A HERO'S JOURNEY: RECOGNISING AND SUPPORTING THE ACHIEVEMENT MOTIVATION OF INTERNATIONAL SECONDARY STUDENTS

A thesis submitted by

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Abstract

Teenagers from Confucius Heritage Culture (CHC) countries who want to study at a Western university often complete their secondary schooling in the selected country to ensure university entrance. These students are known to encounter many challenges (Alexander, 2017; Kim & Okazaki, 2014; Popadiuk, 2009, 2010). While some students succumb to the obstacles, fail to thrive and return home, others, motivated by a range of influences, persist with their studies to reach their goal of entry to university. Using an interpretive research design and a case study approach, this study explored what motivated 15 CHC international secondary students to engage in and persist with their studies in Australian secondary schools, despite the challenges faced, to reach their goal of entry to university. Using a theoretical framework incorporating expectancy-value theory (Atkinson, 1957; Eccles et al., 1983), self-determination theory (Ryan & Deci, 2000) and the Hero's Journey narrative framework (Campbell, 1968), it was found that the students were motivated by a complex range of intrinsic and extrinsic influences that changed with context and over time. The students' beliefs included a perceived value of education, that study was their duty, a fear of failure and the belief that effort leads to success. Based on their beliefs, the students adopted a range of behaviours that increased the likelihood of their success. In addition to the beliefs and behaviours of the student, these teenagers perceived their schools played some role in supporting their achievement motivation by meeting their needs for relatedness, autonomy and competence and by providing intrinsically motivating learning environments. There were commonalities and differences in the students' beliefs and behaviours and their perceptions of the role of the school in supporting their achievement motivation, which led to the development of student models. These student models: The Self-determined Hero, the Hesitant Hero and the Wounded Hero are used to represent the students’ beliefs, behaviours and perceptions of support and to describe the achievement motivation of the students in different contexts and over time during their secondary schooling in Australia. Findings are discussed in light of relevant literature, and implications and recommendations for schools that host international secondary students are provided. In particular, recommendations address how schools can best recognise and support the unique nature of achievement motivation of each CHC international secondary student enrolled. Implications for further research are also provided.

Certification of Thesis

This Thesis is entirely the work of Helen Sheehan except where otherwise acknowledged. The work is original and has not previously been submitted for any other award, except where acknowledged.

Principal Supervisor: Associate Professor Stewart Riddle

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Student and supervisors’ signatures of endorsement are held at the University.

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Glossary of Terms

Academically Successful CHC International Secondary Students: Students who have achieved their academic goal of entry to university.

Achievement motivation: The drive to achieve academic goals.

CHC: Confucian Heritage Culture— Cultures guided by Confucian philosophy

CHC countries and territories: China, Hong Kong, Japan, Korea, Macau, Singapore, Taiwan, Vietnam.

Co-nationals: Individuals who come from the same country.

Host Nation: Country in which the International Student lives while attending school or university.

International Students: Individuals who have migrated on an International Student Visa for the purposes of gaining education.

International Secondary Students: International students who attend secondary school in their host country.

International Tertiary Students: International students who attend university in their host country.

List of Abbreviations

ATAR: Australian Tertiary Admissions Ranking
CAPS: Counselling and Psychological Services
ESL: English Second Language
EVT: Expectancy-value theory
EU: European Union
HE: Higher education
HSC: Higher School Certificate
IIE: Institute of International Education
LPO: Licenced Post Office
OECD: Organisation for Economic Cooperation and Development
SDT: Self-determination theory
UK: United Kingdom
US: United States
USQ: University of Southern Queensland

Chapter 1: Introduction—The Journey Begins

When faced with considerable challenges, one's motivation to achieve what was once a highly coveted goal can be significantly hampered or entirely quashed. This thesis explores how academically successful international secondary students from Confucius Heritage Culture (CHC) countries managed to maintain their motivation to achieve their academic goals despite facing substantial difficulties. In addition, this thesis explores how these students perceive the role of their Australian secondary schools in supporting their motivation to achieve their academic goal.

Chapter Overview

This introductory chapter provides a preamble for the dissertation. The narrative framework, the 'Hero's Journey', that guided the structure of this thesis, is introduced; background information on the field of international education is provided; the research problem is identified and the context of the study is outlined. Further, the significance of the research is justified and an overview of the research design, including the theoretical models developed as a result of this study is provided. This chapter concludes with an overview of the thesis, chapter by chapter, that outlines the research process.

The Hero's Journey Narrative Framework

In exploring and presenting findings on the complex nature of achievement motivation of CHC international secondary students, I have chosen the Hero's Journey template, as part of my methodological framework. The justification for the choice of this framework to explore students' understandings and to structure this thesis is addressed in full in Chapter 3, but the framework is briefly introduced here as this chapter plays an important role in the narrative account: it presents the context for the beginning of the journey.

In *The Hero with a Thousand Faces*, Campbell (1968) described a basic narrative pattern that is witnessed in world literatures throughout time. In this familiar narrative (see Figure 1.1), an individual undertakes a journey into a different physical world where they confront challenges, befriend allies and develop new powers or skills. With their skills and with help from allies, the hero overcomes all obstacles and succeeds in reaching their goal. The protagonist's physical journey ends where it began, with a return to home; however, their internal journey leaves them forever transformed: a more mature and capable figure who brings gifts to those who remained at home. It is this basic narrative pattern that is used to structure this thesis and guide the exploration and presentation of the achievement motivation of academically successful CHC international secondary students.

The Hero's Journey narrative framework was chosen to guide the exploration and presentation of findings on the achievement motivation of CHC international secondary students for several reasons. First, this template recognises phases of physical and temporal change, thereby providing an effective device to represent the influences on the students' motivation during different phases and over time. Further, this framework aligned seamlessly with the motivational theories—expectancy-value theory (EVT) and self-determination theory (SDT)—that informed the exploration of the students' motivation. In line with SDT, which prioritises an individual's inherent meanings and strengths (Ryan & Deci, 2000), the Hero's Journey narrative template puts focus on the student as the central player in their story. Additionally, the Hero's Journey schema was a natural fit with the relativist ontological and constructivist epistemological underpinnings of this study. The framework enabled exploration of the multiple, highly contextualised realities of the students, which were formed through their experiences and changed over time. The final reason for the choice of the Hero's Journey framework was a personal decision on how to best present the findings of my research to the teenage students that I teach. It was a focus of this study that findings could be taken back to my students to help them navigate their course through secondary school in a foreign country. This narrative schema was considered to be a highly accessible device for teenage students.

