River and Denver, and Dallas and Canada (Wichita Public School, 2012)

According to the Kansas State Department of Education (2011), with the federal law requirement of No Child Left Behind (NCLB) schools and districts are rated by Adequate Yearly Progress (AYP). This is a process of judging whether schools are on track in achieving the 100 percent proficiency on state assessments deemed necessary by the 2013-2014 school year. The 2011-2012 school year targets for kindergarten through eighth grade students performing at the proficiency level in reading and math are 91.9 percent and 91.1 percent respectively. AYP also incorporates participation rates on state assessments, attendance, and graduation rate goals.

During the 2006-2007 school year in Wichita Catholic Schools, 83.4 percent and 72.7 percent of Hispanic students were performing at or above proficient in reading and math respectively, compared to 93 percent and 86.1 percent of European-American students (Kansas State Department of Education, 2013). An achievement gap exists between the Hispanic and European-American populations on the standardized state assessments.

The achievement gap was more significant during the same school year in Wichita Public Schools with 56.4 percent of Hispanic students performing proficiently in reading and 58.5 percent in math. This is compared to 76.6 percent (reading) and 72.2 percent (math) of European-American students (Kansas State Department of Education, 2012). Even with the discrepancy within the district, both of these ethnic groups are roughly eight to ten percentage

points below the state average in both reading and math state assessment scores (Kansas State Department of Education, 2012).

From the 2006-2007 school year to the 2010-2011 school year, there was a steady increase in the level of proficiency among both academic subjects and ethnic groups. In the 2011-2012 school year, Hispanic students in the Wichita Catholic School district were performing at 92.2 percent proficient in reading and 89.5 percent in math, compared to European-American students at 97.7 percent in reading and 95.1 percent in math (Kansas State Department of Education, 2013). However, in the Wichita Public School District, Hispanic students were performing at 68 percent proficient in reading and 66.5 percent in math, compared to European-American students' proficiency level of 83.1 percent in reading and 78 percent in math (Kansas State Department of Education, 2012). Statewide in the 2011-2012 school year, Hispanic students were performing at 78 percent proficient in reading and 77.9 percent in math, as compared to the European-American students at 91.7 percent and 89.8 percent (Kansas State Department of Education, 2013).

As indicated by the data, a significant achievement gap exists between Hispanic and European-American students in the state of Kansas, as is also shown in the Wichita Catholic Schools, and more significantly, the Wichita Public Schools. Cultural differences may account for some of the discrepancies in the achievement scores of Hispanic students. Hispanic culture is more collectivist in nature (Fuligni, Tseng, & Lam, 1999), whereas the European-American culture is more individualistic. There is significant research that supports the theory of the strong familial ties within the Hispanic culture. In combination with research on collectivist and individualistic cultures, two possible theories that further explain some of these cultural

differences and their impact on motivation are Carol Dweck's theories of intelligence and Abraham Maslow's hierarchy of needs.

A Brief Overview of Motivation Research

There are volumes of research on motivation, dating back to the ancient philosophers, Plato and Aristotle and their theory of volition (Pintrich & Schunk, 2002). Volition is the power to choose, or will. Later, instincts were related to motivation. Instincts are natural behaviors in response to stimuli. Pavlov's classical conditioning theory came about in the late 1920s, which involved the conditioned response of dogs using a bell and the reward of food. Skinner's operant conditioning followed in the early 1950s. This theory incorporated punishments and reinforcement for behavior. Tolman introduced the concept of purposive behaviorism in the 1930s, which focused mainly on goals and the specific purpose of a particular behavior. Hull's systematic behavior theory in the 1940s introduced the concept of incentive motivation, or large rewards lead to better learning. Mowrer's Theory of the 1960s introduced the role that emotions play in regard to motivation (Pintrich & Schunk, 2002, pp. 21-33).

More recent studies of motivation include the self-determination theory, which includes intrinsic and extrinsic motivation. The idea of self-determination theory is that learning stems from the internal need to achieve personal goals. People also value and engage in activities that they value and find personally satisfying (Salili & Hoosain, 2007). Another more recent theory that attempts to explain motivation is attribution theory. This theory explains motivation by attaching meaning to certain behaviors. In the example of learning, success and failure are attributed to four main factors: ability, effort, task difficulty, and luck. Ability is internal and stable. Task difficulty is external and stable. For example, if success is perceived as stable, and out of one's control, one is more likely to stop trying when something is difficult. Effort is

internal and unstable. Luck is external and unstable. Therefore, if success is perceived as unstable, it is something that one is able to change. If one feels able to control this change, he/she can be motivated to persist through challenges. These all work together to create the expectancy of success. This expectancy says that the stability of a cause determines the future outcomes with the same conditions (Weiner, 1985).

Focus on Two Theories of Motivation

This study focused on two main theories and their relationship to motivation among upper elementary aged Hispanic students in two school districts. The focus was Carol Dweck's theories of intelligence and Abraham Maslow's Theory of the Hierarchy of Needs. These two theories also linked the concepts of collective versus individualistic cultural foundations. The Hierarchy of Needs added the element of family and belongingness, which is very important in the Hispanic culture. Dweck's extensive work is geared towards the motivation in school-aged children, as related to self-fulfillment and self-affirmation.

Carol Dweck's Social Cognitive Approach to Motivation

Theories of Intelligence: Fixed or Malleable

People have different theories about their own intelligence. One such theory is a fixed, or entity theory, of intelligence. This theory states that some people hold is that their intelligence is fixed and, therefore, cannot be changed (Dweck, 1999). A fixed theory of intelligence focuses mostly on the ability that the person possesses, and effort does little, if anything to alter it. Students especially who hold this theory require plenty of easy successes. These students will pass up learning opportunities if they seem too challenging or the student is not immediately successful (Dweck, 1999).

According to Dweck (1999), the second theory is that of malleable intelligence, also known as an incremental theory. This malleable theory states that intelligence can be changed and cultivated through learning. Intelligence can also be increased through effort. Students with this theory engage more fully in new tasks, stretch their skills, and use their knowledge to help others.

Personal achievement goals. In regards to the theories of intelligence, students will choose one of the personal achievement goals. These goals involve the reasons that one engages in a specific task. There are two main personal achievement goals: performance goals and mastery goals. Performance goals involve showing someone else what he/she knows, giving the individual a sense of ability and self-worth (Lumsden, 1999). Through performance goals, an individual tries to continue positive judgments of him/herself, avoid negative judgments, and to prove his or her ability (Elliott & Dweck, 1988). Performance goals are based more on ability as opposed to effort, and promote the entity, or fixed theory of intelligence.

On the other hand, mastery goals, also known as learning goals, involve developing new skills, learning for the sake of learning, bettering oneself, and achieving a sense of mastery (Lumsden, 1999). Through learning goals, the learner attempts to increase his/her ability and master new tasks (Dweck & Leggett, 1988). Mastery goals are more effort based as opposed to ability, as well as relate more to a malleable theory of intelligence.

Motivation Orientation

Using the basic principles of achievement goals, Dweck and Leggett (1988) proposed two main motivation orientations. Mastery orientation corresponds with learning goals where an individual seeks knowledge to increase his/her own skills and ability to master new tasks. The individual also uses problem-solving strategies to enhance his/her knowledge. A second

motivation orientation, performance orientation, is related to performance goals where one defines the purpose of learning is to validate oneself, or to compare or compete with others.