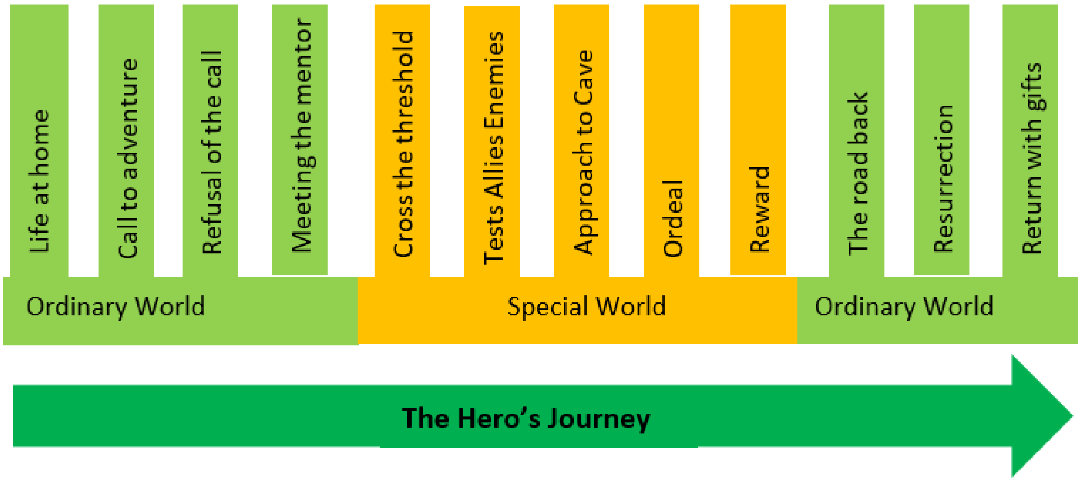

Life at home
Call to adventure
Refusal of the call
Meeting the mentor
Cross the threshold
Tests Allies Enemies
Approach to Cave
Ordeal
Reward
The road back
Resurrection
Return with gifts
Ordinary World
Special World
Ordinary World
The Hero's Journey

Figure 1.1. The stages of Campbell's Hero's Journey.

In this thesis, Campbell's narrative framework has been adapted (see Figure 1.2): several phases have been deleted in favour of an in-depth representation of other phases. A preview has been added to provide context and a review has been included to consider findings gained through the study. A full explanation of adaptations is presented in Chapter 3 in the conceptual framework.

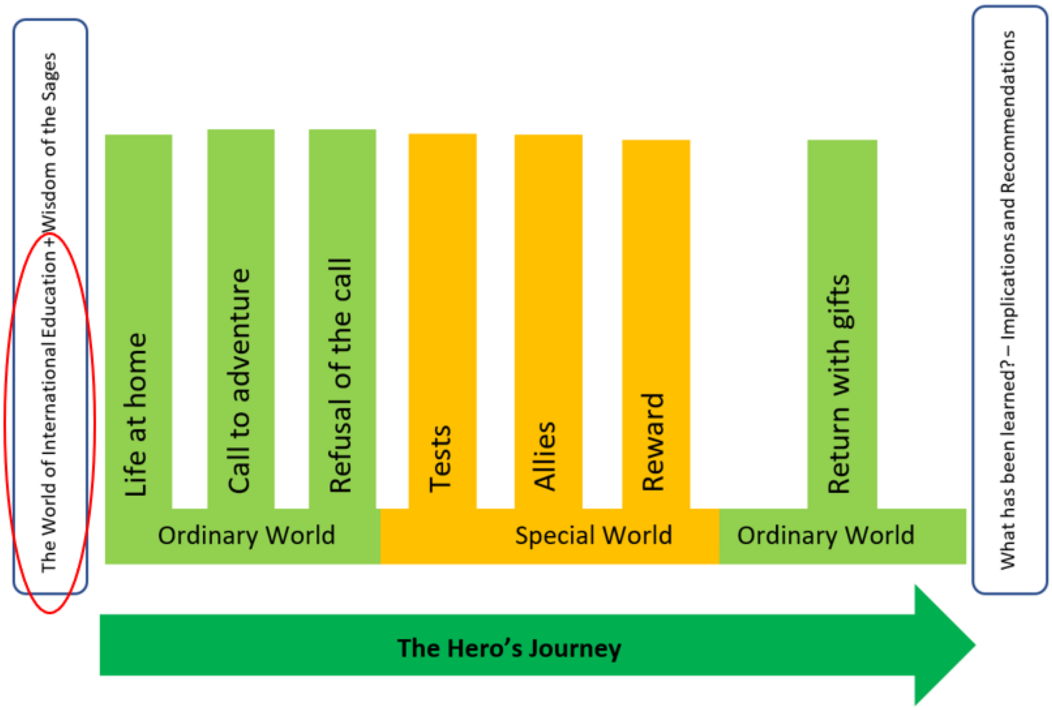

The World of International Education + Wisdom of the Sages
Life at home
Call to adventure
Refusal of the call
Tests
Allies
Reward
Return with gifts
Ordinary World
Special World
Ordinary World
What has been learned? – Implications and Recommendations
The Hero's Journey

Figure 1.2. Adapted Hero's Journey.

The purpose of this chapter, circled in red in Figure 1.2, is to provide an orientation to the journey that follows. This chapter outlines the who, what, where and when of international education, thereby providing the context before the journey of the students is examined. As part of this orientation, I introduce myself and identify the stimulus that sparked this investigation.

The Narrator: A Personal Perspective

This research project was ignited by a desire to better understand and support the CHC international secondary students with whom I work. Having worked with CHC teenage students for over 15 years, in various capacities: English teacher, counsellor, language teacher and in pastoral care, I too often witnessed students who struggled with motivation to persist with their studies. In my experience, international secondary students begin their time at school highly motivated to achieve their academic goal of university entrance in Australia. Most students are excited by the prospect of making friends with Australian classmates and experiencing a new culture. Many look forward to the prospect of a more enjoyable educational experience after leaving a taxing and highly competitive schooling system in their home countries. Despite harbouring a positive outlook at the beginning, these teenagers typically experience various challenges throughout their schooling in Australia that are destabilising and demotivating. Living far from family in an unfamiliar academic environment, these students can experience a range of challenges including loneliness, threats to safety, academic difficulties and racism.

Students differ in their ability to sustain motivation when faced with challenges. Some students become demotivated and their wellbeing is so severely hampered that they have no option but to return home. Other students struggle through bouts of demotivation, which negatively impact their wellbeing, yet they continue with their studies and eventually achieve their academic goal. While other students, drawing on effective resources, overcome challenges faced, sustain their motivation and enjoy a healthy mental state. I was inspired to undertake this research so that I could understand the influences on the motivation of this final group of students. With a sound understanding of these students' experience, I could share my knowledge with other students to help them overcome challenges and achieve their academic goals while maintaining sound wellbeing.

Background To The Study: The World Of International Education

The opportunity to broaden one's knowledge through education in a sphere outside of one's village is hardly a new concept. In 367 BC, Aristotle travelled from Macedonia to Plato's Academy—the first university, a journey of almost 600 kilometres, to do just that. Today, over five million individuals across the world enrol in foreign educational institutions to complete a school or university degree (OECD, 2019). Broadly termed *international students,* these education adventurers benefit from and contribute to a global knowledge culture, while also bringing significant financial returns to host countries (Hebert & Abdi, 2013). Relocation overseas to study is a worldwide phenomenon that has grown markedly post-World War II, mirroring the growth of globalisation of markets and labour. This growth has seen a fivefold increase since 1975 (Australian Government Productivity Commission, 2015). Seventy-five per cent of international students choose countries belonging to the OECD, with English-speaking countries attracting the majority of students (OECD, 2014). Fifty-three per cent of students come from Asia with China, India, Korea and Vietnam being the major source countries (OECD, 2019). A decision to pursue education overseas is driven by a variety of reasons including the desire to study at a prestigious institution, the inability to enrol in a chosen course in one’s own country and to develop skills to improve employment prospects. Further, students move to other countries to improve language skills, for the opportunity to gain permanent residency in the host country and to broaden their life experience through interaction with people from other nations (Bodycott, 2009; Eder, Smith & Pitts, 2010; OECD, 2013).

The benefits to host countries are many, including a more diverse student body, the development of social, academic, cultural and political ties between countries and the attraction of talented students. In some cases, study programs are part of a governmental labour strategy to acquire highly skilled immigrants (OECD, 2014; Sachrajder & Pennington, 2013). Additionally, the economic benefit to host countries is substantial, spurring some governments to make major efforts to attract foreign students (Australian Government, 2016a; OECD, 2014). Income from international students enables growth in educational institutions. Universities and schools can initiate and expand programs, offer courses previously not feasible due to economies of scale, finance building projects and fund a myriad of other initiatives that in some countries had stymied due to reduced government funding (Baker, 2019). For the countries that are the major providers of international education, this sector provides tens of billions of dollars per annum (Australian Government, 2016b; United Kingdom Council for International Student Affairs (UKCISA), 2016.). Though most international students are enrolled in tertiary education, a subset of students move to foreign countries to study while still in secondary school.

The Characters: International Secondary Students

Typically, international students who enrol in schools overseas to complete their secondary education live unaccompanied in their host country. Some students may live with an adult friend or relative while completing their schooling, but most find accommodation with host families, in boarding schools or with other international students. Throughout this paper, teenagers who reside in a foreign country without parents for the purpose of completing secondary school will be referred to as *international secondary students*.

Despite the interest of stakeholders in the expansion of this sector of international education (Australian Government, 2016a; Redden, 2016), there is a paucity of literature that explores the experience of international students enrolled in secondary schools (Chue & Nie, 2016; Nicola, 2017; Popadiuk, 2009). Data on international students enrolled in secondary schools are not as readily available as that on tertiary and postgraduate international students, assumedly due to their much smaller representation in host countries.

The 2019 OECD report, Education at a Glance, devoted 20 pages to international students at the tertiary level, but included no data on international students in the secondary sector. Statistics on this group were only available by searching individual countries' educational data and even then, figures are sketchy as summarised in a report by UKCISA (2016), 'There is no reliable source of data on international students outside the HE (higher education) sector' (p. 1).

Due to this lack of data, there is no global picture of international students at the secondary school level. However, in 2017 the Institute of International Education (IIE) released a report (Farrugia, 2017) that compared the characteristics of international students in secondary schools in Australia, Canada, the US and the UK. Although this report did not include the many other countries that host international students in their secondary sector, it did provide some indication of trends in teenage student mobility to the major English-speaking host countries. Complemented with compilation of data I undertook, the following paragraphs provide a picture of international secondary students within the major English-speaking host countries.

Reasons for Enrolling Overseas

Few papers have explored the perception of teenagers with respect to their reasons for choosing an international education (Waters, 2015). The 2014 report (Australian Government, 2015) of the Australian government's biennial International Student Survey (ISS) indicated that international students perceive that education in Australia will enable them to experience another culture and befriend host nation students. Findings from studies indicate several reasons why a secondary school education in an English-speaking country may be considered to be advantageous to teenage students. First, enrolling into a secondary school is seen as an attractive pathway to higher education in the host country (Australian Government, 2016a; Farrugia, 2017; Loriggio, 2017). It is perceived that enrolling while still in secondary school increases the likelihood of university admission over applying as an undergraduate when competition for places is greater and enrolment procedures more rigorous (Waters, 2015). Further, enrolling in secondary school is seen as an opportunity for students to become familiarised with Western academic expectations and skills, thereby easing the path to tertiary education (Farrugia, 2017; Waters, 2015).

Research indicates CHC parents strongly influence whether their children attend school overseas (e.g., Kim & Okazaki, 2014; Kuo & Roysircar, 2006; Sánchez, Fornerino & Zhang, 2006). Parents are lured by the prospect of finding alternative schooling options to the highly competitive and stressful nature of school in their home countries and they are enticed by the perceived creativity of the Western pedagogical model (Kim & Okazaki, 2014; Waters, 2015). Additionally, parents wish to increase their child’s competency in English, which they perceive as advantageous in the global employment market. In some cultures, the ability to provide an international education for one’s children is a signifier of status. With a growing middle class in many Asian countries, the number of parents who can afford to provide a secondary international education for their children is expected to continue to grow (Ashwill, 2013; Krantz & Meyers, 2016).

A Picture of this Student Group

Most international secondary students enrolled in Western countries come from Asia. In the US, 76.9 per cent of students come from East Asia. Fifty-eight per cent of these students are from China and the trend for increasing enrolments from this nation is continuing (Farrugia, 2017). In Australia, approximately 80 per cent of international students enrolled in secondary schools are from Asia, with 52.5 per cent of the total number of students coming from China (Australian Government, 2019a). The international secondary student population of Canada is largely from East Asia; sixty-seven per cent of enrolled students come from China, Vietnam, or South Korea (Farrugia, 2017). Due to political, economic and geographical ties, most cross-border secondary students residing in the UK are from EU nations. It is unclear yet whether the composition of the international student population in the UK will change due to its exit from the EU. Some suggest that numbers enrolling from the EU will fall because any student from this cooperative will now be categorised as an international student and pay higher fees (Black, 2017; Jones, 2016). Like the US, Australia and Canada, Asian nations still account for a large proportion of students studying in the UK: 40 per cent come from China and Hong Kong (Farrugia, 2017).

It is important to acknowledge here the individual differences among all students, even if they share a similar cultural heritage. Making generalisations about motivations, beliefs and behaviours about a cultural group that encompasses just over 1.6 billion people is challenging at best and foolhardy at worst. With this in mind, a plethora of empirical studies support the idea that students who have spent most of their school years in a CHC country have common motivations, attitudes, beliefs and behaviours that enable them to achieve academic success (e.g. Hau & Salili, 1996; Li, Chen & Duanmu, 2010; Rao & Chan, 2010; Wang & Neihert, 2015; Zhou, 2014).

An Area of Growth

The major English-speaking host countries have all witnessed growth in the number of students enrolling in their secondary schools over the last few years (Australian Government, 2018a; Farrugia, 2017). Australia recorded the largest increase (50.2%)

in the number of enrolments from 2013 to 2018 (Australian Government, 2013; Australian Government, 2018a). This growth may be linked to Australia's 2015 Federal Government policy to target growth in the international secondary education sector (Australian Government, 2016a). Details of this policy are covered in the section—The Australian Context.

Benefits to Host Countries

Host countries welcome international secondary students for several reasons. Their inclusion leads to an internationalisation of the school's student population (Farrugia, 2017), creates a more diverse student body and enhances the development of social, academic, cultural and political ties between countries. Additionally, some schools welcome international students because they provide substantial funds to counter losses caused by flagging local student numbers (Toppe, 2014). Beyond these benefits, enrolment of international students into the secondary sector is perceived as advantageous because governments of host countries can establish study pathways that may entice students to stay to attend university within the same country (Farrugia, 2014; Heslop, 2018; Resnik, 2012). These study pathways prolong the social and financial benefits to the host country. Recognising the advantages of enrolment of international secondary students, host nation governments prioritise their immigration (Australian Government, 2016a) and individual schools market directly to attract these students (Farrugia, 2017).

Policies dictating the enrolment of international secondary students differ among the major host countries. The US public school system does not allow enrolment of international school students beyond one year (Farrugia, 2017). Therefore, if international secondary students plan on using secondary school as a pathway to tertiary study in the US, they are more likely to enrol in the private schooling system. Ninety-four per cent of international students enrolled in secondary schools in the US are in the private system (Farrugia, 2017). State school admission policies regarding international students in the UK are quite restrictive. Students who are from EU countries currently have access, but enrolments from other countries are kept to a minimum (UK Government, 2017). As a result of this policy, most of the international students enrolled in secondary school in the UK attend private schools that make independent decisions about the composition of their student body. State schools, though, are beginning to market themselves to the growing Asian market as a possible alternative to the private system (Paton, 2014). The other major host countries—Australia and Canada welcome international secondary students into both their public and private schools and actively promote enrolment of this cohort (Australian Government, 2016a; Loriggio, 2017).