In a study by Dweck and Leggett (1988), these orientations were further broken down into adaptive and maladaptive behaviors. According to this study, adaptive behaviors produce a "mastery oriented" response in which the child will use problem-solving strategies to master the new concept. Maladaptive behaviors generate a "helpless" response in which the child avoids challenges and his/her performance deteriorates with new obstacles.

In another study by Dweck (1999), children transitioning into middle school were studied. The children who held a fixed theory of intelligence showed a decline in class standing, such as grades, even if they were high achievers before and they had a high confidence in their intelligence. This shows that they were displaying symptoms of helplessness. On the other hand, students with a malleable theory of intelligence showed improvement in their class standing, even if they were lower achievers before and had a low confidence in their intelligence. A possible explanation for this is that children with a fixed theory begin to doubt their intelligence when faced with lower grades, leading to more stress and anxiety about schoolwork. Children with a malleable theory show more changes in strategies or increased effort, demonstrating that they have more of a desire for challenges (Dweck, 1999).

Carol Dweck's research is fundamental in the understanding of personal beliefs in intelligence. Through her extensive research, she has shown to be quite reliable in her theories about intelligence, especially those related to children. Her theories will add insight to the understanding of the motivational patterns of the elementary school aged children in this study.

Maslow's Theory of Hierarchy of Needs

Through his personal experiences and observations of monkeys (Poston, 2009), Abraham Maslow (1970) theorized that motivation consists of goals and needs, not a "drive" as indicated by other motivation theories. Motivation is a pull, instead of a push as defined by drive theories, and it is mostly unconscious. Motivation also manifests itself in behavior only in relationship to a situation or to others. Maslow felt that a sound theory must include the environment. He also claimed that the fundamental desires of humans do not vary much from one culture to the next. Rather, different cultures have different ways of satisfying that desire. Therefore, the ends are more universal than the means.

Through these fundamentals, Maslow (1970) established the Hierarchy of Needs. In this hierarchy, there are five basic levels of needs. One must satisfy the previous level in order to move on to the next level. However, the level of satisfaction may not necessarily be 100 percent; rather the more satisfied one is in a particular level, the easier it is to move up to the next level of the hierarchy.

Level One: Physiological Needs

In the first level of Maslow's hierarchy, one must satisfy his or her physiological needs. The purpose of meeting the physiological needs is essentially to establish homeostasis within the body itself. These specific needs would consist mainly of food and water. In essence, one who is without food and hungry would be motivated to find food to establish, once again, homeostasis within him/her-self. Whatever is lacking in the body, the body naturally does what is necessary to obtain it (Maslow, 1970). These physiological needs remain consistent throughout life (Poston, 2009). For instance, one must constantly have food and water. This level is not satisfied if food and water are consistently difficult to obtain. Schools attempt to satisfy these

physiological needs, especially for low income families, through programs, such as providing free and reduced breakfast and lunches to students in need (Martin & Joomis, 2007).

Children living in poverty often suffer from hunger. They may live in over-crowded homes or in dangerous neighborhoods. Economic hardships can also influence how parents interact with their children. The more challenging the economic situation, the less nurturing parents can be and the less consistent with discipline, also making abuse and neglect more common (Price & Howard, 2002).

Level Two: Safety Needs

Safety needs include security, stability, protection, and a freedom from fear (Maslow, 1970). These needs also vary from person to person (Poston, 2009). This need for safety can easily be observed with infants. For example, an infant, when startled by a noise or handled in a rough manner, will cry out. The infant does not feel safe and needs reassurance, usually to be held and comforted (Maslow, 1970). Children typically find their safety needs in their home through love and warmth. With a dysfunctional family, it is more difficult for a child to move up on the hierarchy. For adults, safety needs are usually more economic in nature, for example, one's job (Poston, 2009).

Level Three: Belongingness and Love Needs

Belongingness needs are more social in nature (Poston, 2009). Friends, spouses, children, and family usually satisfy the belongingness and love needs. These needs can also transcend into work colleagues and gang affiliations. This comes from a primal need also observed in animals, in their need to flock or to herd (Maslow, 1970). There are also different influences to the belongingness needs. These influences include education level of parents, neighborhood growing up, types of schools attended, and the other students at the school

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(Poston, 2009). In turn, whatever type of behavior that is learned and accepted also influences the individual's character and self-esteem at the next level (Poston, 2009).

Level Four: Esteem Needs

Esteem needs consist of stable and firm self-evaluations and self-esteem. Research suggests that self-esteem can occur as early as age two (Poston, 2009). The self-esteem level is divided into two different subgroups. The first subgroup is more on an independent level in which one needs to feel strength, achievement, adequacy, and competence (Maslow, 1970). The second subgroup is more of the individual's esteem needs in relation to others. Here, the individual would have a need for a good reputation, prestige, status and appreciation (Maslow, 1970). One would also seek validation and acceptance from peers at this level (Poston, 2009).

Level Five: Self-Actualization

Self-actualization is the top level in Maslow's hierarchy. This is where the individual feels that he or she is doing what fits for him/her as an individual the best. For example, an artist would be creating artwork, a musician would be creating music, etc. This level shows the greatest differences from one individual to the next (Maslow, 1970). In order for self-actualization to occur, the individual must be at least somewhat satisfied in all other needs. The individual becomes less concerned with pleasing others and more concerned with giving back and sharing whom they are with others. They look to better themselves and expand their own knowledge and talents. The ultimate goal here is to accept the self (Poston, 2009).

Though these levels are hierarchal in nature, one does not need to be completely satisfied in order to move to the next level. Instead, it is more percentage based. For instance, the more satisfied a person is at one particular level, the easier it is to move up to the next level (Maslow, 1970).

Exceptions to the Hierarchy of Needs

The hierarchy of needs is not a perfectly rigid entity. Rather, exceptions to the hierarchy can exist. According to Maslow (1970), love needs can be more or less skipped over in the case of a person who has had great lack of love in his or her life, or for a person who has a greater concern for self-esteem. Another possible exception would be in the area of creativeness. For some people, creativeness is not actually self-actualization, but rather a basic need. In addition, on occasion, if a need is fulfilled for a long period of time, say hunger, it can be disregarded in the attempt to satisfy a higher need, for instance, self-esteem. In addition, there are times when a person may be deprived of two basic needs. Though it may be natural to desire the lower of the two needs, one may not necessarily act on that desire. Finally, in the circumstances of high social standards or values, a person may give up everything for the sake of one particular value.

Maslow's Theory in Relation to Age

In a study conducted by Goebel and Brown (1981), the Life Motivation Scale was used to determine whether the Hierarchy of Needs is developmentally relatable. The instrument used descriptive statements to represent the five levels of needs for 11 different life components that were all age-equivalent. These statements were ranked from least to most important. The subjects were 111 children, adolescents, young adults, middle-age adults, and old adults, with relatively even distribution among the age groups and sexes.

The study revealed some differences among the age groups. Children had the highest physical need scores and the lowest self-actualization scores. Female children and adolescent males had low scoring love scales, but overall, love and belongingness was rated the highest need. This study shows that there are some developmental aspects related to Maslow's hierarchy of needs (Goebel & Brown, 1981).