The previous paragraphs provided a picture of the nature and expansion of international secondary education sector in the major English-speaking host countries. The following paragraphs will provide more detail about this domain in Australia, the country within which this study took place.

The Australian Context

The Australian government has identified a focus of enrolling international students into the secondary sector to create study pathways for these students into tertiary education in Australia (Australian Government, 2016a). This government recognises that ‘growing our international student numbers at the school level will provide significant opportunities for continued engagement through further education’ (Australian Government, 2016a, p. 3). One of the actions prioritised within the

National Strategy for International Education 2025 is to ‘capitalis[e] on identified growth areas such as schools’ (Australian Government, 2016a, p. 31) and boost the numbers of international students enrolling in secondary institutions. As identified previously, Australia has seen growth of 50.2 per cent of international students in secondary schools from 2013 to 2018, so it appears that government policy may be effectively promoting growth in this sector.

The latest available data (October 2019) showed that Australian schools hosted 25 533 international students, which was 3.1 per cent of all international students in Australia (Australian Government, 2019a). The majority of these international students were in secondary schools. In relation to the most recent data available on numbers of students attending school in Australia (Australian Bureau of Statistics, 2018), this number represented approximately 0.66 per cent of the entire student body.

According to the latest ISS (2017b), which polled the views of international secondary students in Australian schools, Australia was considered to be a desired location because of its perceived safety, availability of accommodation and variety of leisure opportunities. Seventy per cent of students who participated in the survey stated that Australia was their first choice of destination and 94 per cent identified the goal of graduating from their secondary school in Australia straight to university. This last statistic suggests that the government’s proposal to increase international student numbers in the secondary sector to boost tertiary enrolments may be an effective plan.

Challenges Faced by these Students

Despite the appeal of studying overseas, the exercise of moving to a foreign country without family while still a teenager to complete a challenging academic course of study can present major challenges for these young students. Literature that explores the experience of these students is largely focused on the many and varied difficulties faced by these individuals (e.g., Kuo & Roysircar, 2006; Popadiuk, 2009; Wang, 2007) highlighting the challenge of moving to a foreign country to study as a teenager, without the support of family.

International secondary students face the following broad range of issues. First, because it is often a family member who has influenced their child to pursue international education (Kim & Okazaki, 2014; Kuo & Roysircar, 2006), students may be unmotivated to move overseas and therefore begin their study experience with a negative outlook (Kuo & Roysircar, 2006).

When living in their adopted country, these teenagers face a wide variety of challenges. They often struggle academically (e.g., Alexander, 2017; Gan, 2009; Kim & Okazaki, 2014) because they find their English language skills inadequate and they do not have enough time to improve these skills alongside the other demands of secondary school (e.g., Alexander, 2017; Kim & Okazaki, 2014; Kuo, 2011). Further, these students face obstacles with unfamiliar curriculum and fail to understand assessment procedures and expectations (Alexander, 2017; Gan, 2009; Newman & Newman, 2009). The different teaching and learning styles they encounter can lead to failure to academically achieve (Gan, 2009; Kuo & Roysircar, 2006).

Students also struggle socially. International secondary students report a desire to make more friends in their host country (ISS, 2014); however, several factors inhibit the formation of close ties with host nation students. Overseas students experience cultural dissonance between the ways of their home countries and their new home and do not understand the complex social patterns of teenagers from other countries (Alexander, 2017; Gan, 2009). Much of their inability to make friends with host nation youth stems from not being able to understand the accents and colloquialisms of their new peers (Kuo, 2011). Far worse than the inability to form friendships, international secondary students can be the victims of discrimination from host country students (Kuo & Roysircar, 2006), leaving them feeling vulnerable. Failure to make good connections with students from the host nation, can lead to loneliness and social isolation (Gan, 2009; Kim & Okazaki, 2014; Newman & Newman, 2009).

International students can also face physical threats. While empirical evidence on this type of menace faced by international secondary students has not been identified, my experience and media reports provide anecdotal evidence that these students experience threats to their safety (Groch, 2017; Lee, 2018). Empirical research on the experience of international tertiary students shows students are victims of physical attack, usually associated with racism (Brown & Jones, 2013; Lee, 2018; Nyland, Forbes-Mewett & Marginson, 2010).

Alongside these challenges, international secondary students may feel pressure from their families to gain admission to high-quality tertiary institutions on the completion of their secondary studies (Farrugia, 2017; Kim & Okazaki, 2014). Failure to achieve academically can then result in students feeling guilty for not meeting their parents' expectations (Kim & Okazaki, 2014; Newman & Newman, 2009). Compounded by the fact that their parents have paid a large sum of money for them to be educated in a foreign country, these students can feel enormous pressure to succeed in a challenging learning environment. The combination of failure to thrive academically and failure to repay their parents for their sacrifice can leave students feeling a high degree of anxiety and, as Kim and Okazaki (2014) describe, a 'pervasive sense of vulnerability' (p. 247). This sense of vulnerability may be exacerbated because international students, especially those from Asia, are reluctant to seek psychological support when feeling anxious or depressed (Dow, 2019). The severity of challenges faced by international secondary students can sometimes lead to distressing outcomes, including suicide (Dow, 2019; SBS News, 2019). Facing these many and varied difficulties, a teenage student's motivation to persist with their studies can be quashed or hampered.

Personal Experience of Students' Loss of Motivation

In my roles as teacher, counsellor and pastoral care advisor, I regularly witnessed students' loss of motivation and its sometimes-devastating effects. Some students' motivation to persist was worn down to a point where the student experienced an emotional or psychological breakdown. For some students, this breakdown happened quickly during the months after arrival. For others, it occurred in their later years due to the compounding and escalation of pressures in the senior school years. Some students' motivation and wellbeing were restored through extensive support from school staff, peers and family, but for some students, their only escape from the pressures was to return home.

Identification Of The Research Problem

The growth in the number of international students seeking to complete secondary school in Australia, coupled with the Australian government's plan to increase the number of these students suggests a rosy picture for this division of the international education sector. However, as outlined in the previous section, international secondary students can face significant challenges and for some students, these challenges can have a detrimental effect on their motivation to persist with their studies.

The ability for a student to maintain their motivation when faced by challenges differs with each individual. Some students draw on their own strengths and external resources, manage challenges faced, renew their motivation and thrive. For some international secondary students, the challenges slowly erode their motivation; feeling their resolve and external resources depleted, they persist with their studies but do not thrive. These students often present as depressed, anxious and withdrawn. They continue with their studies because they feel the costs of withdrawing are too great; the losses for themselves and their family that would be incurred, if they were to fail, push them to persist. These students may achieve their academic goal of university entrance but may carry with them ongoing mental health issues. Finally, for other international secondary students, the impact of challenges on motivation to persist is profound. These students do not appear to have the resources or will to continue with their studies. The challenges faced destroy their motivation to continue with their studies and for this student there is no option but to leave their host country secondary school and return to their home, usually in a compromised state of mental health.

Losses Associated with a Loss of Motivation

There are profound losses for various stakeholders when international secondary students lose motivation to complete their education. First, failure to reach their academic goal is a significant loss for the student. Losses are compounded because on return to their home country, they must attempt to catch up with their peers who have continued with their studies. It can take many years of study for these students to reach the academic level their peers have attained while they have been overseas. The loss to their family is also keenly felt. The student’s family has made a significant financial and emotional sacrifice to send their child overseas to study. To have them fail is likely to be of great shame to the family. Host schools feel the loss too; when a student leaves the school, it is a loss to the school body and the student’s friends. Additionally, it is a loss for staff and administration who have provided support for the student and have worked hard to help them try to achieve their goal. It is also likely that the school’s reputation as a provider of international education is tarnished. Finally, it is a loss to the host country. Nations fail to benefit from the internationalisation of the country’s population and the financial gain each student brings. Further, the failure of a student to reach their academic goal must negatively impact a host country’s reputation as a provider of quality international education.

Context Of The Study

This study was conducted in Australia and focused on one cultural group—students from CHC countries. The reasons for these choices are outlined here. First, Australia was chosen as the site to conduct this study because the international education sector has been a major economic and social interest for Australia for several decades. It is Australia’s third largest export, valued at $35.2 billion (Australian Government, 2019b) and, as indicated in the previous section, the focus on increasing enrolments of international students into the secondary school sector is a goal of the Australian government (Australian Government, 2016a). The cultural group that has been chosen as the focus for this study is students from CHC countries because this group makes up 76.9 per cent of the international student body currently enrolled in Australian secondary schools (Australian Government, 2019a).

Aim Of The Study

As identified in the previous paragraphs, much of the literature that has explored the experience of international secondary students has focused on the many challenges that these students face and the negative impact these difficulties can have on students.

Literature that explores how academically successful international secondary students cope with these challenges and maintain their motivation to succeed academically has not been identified.

Therefore, the goal of this study was to fill this gap in the literature and explore what motivated academically successful CHC international secondary students to achieve their academic goals while studying in an Australian secondary school. This study explored what influences helped them to overcome the challenges they encountered and fostered their motivation to complete secondary school and gain entry to university in the same country.

Purpose Of The Study

The purpose of this study was twofold. First, the study supported the development of an understanding of what drives CHC international students in Western secondary schools to strive to achieve their academic goals. Second, this research facilitated the development of an understanding of the perceptions that CHC international secondary students have in relation to the role of the school in supporting their motivation. This research focused on students who had achieved their academic goal of entering university and explored their perceptions of their achievement motivation and support for their achievement motivation. These students, who had successfully completed secondary school and were accepted into university, are referred to within this study as *academically successful CHC international secondary students.*

Significance Of The Study

Various stakeholders value the enrolment of international students at the secondary school level. To make this plan of enrolment a success, it is vital to gain a greater understanding of international student achievement motivation and the influences that foster this motivation. In examining this issue, this study has various benefits. First, this study adds new knowledge to the field of international education. Understandings of achievement motivation of academically successful CHC international secondary students has implications for practice. Although there is a considerable body of research that focuses on the experiences of international tertiary students, there is a paucity of literature on the experience of international students in secondary school possibly due to the relatively smaller number of students. However, it is precisely because this group is relatively small and that these students can face a myriad of challenges that their venture warrants advocates to make their experience public and raise consciousness on this issue.

From the perspective of benefits to host countries and educational institutions, understanding factors that positively influence achievement motivation for international students in secondary school will lead to long-term benefits. Compared to tertiary students, international secondary students generally make a longer-term commitment to residence in their host countries with almost all international secondary students planning to attend tertiary institutions in the country in which they have chosen to study (ISS, 2014; UKCISA, 2016).

Although the study focuses on Australia, it is argued that the findings are of interest to secondary schools that host international students globally. In understanding the nature of motivation of these students and how schools can positively influence motivation, school communities will be motivated to determine whether the same factors apply to their students and how best to facilitate programs for their own body of overseas students.

To date, no known study has explored the nature of achievement motivation of international students in Western secondary schools. Therefore, this study adds new knowledge to the internationalisation of education and achievement motivation. This knowledge may lead administrators and educators to implement changes in practice to better meet the needs of their international student body. With improved practice, host countries can continue to attract and retain international secondary students and enjoy all of the benefits they bring.

Methodology And Design

Careful consideration was given to which design would be most appropriate to explore the achievement motivation of teenage CHC international secondary students. As there is no known literature that presents the voice of young international students allowing them to explain their reasons for pursuing education overseas (Waters, 2015), a methodology that would prioritise the students' voices was favoured. Further, a methodology was sought that recognised that although the students shared the same experiences, their motivations may be different from each other could change over time. Additionally, it was considered to be important that the approach recognised that the students' perspectives on the role of the school could be quite varied. These characteristics of the research problem and context are consistent with a constructivist epistemology and relativist ontology within an interpretivist paradigm.

Interpretivism attempts to understand how individuals 'interpret and make sense of their world' (Hammersley (2012, p. 27). It recognises that phenomena are complex and cannot be reduced to observing interaction between elements (Phothongsunan, 2010) and builds a rich understanding of the participants' highly individualised experiences (Taylor & Medina, 2013). The ontological perspective of relativism recognises that realities are multiple, highly contextualised, formed through experiences and can change over time (Guba & Lincoln, 1994). This is apt for studying international students' conceptions of reality because the students are likely to hold a range of perceptions that will have been formed, and likely changed, as a result of their interactions in their Australian school environment.

In this study, focus on each participant's knowledge or individual reconstruction of understanding was of paramount concern. Accordingly, it was the epistemology of constructivism that guided this study. This worldview reflects my beliefs about how knowledge is created in interaction between researcher and students (Guba & Lincoln, 1994); that individuals construct meanings through social interaction with others as they interpret their world (Crotty, 1998) and that meaning making is highly subjective and dependent on the social and cultural background of individuals (Creswell, 2013). Additionally, constructivism recognises the complexity of views held by participants (Sarantakos, 2013), that multiple views of reality can exist (Denzin & Lincoln, 2005) and gives pre-eminence to the participant's view of events (Creswell, 2013). Therefore, this epistemology is a valid choice to interpret the different and multiple constructions of reality the students have formed through interaction with others in the school. This epistemological position acknowledges the highly individualised experience of each student despite their similar cultural heritage, and the voice of students is recognised as central to their experience.

Design: Single Case Study with Embedded Cases

Thus far, it has been determined that an interpretivist paradigm with a constructivist epistemology is the most appropriate for this study. Within this epistemological stance, a variety of approaches would be a good fit and several were considered, but due to the specific nature of this research project, the case study approach was deemed most appropriate. Seminal practitioners and theorists of the case study approach such as Merriam (1998), Stake (1995) and Yin (1994) stress the singular nature of the phenomenon to be studied and how it can be defined by clear boundaries. The case study approach, therefore, is highly appropriate for studying the conceptions of achievement motivation of a group of CHC students who all attended secondary school in Australia and who achieved their academic goal of university entrance. Within the narrative framework of the Hero's Journey, temporal boundaries of the single case study are clearly delineated; the case begins with the students in their home countries and concludes with their graduation to university. Within the single case study, embedded cases (the individual students) are examined to elicit commonalities and differences in perceptions. A full explanation and justification for the choice of research approach is presented in Chapter 3.