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Overview of Hispanic Culture

As a preface to this overview, clarification of nomenclature is useful. Different terms, such as Latino, Mexican, etc. are used to describe the Hispanic culture. These terms are used consistently with the research provided. For the purpose of this study, the term 'Hispanic' will be used.

There are two main types of cultures, collectivist and individualist. The individualist culture focuses on personal identity, independence, self-fulfillment, and standing out among others. These are important factors to many Western societies, such as the United States. Individualists also thrive on competition and self-assertion (Trumbull & Rothstein-Fisch, 2011). The other main type of culture is collectivist culture. Collectivism focuses on the group identity, interdependence, social responsibility, and fitting in. These are traits indicative of many Eastern societies, as well as the Hispanic community. Collectivism also incorporates collaboration and respect for authority (Trumbull & Rothstein-Fisch, 2011). According to research (Fuligni, Tseng, & Lam, 1999), Hispanic culture tends to be collectivist in nature. This means that the interests of the group are more important than the interests of the individual. Decisions, behaviors, and self-definitions often reflect the group needs and values. In a collectivist culture, a key component is the family. An individual may also downplay his or her personal needs and desires if they conflict with the group needs. This is in contrast to the European-American individualistic culture where individual goals and interests typically come first.

According to (Fuligni et al., 1999), Latin-Americans socialize their children early in life. The children are expected to respect the authority of the family, as well as assist the family by ways of cooking or caring for other family members. These family obligations continue into adulthood. Children are expected to live at home until marriage, stay in close proximity to

parents when they move away from home, and to take care of other family members, oftentimes financially.

In the Hispanic culture, there is a greater emphasis placed on the group, as opposed to the individual's needs. Due to this emphasis, ideas of success among Hispanic students tend to integrate more social and moral dimensions into motivational needs, as opposed to strictly cognitive and academic achievement (Trumbull & Rothstein-Fisch, 2011). This may be due in part to the lack of consistent educational opportunities of the parents. Instead, Hispanic families feel that education also encompasses moral development, where a good student equals a good person. Praise is often a major part of teacher preparation in Western culture; however, praise can make some students, especially those of Hispanic descent, feel singled out (Markus & Kitayama, 1991). On the other hand, teacher support was very important to keeping Hispanic children engaged in school (Trumbull & Rothstein-Fisch, 2011).

In an action research project called Bridging Cultures Project, teachers and researchers came together to perform an ethnographic study. The teachers observed the cultural dynamics of their classrooms and integrated different teaching models to address the individual and collective culture needs in their own classrooms. The purpose of this study was to see how the teachers adapted their teaching strategies to accommodate their students' needs. The study showed that the teachers shifted from very individualistic to more collective from the pre-assessment to the post-assessment (Trumbull & Rothstein-Fisch, 2011). This shift in teaching strategies showed to be beneficial to the students.

Regardless of culture and schooling practices, parents are a child's first influences. From birth, until they enter into the education system, it is the parents who instill the earliest motivation and learning in their child. Family structures vary from family to family. The family

may include one or both parents, many or no siblings, extended family or none. This framework will begin the lifelong values that the child has in regards to learning and motivation.

The educational level of parents may also play a role in how parents influence their children. According to one study by Okagaki and Sternberg (2001), Mexican immigrant parents had an average of 7 years of formal education. According to the Pew Hispanic Center (2011), roughly 21 percent of Hispanic men and women, combined both native and foreign born, have less than ninth grade education. Many of these parents work as laborers, service repairs, or factory jobs (Goldenberg, Gallimore, Reese, & Garnier, 2001; Delgado-Gaitan, 1992) with a family yearly income around $11,000 to $14,000 (Delgado-Gaitan, 1992). Goldenberg et al. (2001) found that 53% of the Hispanic mothers in their study were homemakers. According to a study by Loera, Rueda, and Nakamoto (2011) possible reasons that immigrant Latino parents want their children to do well in school is for the child to have advancement in society, better job opportunities, and a greater ability to help less fortunate relatives.

Different cultures also place different values on education. In a summary of information from immigrant Latino parents' aspirations and expectations of their children (Goldenberg et al., 2001), several studies showed that "students' achievement levels can be improved by improving family attitudes toward schooling, such as parents' educational aspirations and expectations for their children" (p. 548). Two theories of why some Mexican-American immigrant parents develop lower aspirations and expectations for their children are due to ambivalent attitudes about the benefits of formal education and discrimination stemming from the lower job opportunities that they experience in the United States (Goldenberg et al., 2001).

However, a longitudinal study (Goldenberg et al., 2001) examined 81 elementary aged children (kindergarten through sixth grade) and their families in the Los Angeles area. This

study included both quantitative and qualitative research about parent aspirations and expectations, teacher ratings, and student's achievement scores. Parent aspirations for their children involve how high the parent would like their children to succeed. Expectations, on the other hand, involve what the parents actually expect from their children. The study found that parents strongly aspired for their children to complete a formal education at the university level. However, the parents' expectations were lower and less stable. There was a link between how the students were doing in school and the parents' expectations. There was also little indication that parents felt that discrimination was a significant factor.

According to Loera et al., (2011), "Latino families have a strong desire to be active participants and engage in school events to support their children's success in school" (p. 135). They also want their children to speak English, but still embrace their native culture regarding education, including the use of the Spanish language in the home life setting.

A study conducted by Delgado-Gaitan (1992) discovered that Mexican-American families, primarily the parents, do many things to help their children to do well in school. Parents provide economic resources for their children, even though financially they are limited. Economic resources include material rewards for good grades, regular bedtime, and a quiet, regular place to study and do homework. Parents also provide social resources necessary for success, including church organizations and family members to assist with school when the parents are not able. Though many Mexican-American parents are not fluent enough in English to help their children with all of their school work, they are quick to find an older sibling, cousin, aunt, or uncle who is able to help the child. Finally, the parents also provide high aspirations and expectations of their children. They want their children to do well in school so that the child can

have a better life. The parent expectations do change with regards to how well the child is performing in school.

Though Hispanic parents want their children to do well in school, and provide many resources necessary in order to help them succeed, there are still some factors that prevent parents from helping their children. According to Delgado-Gaitan (1992) there are three possible struggles that the Mexican-American parent faces. First of all, there is a difficulty understanding the material that the student is learning. Previously stated research indicates that many Hispanic parents have fewer years of formal schooling than the European-American parents, which can hinder certain parents' ability to help with certain concepts, especially for older students. Second, there is a significant language barrier that exists. Sometimes, it is difficult enough for the parents to understand the concepts that their child is learning, but adding a limited understanding of the English language can make these challenges more problematic. Third, socioeconomic strains can manifest in many different ways, such as limited resources and a small house size with a restricted amount of physical space for the child to have to do homework.

In summary, Hispanic parents want their children to do well in school. They provide them with as much support as they can as they progress throught the school system. Sometimes their expectations can be altered in accordance with how their child performs in school. Hispanic parents also frequently find other people who can help their children's educational needs if they are unable.

Collectivist and Individualist Cultural Values

Cultures can be defined as being collectivist or individualist in nature. There are also many defining characteristics of each. Overall, collectivist cultural values tend to relate the individual to his or her group or culture, or the world in general. Individualist cultural values, on

the other hand, underline the person as being a unique and independent individual (Mesquita, 2001).

In terms of achievement motivation, individualistic cultures main focus is on the self. These values tend to be more internal in nature, where the motivation lies within the individual's need to enhance the self in one way or another (Markus & Kitayama, 1991). For instance, one with an individualistic cultural value would become upset with failure because he or she was not able to prove him or her-self, showing others individual competency.

Collectivistic cultural values, on the other hand, focus mainly on the world and people around themselves. One of the main focuses of a collectivistic culture is the impact of the family and the family name. The ultimate goal of a collectivist in achievement motivation is to meet the expectations of others significant to the individual, such as the family (Markus & Kitayama, 1991).

Hispanic culture is shown to be collectivist in nature, quite the opposite of the individualistic nature of most European-American cultures that have dominated the education system in the United States. These individualistic beliefs lead to goals that include self-worth and self-fulfillment, which are quite contrary to the known collectivist culture values. Collectivist culture focuses more on achievement as satisfying the whole group, primarily the family, not just the individual. Maslow's hierarchy of needs addresses this issue of family and belongingness as a motivational tool. It appears as though the motivation of belongingness as defined by Maslow would begin to explain the collectivist cultural value, whereas the motivation of self-esteem would attempt to explain the individualist cultural value.

In order to examine motivational differences between cultural groups, comparisons between Hispanic and European-American fourth and fifth grade students were made. Gender

differences were also taken into consideration, in the event that there was an interaction between culture and gender. Differences in their beliefs about intelligence, achievement goals, esteem motivation, belongingness motivation, collectivist values, and individualist values were compared between cultures and gender. The relationships of collectivist and individualist values to esteem motivation and belongingness motivation were examined as well. This study addressed the three following questions: 1) Are there cultural differences in beliefs about intelligence? 2) Are there cultural differences in the achievement goals? and 3) Are there cultural differences in Maslow's needs?

CHAPTER 3

METHODOLOGY

In this chapter, research methods and analyses will be described for these three research questions: 1) Are there cultural differences in beliefs about intelligence? 2) Are there cultural differences in the achievement goals? and 3) Are there cultural differences in Maslow's needs?

Participants

The participants in this study were fourth and fifth grade students from two Catholic elementary schools and two public elementary schools in Wichita, Kansas. Approval to perform the study was gained from both the Catholic district and Wichita Public School district, then schools were contacted and inquired about allowing students to participate in the study. All students who returned an informed consent form (See Appendix B) signed by their parents participated in the survey. There was a total of 129 participants (Male = 50, Female = 79). Participants were fourth and fifth grade students at one of the four participating schools between the ages of 9 and 12 ($M = 10.05$; $SD = .721$). Ethnic status was Hispanic ($n = 40$) and European-American ($n = 89$). Twenty-nine of the participants were from a Catholic school; 100 were from a public school.

Instruments

Demographics. A questionnaire was constructed to gather all the data. The first section of the questionnaire obtained demograpic information about the students, such as age, ethnicity, and gender. The remainder of the questionnaire assessed the key variables in this study. The entire questionnaire is shown in Appendix D.

Beliefs about Intelligence. The second section, created by Carol Dweck (1999) and her collegues, measured beliefs about intelligence among the students. Beliefs about intelligence, or

implicit beliefs, describe the beliefs that students hold about their intelligence. This particular measurement was specifically created for children age ten and older. Three questions addressed the students' beliefs about intelligence and four questions addressed the different achievement goals, performance or learning. A specific question about beliefs about intelligence from the questionnaire was, "You can learn new things, but you cannot really change your basic intelligence." A specific question relating to performance and learning goals was "I would like MOST to work on problems that are easy, so I will do well." The original measurement used a Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). However, this scale was modified using input from the participants' teachers on scales with which some of the students already have familiarity. The students responded to both of these types of questions using a scale from one (Not at all like me) to six (Most like me). These are questions one through seven in the questionnaire, Appendix D.

According to Dweck, Chiu, and Hong (1995), the implicit measure showed validation from six different studies on the reliability and validity of these measures. The implicit beliefs measure had a high internal reliablility (.94 to .98). The test-retest reliability over a two-week interval was .80. Validity was also assessed using this study. However, malleable theory measures were not included because many respondents who endorsed a fixed theory drifted towards the malleable choices over time. This suggests that the malleable questions were highly compelling and not as valid. The implicit beliefs measure also shows independence of the respondents' sex, age, political affiliation, and religion.

Hierarchy of needs. The third section of the questionnaire involved questions pertaining to Maslow's theory of hierarchy of needs using parts of the Life Motivation Scale. This Life Motivation Scale was taken directly from Goebel and Brown (1981). A sample question used

from the Life Motivation Scale is, "I like doing things which make other people look up to me."

In this questionnaire, the students were asked to rank this need and four other needs-based

concepts on a scale from one to five, with one being the most important and five being the least

important. This section can be found in Appendix D, items eight through twelve. According to

the authors, the average test-retest reliability coefficient was .67 when administering the measure

to college students with a three-week interval between testings.

Cultural influence. The final section, the culture influence section, was adapted from

Chirkov, Lynch, and Niwa (2005). The questions were revised to improve understanding by

fourth and fifth grade students. The questions were also modified to combine the horizontal and

vertical aspects of both the individualist and collectivist cultural structures into one answer,

addressing either a collective or an individualist cultural perspective. An example of a question

pertaining to cultural influence was "When buying new clothes, I usually buy the clothes I

choose because:" Students will respond in a manner that corresponds to an individualist cultural

value (i.e. I like them or I want to impress others) or a collectivist cultural value (i.e. My parents

or friends like them). These items can be found in Appendix D, items 13 through 15.

Through prior research, these measures show both concurrent and criterion validity (see

Chirkov et al., 2005 for details). According to this article, they have also been widely used in

research and cultural sensitivity training. The scenarios presented in this section involved a

situation applicable to fourth and fifth grade students, followed by two choices: one addressing

an individualistic culture, the other addressing a collectivistic culture.

Procedures

Contact was made with the Superintendent of Wichita Catholic schools and permission

was granted to perform the research within the school district. Upon approval from the

superintendent of the Wichita Catholic Schools, six different grade schools (grades kindergarten through 8) were emailed. The six particular schools were chosen as they had the highest percentage of Hispanic students in the district. Of the six schools contacted, three responded positively to the research proposal, so those schools were selected to participate in the study.

Wichita Public Schools was also contacted and approval was granted to conduct the research project. The two schools were chosen as they had high Hispanic populations and cooperative principals.

Upon meeting with the thesis advisory board, the researcher was advised to revise the informed consent letters and cover letter to the parents to make the language more readable for the parents. Two other teachers of fourth and fifth grade students with experience writing letters to parents of Hispanic students were contacted to assist with the revisions. Both the informed consent and the cover letter were revised to accommodate the needs of parents.