Data Sources and Analysis

The information needed to answer the research questions were the perspectives of academically successful CHC international students who attended an Australian secondary school. In particular, the conceptions these students had of the influences on their motivation and their perspectives on the role the school played in supporting their achievement motivation. Therefore, the data collated for this study came solely from the student participants—15 CHC international students who fit the above criteria. Data were analysed utilising a 13-step process and incorporating a theoretical framework comprised of the Hero's Journey template and the theoretical constructs of EVT and SDT. The process of data analysis is explained in detail in Chapter 3.

Chapter Outline Of The Thesis

As identified earlier in this chapter, The Hero's Journey narrative framework guided the presentation of this thesis.

Chapter 1: Introduction—The Journey Begins. This chapter provided context for the study. The narrative framework, the Hero's Journey, which guides the presentation of the chapters and forms part of the theoretical framework to examine the students' motivation was introduced. Additionally, this chapter provided background information on the field of international education, identified the research problem and outlined the context of the study. Further, the significance of the research was justified and an overview of the research design provided.

Chapter 2: Literature Review—Wisdom Of The Sages. This chapter presents a review of the scholarly literature pertinent to the study of the achievement motivation of academically successful CHC international secondary students.

Chapter 3: Methodological Framework—Gathering Stories And Telling The Story Well. This chapter outlines the methodology and design chosen to optimise effective exploration of the perceptions of the students and includes a justification for the choice of an interpretivist paradigm and the case study approach. An introduction to the Student Heroes and the students who participated in the study is included in this chapter. Further, this chapter outlines data collection methods, data analysis procedures, ethical considerations, verifications of the trustworthiness of the study and the scope and limitations of this project.

Chapter 4: Life At Home, Call To Adventure, Refusal Of The Call And Tests. This chapter presents findings and discussion on the students' lives before coming to study in Australia, the influences that motivated them to move overseas, the reluctance of some to move to Australia and the various challenges they faced during their time of study.

Chapter 5: Allies: The Student As Ally. This chapter presents findings and discussion on how the beliefs and behaviours of the students influenced their achievement motivation.

Chapter 6: Allies: The School. This chapter presents findings and discussion on the students' perceptions of the role the school played in supporting their achievement motivation.

Chapter 7: Discussion, Implications And Recommendations—The End of the Hero's Journey? This chapter presents the final two phases of the students' educational journey and a summary and discussion of the findings of the study. Further, this chapter outlines implications of the findings and provides key practical recommendations for schools that host international secondary students. This chapter also identifies limitations of the study, explains the originality of the project and provides suggestions for future research.

Chapter 8: Conclusion

The Journey So Far

The first phase of the Hero's Journey concludes here. This introductory chapter provided context for the study of the achievement motivation of academically successful CHC international secondary students in Australian schools. This chapter provided background information on the field of international education and the sector of international secondary education. The challenges faced by teenage students living far from home were identified and the impact these challenges can have on their motivation outlined. The purpose of this study to develop understandings about the students' achievement motivation has been identified and the significance of the study explained. With a sound understanding of the world of international secondary education and its setting and characters, the next chapter presents knowledge from the body of literature on CHC students, international students and the field of achievement motivation.

Chapter 2: Literature Review—Wisdom Of The Sages

The purpose of this research project is to explore the nature of achievement motivation of academically successful CHC international secondary students and their perceptions of the role of their schools in supporting their achievement motivation. Maintaining motivation is central to achieving one's academic goals. Developing an intricate understanding of what drives individuals to pursue their academic goals and understanding students' perceptions on how their schools foster or thwart this drive, can aid practitioners to find ways to best support their students' motivation.

The literature illuminating the research topic encompasses the key areas of:

1. Student beliefs and behaviours that influence motivation; and
2. The role of the school in influencing student motivation

The purpose of the review is to synthesise relevant literature within these two areas of focus to provide sufficient background for the reader to understand the relationship of this literature to the focus of this project. Further, this review provides an understanding of the influences that foster or thwart achievement motivation for academically successful CHC international secondary students.

While these two areas of focus are presented separately within this review, they are interconnected in a complex way which will unfold throughout the review of literature (see Figure 2.1).

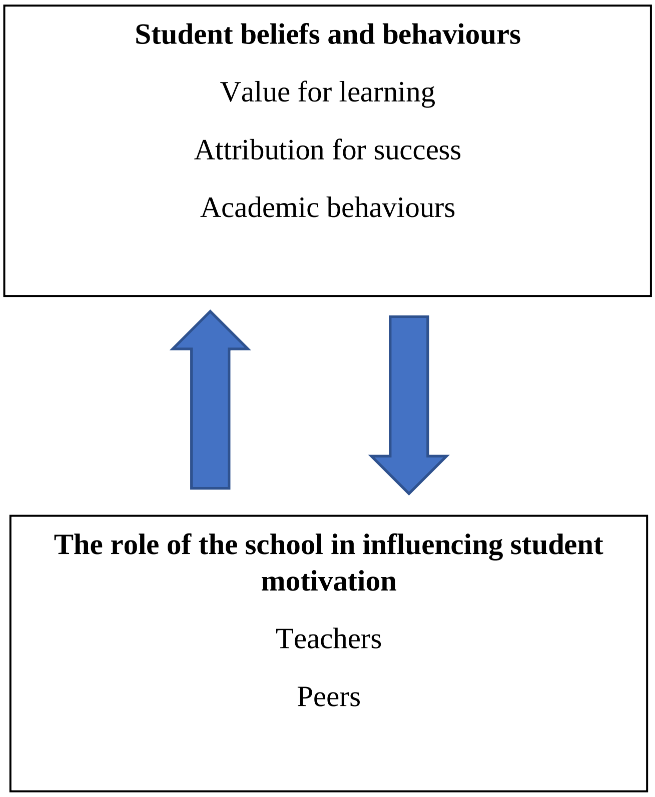

Student beliefs and behaviours
Value for learning
Attribution for success
Academic behaviours
The role of the school in influencing student motivation
Teachers
Peers

Figure 2.1. Interconnectedness of themes.

The review of literature begins with a definition of achievement motivation. Following this, an outline of the two theories of motivation employed to investigate the achievement motivation of the students is presented. The choice of these two theories of motivation is explained and justified. Following this, the review presents literature on how a student's beliefs and behaviours influence their motivation to engage in and persist with their studies. Then, literature related to the role of the school in influencing the achievement motivation of students is examined. Both sections of the review highlight consensus, complexities and deficits in understandings of the achievement motivation of CHC students and the role of the school in supporting the achievement motivation of these students. The focus of this chapter is shown in Figure 2.2 by the red circle.