After permission was granted to perform research in both of the school districts and individual schools, all materials and procedures for this research were submitted and approved by the Internal Review Board (IRB) from Wichita State University. Upon approval, each of the principals were contacted and times were scheduled to meet with the teachers to distribute the teacher letter, found in Appendix F, the informed consent form, found in Appendix B, and cover letter, found in Appendix A, to the students and schedule a time for the researcher to conduct the study with the students. The teachers were also given a bag of candy to distribute to the students as they returned their informed consent forms to increase the likelihood of students returning the forms.

A script, found in Appendix E, was composed prior to administration of the questionnaire to the students explaining the different parts of the questionnaire and answering possible

questions prior to administration. Two separate pilot studies were conducted prior to the first administration to assist with revisions necessary to the script.

After the pilot studies were conducted and appropriate revisions were made, the researcher went into each one of the classroom during a prearranged time within the school day to conduct the study. The researcher distributed the student assent form and questionnaire to the students, and then read the script to the classes as the students completed the survey in order to maintain consistency among the different classrooms. As the students completed the questionnaire, materials were collected and the students were debriefed, and then offered candy as a reward for completing the survey.

Pilot study number 1. In order to ensure that the materials and script were appropriate for the study, two pilot studies were conducted. The first pilot study consisted of two participants, ages 15 and 34 with experience with students of a fourth and fifth grade level. Both participants responded to the questionnaire in its entirety, offering suggestions to make it more understandable for the target population. One specific suggestion made was to include the definition of intelligence in the script. Another suggestion was to slow down when reading the questionnaire to the students. These suggestions were compiled and the appropriate revisions were made to the script.

Pilot study number 2. Using the suggestions and revisions of the first pilot study, a second pilot study was conducted. The second pilot study consisted of 21 fourth and fifth grade students in a Catholic school. There were 12 boys and nine girls, ages nine through 12, who participated in this study. The students and teachers went through the same procedure as the sample group to ensure workability of questionnaire and script in a classroom setting. Most of the questionnaire went smoothly however, the students were having a difficult time with the

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ranking of Maslow's needs. The majority of students were giving several different options a number one, or five, and leaving some of the other choices blank. More revisions to the script were made, specifically pertaining to the third section of the questionnaire, Appendix D, questions eight through twelve, involving ranking.

Data Analysis

The first two questions addressed in the analyses of the data include: (1) Are there cultural differences in beliefs about intelligence? and (2) Are there cultural differences in achievement goals? A two way analysis of variance (ANOVA) was conducted with culture (Hispanic vs. European-American) and gender as independent variables. Scores on beliefs about intelligence and achievement goals served as the dependent variables.

The third question addressed is the following: Are there cultural differences in Maslow's needs? A two way multivariate analysis of variance (MANOVA) was conducted. Culture and gender were the independent variables and scores for each of the Maslow needs (physiological, security, belonging, esteem, and self-actualization) were the respective dependent variables.

CHAPTER 4

RESULTS

The objective of this study was to explore the possible associations among culture and Dweck's theory of intelligence and Maslow's hierarchy of needs. Researchers have found evidence supporting the notion that the Hispanic culture is predominately collectivist in nature (Trumbull & Rothstein-Fisch, 2011), whereas the European-American culture is mostly individualistic. This could imply a possible relationship among these different cultures' theories of intelligence and performance goals, as defined by Carol Dweck and Maslow's hierarchy of needs.

In order to further explore these possible associations, three main questions were addressed. (1) Are there cultural differences in beliefs about intelligence? (2) Are there cultural differences in achievement goals? (3) Are there cultural differences in Maslow's needs? As an ancillary analysis, differences between gender were examined as well. This was conducted to check whether there was an interaction between gender and culture.

Descriptive Statistics and Psychometric Properties

Descriptive statistics were generated for all main variables in order to attain a general overview of the data. All items were within range and no extreme skewness was found. A descriptive statistics table can be found in Appendix G. Items for beliefs about intelligence and achievement goals were examined for inter item reliability. Cronbach alphas were at acceptable levels for each measure: learning theories CA = .80 and performance goals CA = .77. In the performance goals section, one of the items was removed from the analysis to improve the Cronbach alpha. This particular item was reversed, so it is possible that the participants were confused when answering the question.

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Data Analysis

In order to answer the first question, are there cultural differences in beliefs about intelligence (fixed or malleable), a two-way ANOVA was conducted with gender and ethnicity as the independent variables and the beliefs about intelligence as the dependent variable. There was one significant finding, a main effect for ethnicity: $F(1, 125) = 3.82, p < .05, \eta^2 = .03$. Hispanic students ($M = 3.86; SD = 1.21$) had stronger beliefs in fixed ability compared to European-American students ($M = 3.38; SD = 1.31$).

In order to answer the second question, are there cultural differences in achievement goals of learning (performance or mastery), another two-way ANOVA was conducted with gender and ethnicity as the independent variables and achievement goals as the dependent variable. There was one significant finding in the difference between gender: $F(1, 124) = 4.21$, $p < .05, \eta^2 = .03$. Girls ($M = 3.78; SD = 1.20$) had stronger beliefs in performance goals than boys ($M = 3.36; SD = 1.48$).

In order to answer the third question, are there cultural differences in Maslow's needs, a two-way multivariate ANOVA was conducted with gender and ethnicity as the independent variables and scores for each of the Maslow's needs as the dependent variables. The multivariate was statistically significant for ethnicity: Wilk's λ, $F(5, 121) = 3.95$, $p < .01, \eta^2 = .14$. Given the significance of the overall test, the univariate main effects were examined for ethnicity. It is important to note that the lower means indicate more importance due to the scale used to rate these items. Significant univariate main effects for ethnicity were obtained for esteem, $F(1, 125) = 3.82, p < .05, \eta^2 = .03$; self-actualization, $F(1, 125) = 4.56, p < .05, \eta^2 = .04$; and security, $F(1, 125) = 9.83, p < .05, \eta^2 = .07$. The results suggest that there are three significant differences regarding Maslow's needs and ethnicity. Hispanic students have a stronger need for

esteem (Hispanic: $M = 2.71$; $SD = 1.22$, European-American: $M = 3.18$; $SD = 1.25$) and security (Hispanic: $M = 3.61$; $SD = 1.46$, European-American: $M = 4.33$; $SD = 1.06$). On the other hand, the European-American students have a stronger need for self-actualization (European-Americans: $M = 2.77$; $SD = 1.13$, Hispanic: $M = 3.26$; $SD = 1.26$).   There were no significant ethnic differences for the physiological and belongingness needs. A discription of this data is found in Appendix H.

During the administration of the questionnaire, many of the participants were showing confusion over the last section (See Appendix D, items 13 through 15) of the questionnaire, specifically that neither of the items portrayed them sufficiently. Therefore, statistics were not run on those particular items. However, Fuligni, et al. (1999) stated that Hispanic students show a propensity to a collectivistic cultural identity, so it was assumed that the same results would be found in this study.

CHAPTER 5

DISCUSSION

Summary of the Study

The purpose of this study was to explore the differences in motivation between Hispanic and European-American students. There has been a dramatic increase in the Hispanic population in the United States, particularly over the past ten years. Hispanic students also show less than proficient achievement on standardized state assessment scores.

This study further explored the differences that exist between Hispanic and European-American cultures participants' personal beliefs about intelligence, achievement goals, and needs, according to Maslow's hierarchy of needs. Research by Carol Dweck (Dweck & Leggett, 1988) supported the notion that one's personal beliefs about intelligence and learning goals influences a person's own motivation. Dweck (1999) has also conducted research on students as they transition into middle school, as is applicable in this study. It was speculated these beliefs and goals may relate to cultural background, and hence, they may influence student motivation.

Exploring the relationship between these topics is important given the rapid increase in the Hispanic population, both in schools and society as a whole. In order to begin this exploration, participants were asked to complete the questionnaire in which they chose the degree of agreement for statements on scales assessing their tendency towards beliefs about intelligence (fixed or malleable) and achievement goals (performance or learning), as well as rank the importance of Maslow's hierarchy of needs.

The beliefs about intelligence and achievement goals section of the questionnaire was developed by Carol Dweck (1999). This particular section of the questionnaire was used by Dweck in research that involved students around the age of ten. The measurement was used in

this study to assess the participants' beliefs about their intelligence and their achievement goals. The next section of this questionnaire was adapted using parts of the Life Motivation Scale (Goebel & Brown, 1981) incorporating Maslow's hierarchy of needs.

Through the use of the participants' scores on the two above mentioned instruments, the following questions were addressed: (a) Are there cultural differences in beliefs about intelligence? (b) Are there cultural differences in achievement goals? and (c) Are there cultural differences in Maslow's needs? Two-way ANOVAs were run to answer the first two questions and a two-way multivariate ANOVA was conducted to explore the third question.

Findings and Their Implications

There were two significant findings that related ethnicity to beliefs about intelligence and Maslow's needs. The first significant finding revealed that Hispanic participants had a stronger tendency toward beliefs in fixed ability than European-American participants. According to Dweck's research (1999), students with a belief about fixed ability will demonstrate helplessness when faced with a difficult task. This fixed belief may be one factor that contributes to the less proficient status on standardized state assessments overall by Hispanic students (Kansas State Department of Education, 2013). However, this interpretation is made with caution, as it is made without knowledge of the participants' level of English proficiency or their socio-economic status.

Dweck (1999) also conducted a study concerning beliefs about intelligence of students as they transition into middle school. Her findings showed that students who held a fixed ability belief about intelligence often decline in class standings, such as grades. One possible interpretation is that with a fixed ability belief, a student may begin to doubt his/her intelligence,

thus leading to more stress and anxiety about school. This stress and anxiety may also lead to less than proficient performance on standardized assessments.

This doubt of intelligence could relate to another important finding of this study. The Hispanic participants also had a stronger need than European-Americans in the areas of esteem and security or safety. According to Maslow (1970) there are two different sub-levels in the area of esteem. One level is more independent and the other is more social in nature. On an independent level, one needs to feel achievement and adequacy to build esteem, which coincides with needing reassurance and comfort to feel secure. The previously mentioned belief in a fixed ability may also contribute to this need for esteem. When faced with a difficult task, a learner may feel that the task is out of his/her control, thus leading to feelings of insecurity. This could possibly explain the stronger need for both esteem and security for Hispanic participants.

Another interesting finding of this study was that European-Americans had a stronger need for self-actualization than Hispanic participants. This could be viewed as a relationship between European-Americans and an individualistic cultural value. According to Maslow (1970), self-actualization is the need that shows the greatest differences from one individual to the next. It is an opportunity for the individual to better him/her self by expanding knowledge and talents. Mesquita (2001) stated that with individualistic cultural values, it is important for the individual to be unique and independent, such as through the development of his/her talents or interests.

Yet another interesting significant finding was that both European-American and Hispanic participants ranked family and belongingness as the most important need among Maslow's hierarchy of needs. One possible interpretation of this study could be that the high need for belongingness among these particular participants could be related to the age group in

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which the study was conducted, as the majority of the participants were females and males who are nearing adolescence. In a study relating directly to Maslow's needs and children, Goebel and Brown (1981) found that female children and adolescent males had the highest ratings for belongingness needs.

Although not the focus of the study, another interesting finding was that female participants held a greater importance in performance goals in the area of achievement goals. According to Elliott and Dweck (1988) through performance goals, the individual attempts to pursue positive judgments of him/herself, avoid negative judgments, and prove his or her ability. These goals are based more on ability instead of effort. One possible interpretation of this finding is that in pre-adolescence, the female student needs a more positive perspective of herself as the uncertainty of adolescence begins to settle in.

Practical Implications

This research has many practical implications for society as a whole. Living in a country with a rapidly increasing Hispanic population (U.S Census Bureau, 2010) requires people to learn how to adapt to and appreciate cultural differences. Understanding the relationship between culture and beliefs about intelligence, achievement goals, and needs can provide insight, improved communication, and enhanced teaching methods when interacting with others from a different cultural background.

Specifically from an educator's standpoint, this study has educational implications as well. As all students in this study regarded family and belongingness as the most important part of their needs, it is important to ensure that families are involved in as much of their children's schooling as possible. The older the student gets, the harder it is to keep families involved, but this study indicates that family is still very important to pre-adolescent students.

To answer the question of how to motivate students, this study stresses the importance of influencing students to create a belief in malleable ability. According to the work of Carol Dweck (Dweck & Leggett, 1988; Mueller & Dweck, 1998) one strategy to promote this way of thinking is to give the students a task that takes time, but also allows them to succeed. Through this task, it is important to praise the students for effort, as opposed to smartness. One should also encourage learning goals, not performance goals. The key component of this strategy is to let the students make mistakes. The importance of allowing the students to make mistakes is teaching them how to interpret them. Mistakes should be treated as opportunities to learning new things. As the students become successful at the smaller tasks, they can stretch to more challenging tasks and tasks that take more time. Over time, the student should begin to transition to more of a malleable way of thinking. This principle is not just applicable to Hispanic students, but to all students, lacking motivation and otherwise.

Limitations of this Study

This study had several limitations. The sample size was modest, but there was unequal sample sizes among the different groups. For example, the European-American sample was over twice the Hispanic sample in this study. The females also significantly outnumbered the males. The fact that the participants were in a school setting at the time of the administration of the questionnaire may have also attributed to the outcomes of the study.

A second limitation related directly to the particular sample of this study is the socio-economic status (SES) of the participants. The participants were never asked to report their SES however, three of the four schools used had between 63 and 65 percent of the whole school as reportedly economically disadvantaged, and one school was 84 percent economically disadvantaged (Kansas State Department of Education, 2013). Therefore, it is not possible to

determine how much the participants' socio-economic status factored into the findings of this study.

Another possible limitation of the study is the possible different levels of English proficiency among the participants. Prior to conducting the research, the researcher asked the teachers if any of the students would have difficulty understanding the questionnaire. None of the teachers expressed any concern with his/her students understanding the questionnaire itself. However, this alone does not convey the level of English proficiency of the participants.

Another important limitation is found in the mere nature of self-reporting questionnaires. All of the questions were read to the participants, as well as defined when necessary, and the participants were asked to answer honestly. However, it is not possible to determine fully whether their answers were in fact thoughtful and truthful.

Finally, the design of the study was ex post facto and does not imply causation. Findings should be interpreted cautiously, as there is the possibility of the influence of unknown variables.