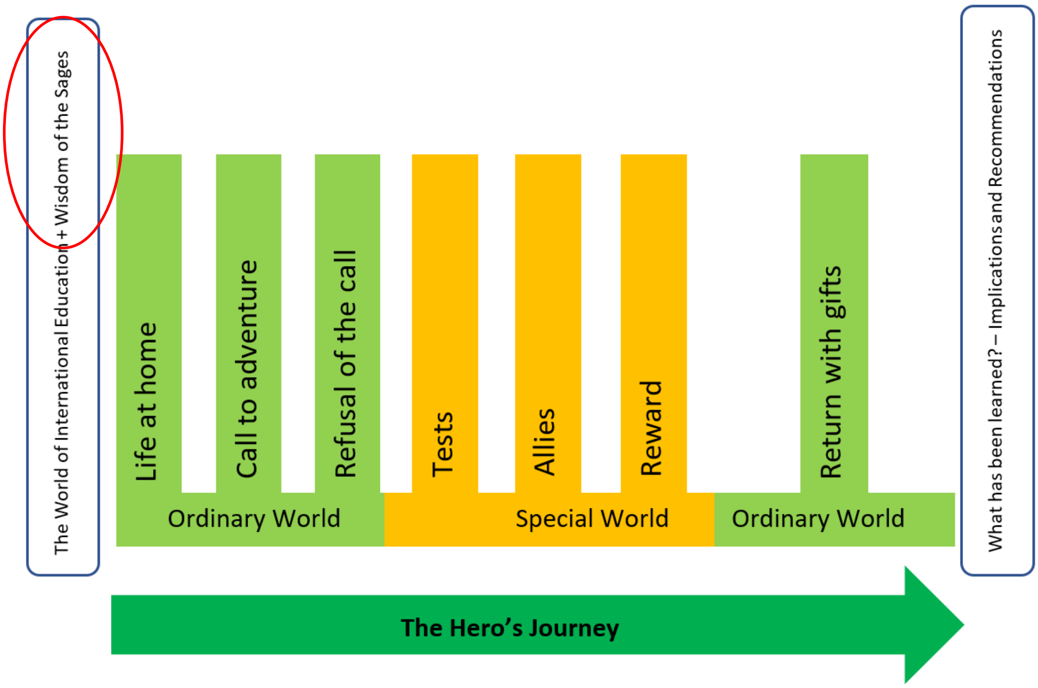

The World of International Education + Wisdom of the Sages
Life at home
Call to adventure
Refusal of the call
Tests
Allies
Reward
Return with gifts
Ordinary World
Special World
Ordinary World
What has been learned? – Implications and Recommendations
The Hero's Journey

Figure 2.2. Focus of this chapter: Wisdom of the Sages.

As shown in Figure 2.2, the focus of this chapter, is to build on the context provided in Chapter 1. In combination with information provided in the first chapter, the material presented in the literature review helps set the scene for the study of the achievement motivation of academically successful CHC international secondary students.

This section begins with a definition of the phenomenon that is central to this study: *achievement motivation*. This concept can be defined as the need to persist with and apply vigour to tasks, with the goal of pursuit of excellence relative to some standard (Colman, 2015; Singh, 2011; Wigfield & Eccles, 2000). Theorists who study achievement motivation in relation to education recognise that achievement motivation includes beliefs and behaviours of an individual that influence their planning, engagement in academic tasks, persistence and vigour with chosen tasks and performance (e.g., Eccles, Wigfield, & Schiefele, 1998; Murphy & Alexander, 2000; Pintrich & Schunk, 1996).

Theoretical Framework

A thorough review of literature was undertaken to provide the grounding to explore what shapes the motivation of CHC international secondary students, as well as how they perceive the role of the school in supporting their achievement motivation. In the review of literature many theories of motivation were identified and explored; however, two theories were chosen to explore this topic because of their suitability in enabling a comprehensive examination of the achievement motivation of CHC international secondary students: expectancy-value theory (EVT) (Eccles et al., 1983) and self-determination theory (SDT) (Ryan & Deci, 2000). These two theories of motivation are used in combination with the Hero's Journey narrative framework to examine the nature of the students' achievement motivation and their perceptions of the role of the school in supporting their motivation.

Expectancy-value Theory

John Atkinson (1957) proposed a model to explain the motivation of individuals combining the two constructs of expectancy for success and subjective task value. This model was subsequently developed by Jacquelyn Eccles and colleagues who, in numerous empirical studies, explored the suitability of this theory in explaining the achievement motivation of students (e.g. Eccles, 1987; Eccles et al., 1983; Eccles et al., 1993; Wang & Eccles, 2013; Feather, 1982, 1988; Pekrun, 2000; Wigfield, 1994; Wigfield & Eccles, 1992, 2000, 2002). EVT posits that a person's choice, effort, performance and persistence in activities is influenced by how well they expect to perform the activity and the value that the individual places on the pursuit (Atkinson, 1957; Eccles et al., 1983). Expectancy of success and subjective task value, according to this theory, are affected by several influences including a student's self-efficacy, their perception of task difficulty, individual goals of the student and their self-schema. The value component of this theory provides a framework to explore the reasons why individuals become involved in tasks or activities and how they define the value of this pursuit. The value component of this theory is comprised of four sub-components: *intrinsic value*—the task has value because it is pleasing to perform or be engaged in this activity; *attainment value*—the task is perceived as being important to the individual's self-identity or aligning with one's sense of self; *utility value*—a task has value because it has a useful or relevant outcome for the individual; and *cost*—a perceived cost is incurred in engaging in the activity. This final sub-component, unlike the other components, recognises that there is a negative outcome for the individual as a result of engaging in the task.

EVT was considered to be an appropriate theory through which to explore the influences on motivation of CHC international secondary students for various reasons. First, it is a theory that has been utilised in numerous empirical studies that have explored the nature of motivation of students (e.g., Bong, 2001; Gao, Lee & Harrison, 2008; Trautwein et al., 2012). To date, research that has utilised EVT to explore the achievement motivation of CHC international secondary students has not been identified, although several researchers have employed this framework to explore the nature of motivation of CHC students in their own countries (e.g., Chiang, Byrd & Molin, 2011; Liu, Cheng, Chen & Wu, 2009; Lu, Weber, Spinath & Shi, 2011) and tertiary CHC international students (Bodycott, 2009; Gareth, 2005; Zhou, 2014). Finally, EVT allows for an exploration of the influence that culture has on one's expectancy to succeed and the values that individuals place on tasks (Eccles, 1984; Wigfield, Tonks & Eccles, 2004).

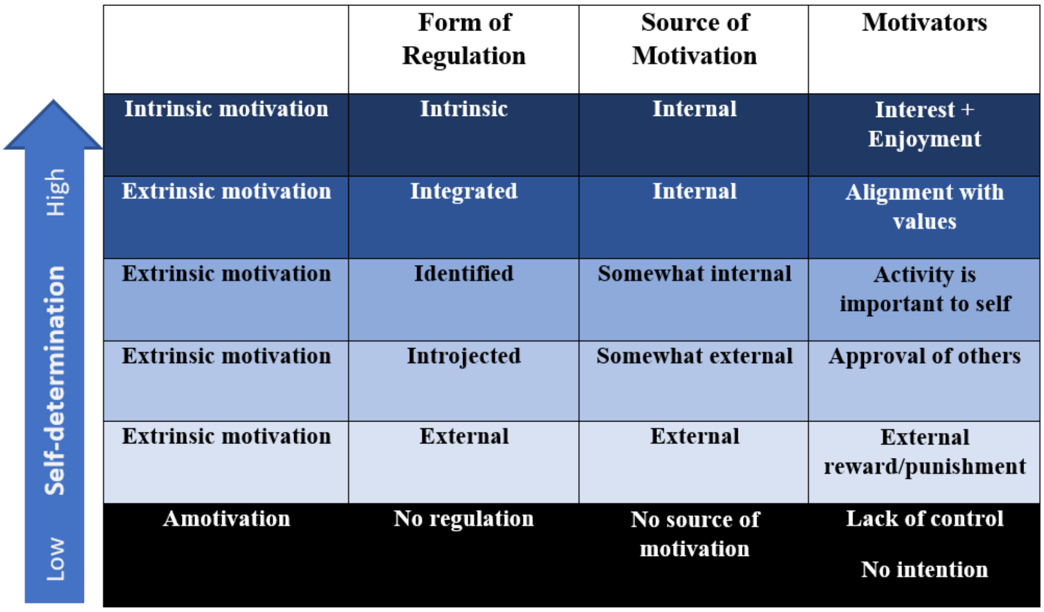
The constructs from this theory that provided the framework to study the motivation of the students were the subjective task value constructs of intrinsic value, attainment value, utility value and cost. These were chosen because they provide a lens through which to examine the value the students' place on academic endeavours.