Future Research

This study provides several implications for future research. A larger sample size may reveal different significances between the different ethnicities. Conducting the study among schools that are more predominantly Hispanic may also show different significances, specifically in the area of cultural differences. Lastly, though it was not the focus of this study, a future study related to gender differences in regards to achievement goals may reveal beneficial differences as well.

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APPENDICES

Appendix A

WSU **WICHITA STATE UNIVERSITY**

Cover Letter to Parents

Dear parents/guardians,

My name is Erica Rumback and I am doing a research project as part of a Master's degree in Educational Psychology at Wichita State University. Your child's school has been chosen to help in this study. The study uses a worksheet that your child will do during the school day. The worksheet will ask your child questions about what makes learning interesting and exciting. These questions will help us better understand what helps children learn. ALL of your child's answers will be kept private.

If you will allow your child to participate in this study, please sign the Informed Consent form on the next page.

Thank you,
Erica Rumback

Estimados padres / tutores,
Mi nombre es Erica Rumback y estoy haciendo un proyecto de investigación como parte de una Maestría en Psicología Educativa en Wichita State University. La escuela de su hijo/a ha sido seleccionada para ayudar en este estudio. El estudio utiliza una hoja de trabajo que hará su niño durante el día escolar. La hoja de trabajo le hará preguntas a su hijo sobre lo que hace que el aprendizaje sea interesante y emocionante. Estas preguntas nos ayudarán a entender mejor lo que ayuda que los niños aprendan. Todas las respuestas de su hijo/a se mantendrán en privado.
Si usted va a permitir que su hijo participe en este estudio, por favor firme el formulario de consentimiento informado en la página siguiente.

Gracias,
Erica Rumback

Appendix B

Informed Consent of Students

Your child has been asked to help in a study on the motivation of students. Your child has been chosen to participate in this study since he/she is in fourth or fifth grade. There will be about 300 students of your child's age that will also participate in this study.

If you let your child help, he/she will be asked to do one worksheet that will take about *20 minutes* while at school. The worksheet will ask questions about his/her age, gender, and cultural background. He/she will also be asked to about his/her thoughts about learning skills, learning needs, and the role of family. Your child's answers will help us to know what motivates him/her to learn. ALL answers will be kept private.

There will be no risk to your child if he/she takes part in this study. All personal information will be kept private. In other words, all of your information will remain completely confidential and anonymous.

Participation in this study is completely voluntary. Your choice whether or not to let your child take part in this study will not affect his/her future dealings with your school. If you decide to participate, you may stop the study at any time without changing the standing of your student.

If you have any questions about this research, please ask us. If your child has questions during the study, we will be glad to answer them. You can contact us, Marlene Schommer-Aikins or Erica Rumback at Wichita State University, Wichita, KS (978-3325). If you have questions about your rights as a part of research, you can contact the Office of Research Administration at Wichita State University, Wichita, KS 67260 - 0007, telephone (316) 978-3285.

You will get a copy of this form to keep. You get to choose whether or not to let your child participate. Your signature indicates that you have read the information provided above and have voluntarily decided to participate.

_____
Student's name (please print)

_____   _____
Signature of Research Participant's Parent/Guardian   Date

_____   _____
Signature of Investigator   Date
Marlene Schommer-Aikins, PhD

_____   _____
Signature of Investigator   Date
Erica Rumback, BS

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Informed Consent – Spanish Translation

Consentimiento Informado de los Estudiantes

A su hijo/a se le ha pedido ayudar en un estudio sobre la motivación de los estudiantes. Su hijo/a ha sido elegido/a para participar en este estudio, ya que él /ella está en cuarto o quinto grado. Habrá alrededor de 300 estudiantes de la edad de su hijo/a, que también van a participar en este estudio.

Si permite que su hijo ayude, a él /ella se le pedirá que complete una hoja de trabajo que se llevará alrededor de *20 minutos*, mientras está en la escuela. La hoja de trabajo le hará preguntas acerca de su edad, sexo y sobre su cultura. A él /ella también se le preguntará sobre sus pensamientos acerca de habilidades de aprendizaje, necesidades de aprendizaje, y el papel de la familia. Las respuestas de su hijo/a nos ayudarán a saber lo que le motiva a él/ella a aprender. Todas las respuestas se mantendrán en privado.

No habrá ningún riesgo para su hijo/a si él /ella toma parte en este estudio. Toda la información personal se mantendrá en privado. En otras palabras, <u>toda su información se mantendrá completamente confidencial y anónima</u>.

La participación en este estudio es completamente voluntaria. Su decisión de permitir o no permitir que su hijo/a participe en este estudio no afectará sus futuras relaciones con la escuela. Si decide participar, usted puede dejar el estudio en cualquier momento sin necesidad de cambiar la posición de su estudiante.

Si usted tiene alguna pregunta acerca sobre esta investigación, por favor pregúntenos. Si su hijo/a tiene preguntas durante el estudio, estaremos encantados de responder a ellas. Puede contactarnos, Marlene Schommer-Aikins o Erica Rumback en Wichita State University, Wichita, KS (978-3325). Si tiene alguna pregunta sobre sus derechos como parte de la investigación, puede comunicarse con la Oficina de Administración de la Investigación en Wichita State University, Wichita, KS 67260 - 0007, teléfono   (316) 978-3285.

Usted recibirá una copia de este formulario. Tiene la oportunidad de elegir si desea o no que su hijo participe. Su firma indica que ha leído la información anterior y ha decidido participar voluntariamente.

_____
Nombre del estudiante (letra de molde)

_____   _____
Firma del padre/tutor del participante en la investigación   Fecha

_____   _____
Firma del Investigador   Fecha
Marlene Schommer-Aikins, PhD

_____   _____
Firma del Investigador   Fecha

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Appendix C

WICHITA STATE UNIVERSITY

Student Assent

My parent(s) have said I can do this worksheet if I want to in a study about the motivation of students who are my age. Sharing in this project is my choice and I have been told that I may stop at any time. If I choose not to do this worksheet, my grade will not be hurt in any way.

_____   _____

Name   Date

Note: This version of the survey indicates the concept being measured. These indicators will be removed when it is administered in the classroom.

Directions: Each item will be read to you. As they are read, please circle the number that best matches how you feel about each of the questions.

Age: _____ Boy Girl

Ethnicity (Choose one):

White African-American Hispanic or Mexican Native-American Asian-American

Country of origin: _____ Number of years family has been in U.S._____

Items 1-3 indicate beliefs about intelligence.
1. You have a certain amount of intelligence, and you really cannot do much to change it.

1	2	3	4	5	6
Not At All Like Me	Not Like Me	Not Much Like Me	Kind of Like Me	Like Me	Most Like Me

2. Your intelligence is something about you that you cannot change very much.

1	2	3	4	5	6
Not At All Like Me	Not Like Me	Not Much Like Me	Kind of Like Me	Like Me	Most Like Me

3. You can learn new things, but you cannot really change your basic intelligence.

1	2	3	4	5	6
Not At All Like Me	Not Like Me	Not Much Like Me	Kind of Like Me	Like Me	Most Like Me

Items 4, 6, and 7 indicate performance goals. Item 5 is a learning goal.
4. I would like MOST to work on problems that are not too hard, so I do not get many wrong.

1	2	3	4	5	6
Not At All Like Me	Not Like Me	Not Much Like Me	Kind of Like Me	Like Me	Most Like Me

5. I would like MOST to work on problems that I will learn a lot from, even if I do not look smart.

1	2	3	4	5	6
Not At All Like Me	Not Like Me	Not Much Like Me	Kind of Like Me	Like Me	Most Like Me

6. I would like MOST to work on problems that are easy, so I will do well.

1	2	3	4	5	6
Not At All Like Me	Not Like Me	Not Much Like Me	Kind of Like Me	Like Me	Most Like Me

7. I would like MOST to work on problems that I am good at, so I can show that I am smart.

1	2	3	4	5	6
Not At All Like Me	Not Like Me	Not Much Like Me	Kind of Like Me	Like Me	Most Like Me

For this section, rank these in order of importance to you, with 1 being the most important and 5 being the least:

8. I like doing things which make other people look up to me. _____ (esteem)

9. I like doing things with my friends and family. _____ (belongingness)

10. I like doing things which fill my physical needs, such as eating and sleeping. _____

(physiological)

11. I like doing things which let me develop my talents or interests. _____ (self-

actualization)

12. I like doing things which are planned ahead. _____ (security)

For this section, put an X next to the choice that best describes you.

13. I wear the clothes I choose because:

_____ I want to impress others. I

_____ My parents or friends like them. C

14. Imagine that two different people have asked you to spend the weekend with them.

Which one do you choose?

_____ A friend or a family member. C

_____A person who will make you seem popular. I

15. What is the most important behavior to show at school?

_____ Being obedient to the teacher. C

_____ being able to do ALL your own work to show that you are better than others. I

Appendix E

1. "Good morning/afternoon. My name is Erica Rumback and I am a college student. Thank you for participating in this research for me. Please get out a pencil while I pass out the worksheets to you."

2. "I will read this whole thing to you, so please don't jump ahead. The half sheet on the top is the student assent. It says…" Read aloud **Student assent** sheet. "Please sign your first and last name in your best handwriting. Today's date is _____."

3. "Please leave the 2 worksheets stapled together, but turn the page to the full sheet of paper. At the top, under where it says directions, it says age. Please write down your age on this line. Next to that, it says boy or girl. Please circle whether you are a boy or a girl. Below that, it says Ethnicity, circle one.
If you are white, Caucasian, or European American, please circle white.
If you are African-American or black, please circle African-American.
If you are Hispanic, Mexican, Latino, Puerto Rican, or Cuban, please circle Hispanic or Mexican.
If you are Native-American or American-Indian (not from India), please circle Native American.
If you are Asian-American, please circle Asian American.
If you are not sure, please circle the one that best describes you. Are there any questions?

On the next line, it says "country of origin." If you know the country that your family came from before they came to the US, please write it on the line, using your best spelling. If you don't know, please leave it blank. Next to that, if you know how many years your family has been in the US please write the number of years on the line. Again, if you don't know, leave it blank."

4. "Now we are going to start on the questions. Raise your hand if you have answered questions like this before. For the 7 questions on this page, you will be using the same scale.

1-not at all like me, which means this is not like you at all, not ever.
2-not like me, which means it is mostly not like you, but every once in a while you might think like this.
3-not much like me, which means usually you don't think like this, but sometimes, you might and more often than in not like me.
4- kind of like me, which means you think this way, but not very strongly or all the time.
5-like me, which means this is how you think, pretty much all the time.
6-most like me, which means this is how you think, all the time, without a doubt.

Basically, these answers are in order of how you feel or think, with 1 being the least like how you feel or think and 6 being the most how you feel or think. Are there any questions about the scale that we are using?

As you answer the questions, it is important for you to be honest. There is no right or wrong answer. This will not affect any of your grades. Just circle how you think."

5. Read each of the questions and the scale, pausing briefly after each question for the student to circle his/her answer. For questions 1-3, say that "intelligence also means smartness or how smart you are."

6. "Now turn the page over. The next 5 questions are tricky, so listen carefully. You are going to rank how important each one of these things are for you, with 1 being the most important, and 5 being the least important. You are only going to write one of each number. One number 1, one number 2, one number 3, one number 4, one number 5. Please wait until I have read all of the questions before you start writing numbers. I will put pictures on the board in the order that they are on your paper to help you remember which is which." Read each of the statements and post the corresponding picture on the board as they are read. Pause at the end to let the students write in the numbers.

7. "For the last section, you are simply going to put an X in the choice that BEST describes you. Neither one of them may be exactly like you, but pick the one that you feel BEST describes you. Are there any questions?" Read the questions and answers, pausing for the students to mark their answers.

8. "Thank you so much for participating in this study. Please leave the 2 pages stapled together. When I get home, I will take them apart so I will not know how anyone answered any of the questions. The information that you have given me will help me to understand better what students need to learn and how they think about their intelligence, and how important their family is to them. You were wonderful participants. I have left candy with your teacher to give you when he/she feels it is appropriate. Have a great day."

Appendix F

Letter to the Teachers

Dear teachers,

Thank you so much for allowing me to do this research project in your classroom. This study is part of my thesis requirements for a Masters' degree in Educational Psychology. It has been approved through WSU, the school district, and the principal. The purpose of this study is to better understand the motivational patterns among Hispanic students by comparing students' ideas about their own intelligence, having their needs fulfilled, and the role that their family plays (provided is a sample of the questionnaire). I will make this as little work for you as possible.

You have been provided with a folder and informed consent forms for the parents. I ask that you distribute the forms to the students in your class. There are translations into Vietnamese and Spanish, if necessary. The students are to keep the colored copy and send back the white copy. As the students return them signed, please put them in the provided folder and hold onto them for me until I return to do the questionnaire with your students (also provided is candy that you may distribute to the students who return the informed consent forms at your discretion). If it works better for you, feel free to include a class list in the folder with the names of the students checked off as they return the signed forms. Please keep in mind that I can only do the questionnaire with the students who return the signed slip.

I will be returning in the next week or two to do the questionnaire with your students. For this part, I will come to your classroom to read aloud the questionnaire while the students answer the questions. This should take between 20 and 30 minutes.

If you have any questions or comments about this process or the questionnaire, please feel free to contact me. My email address is ericarumback@hotmail.com or my phone number is 993-3846.

Thank you so much for your help,
Erica Rumback

Appendix G

Descriptive Statistics

Variable Name	Minimum	Maximum	Mean	SD	Skewness
Age	9	12	10.05	.72	.05
Beliefs in Intelligence	1	6	3.61	1.29	-.18
Performance Goals	1	6	3.92	1.34	-.52
Esteem (Maslow)	1	5	3.04	1.26	.05
Belonging (Maslow)	1	5	3.26	.90	1.35
Physiological (Maslow)	1	5	3.26	1.21	-.20
Self-Actualization (Maslow)	1	5	2.95	1.19	.11
Security/Safety (Maslow)	1	5	4.12	1.24	-1.39

Appendix H

Comparison of Maslow's Needs

Variable Name	Hispanic Mean	European-American Mean
Esteem	2.70*	3.19
Belongingness	1.70	1.59
Physiological	3.58	3.11
Self-Actualization	3.27	2.81*
Security/Safety	3.63*	4.33

Note: Lower means represent greater importance to the participant.

* $p < .05$