Self-determination Theory

SDT (Ryan & Deci, 2000) was chosen as the second theory of motivation to explore the achievement motivation of academically successful CHC international secondary students. SDT allowed a careful examination of the influences on the achievement motivation of these students and on how they perceived the role of the school in supporting their motivation. SDT is considered to be an empowering theory of motivation because it is grounded in positive psychology. It acknowledges learners' strengths and unique meanings and trusts the learner to employ self-regulation to achieve academically (Ryan & Niemiec, 2009). Therefore, it is a theory that shows respect for an individual's past and trusts them in determining their growth. Further, SDT recognises the essential role the school plays in nurturing the inherent strengths of students through meeting their basic psychological needs for autonomy, competence and relatedness (Ryan & Niemiec, 2009). In meeting these needs, schools foster students' intrinsic motivation to learn and enable students to internalise important educational outcomes for which their motivation may be extrinsically sourced (Ryan & Niemiec, 2009). These conditions create an environment that allows students to thrive.

SDT theory accounts for an individual's unique meanings and posits that people are naturally motivated to improve themselves (Ryan & Niemiec, 2009). In an educational context, this means that people have an inbuilt interest in learning. SDT embodies a strong focus on understanding the factors that foster or thwart this motivation to improve oneself (Ryan & Deci, 2000). SDT recognises that motivation exists on a continuum from intrinsic motivation, which is a desire to perform an activity of one's volition because it is interesting or enjoyable, to extrinsic motivation that is the desire to perform an activity because of an external motivator or reward (Ryan & Deci, 2000).

Although SDT identifies the two forms of motivation—intrinsic and extrinsic motivation—the recognition that motivation can be described as falling anywhere on the continuum from amotivation to intrinsic motivation does not pigeonhole the understanding of motivation into a strict dichotomy (see Figure 2.3).


High
Self-determination
Low

	Form of Regulation	Source of Motivation	Motivators
Intrinsic motivation	Intrinsic	Internal	Interest + Enjoyment
Extrinsic motivation	Integrated	Internal	Alignment with values
Extrinsic motivation	Identified	Somewhat internal	Activity is important to self
Extrinsic motivation	Introjected	Somewhat external	Approval of others
Extrinsic motivation	External	External	External reward/punishment
Amotivation	No regulation	No source of motivation	Lack of control No intention

Figure 2.3. The self-determination theory continuum of motivation.

Intrinsic Motivation

SDT posits that people naturally seek out activities that are new and inherently enjoyable and that intrinsic motivation can be nurtured or thwarted by external factors

(Ryan & Deci, 2000). SDT presupposes that individuals express intrinsic motivation when they perceive feelings of competence in the action. Further, this feeling of competence must be accompanied by autonomy—a sense of volition in undertaking the action (Ryan & Deci, 2000). Relatedness also plays some part in expression of intrinsic motivation as well, whereby individuals who enjoy supportive relationships are more likely to express intrinsic motivation (Ryan & Deci, 2000). It is not vital, that the individual be in close proximity to the support person, but perception of a ‘secure relational base’ (Ryan & Deci, 2000, p. 5) elicits intrinsic motivation. According to SDT, intrinsic motivation to learn can be harnessed or thwarted by the educational setting (Kage & Namiki, 1990 [as cited in Ryan & Niemiec, 2009]; Ryan & Deci, 2000). As intrinsic motivation is internally sourced and congruent with the individual’s sense of self it is considered to be easier to sustain (Ryan & Deci, 2000).

Extrinsic Motivation

Individuals experience intrinsic motivation to engage in activities that they find enjoyable or interesting; however, not all tasks deemed important, necessarily promise enjoyment and therefore individuals can struggle to be intrinsically motivated to engage. In such cases, individuals can sometimes be effectively motivated to engage by extrinsic methods. SDT suggests four degrees of extrinsic motivation that vary in the degree to which motivation is internally regulated: *external, introjected, identified and internalised* (see Figure 2.3). SDT postulates that extrinsic motivation is best sustained if it has been internalised by the student (Ryan & Niemiec, 2009). Internalisation of extrinsic motivation can be defined as the adoption of the external motivation into the person’s value system so that it functions from an internal source. As students typically internalise the behaviours, attitudes and knowledge around them (Ryan & Niemiec, 2009), schools play a vital role in enabling students to internalise important extrinsic outcomes to achieve academic goals. SDT recognises that students arrive in the classroom with different motivations, beliefs and behaviours that are to be valued and nurtured rather than ignored or manipulated.

Although no studies specifically applying SDT to the achievement motivation of CHC international secondary students have yet been identified, various empirical studies have employed this theory in exploring the motivations of CHC students in their home countries (e.g., Jang, Reeve, Ryan & Kim, 2009; Vansteenkiste, Zhou, Lens & Soenens, 2005; Yamauchi & Tanaka, 1998) and CHC international tertiary students (e.g., Vansteenkiste, Lens, Soenens & Luyckx, 2006; Vansteenkiste, Zhou, Lens & Soenens, 2005).

The respect for the individual inherent in SDT made it an ideal framework through which to study the unique and complex influences on the achievement motivation of academically successful CHC international secondary students. Employing SDT in this study facilitated acknowledgement of the unique meanings and beliefs of the students, enabled recognition of their strengths and enabled an exploration of the role they played in their own academic success. Further, SDT provided the means to understand the students' perceptions of the role of their schools in supporting their achievement motivation. The constructs within this theory enabled an examination of the ways in which schools fostered or thwarted the students' motivation by meeting, or not, their psychological needs for autonomy, competence and relatedness. Explanation of the suitability of using these two theories of motivation to explore the motivation of students from CHC countries is addressed in the following sections.

Addressing the Applicability of Western Theories

Various theorists who have studied the nature of motivation of CHC youth have questioned the applicability of theories that have been developed in the West to the experience of individuals whose beliefs, attitudes and practices have been formed by Confucian philosophies (e.g., Biggs, 1998; King & McInerney, 2014; Rao & Chan, 2010). These researchers argue that models of motivation developed by theorists who largely reside and work in Western countries cannot adequately encompass or understand the motivational influences of individuals who have grown up in a society that reflects a Confucian philosophy.

Kumar and Maehr (2007), in their examination of the applicability of Western motivational theories to individuals who come from the East, cautioned that one must keep in mind that the theory of self that is at the centre of motivational theory, must be recognised as being different between the East and the West. They argued that if theories developed in the West were to be applied in an examination of the motivation of individuals from Eastern countries, they must keep in mind the contrasting sense of self that these two philosophical systems predicate. Kumar and Maehr stressed that it is vital to understand the meaning and interpretations individuals hold about motivational terminology. For example, the term *autonomy* may have a very different meaning for an individual raised in the West compared to one raised in the East. Rao and Chan (2010) also warned of the dangers of applying Western theories to CHC learners. They stated that the greatest handicap to valid research about CHC learners is the reliance on Western concepts ‘without considering indigenous or emic cultural meanings’ (p. 43). They argued for an exploration of the ‘thoughts, feelings and behaviour[s]’ of CHC learners as they grow and learn in their cultural contexts (p. 43).

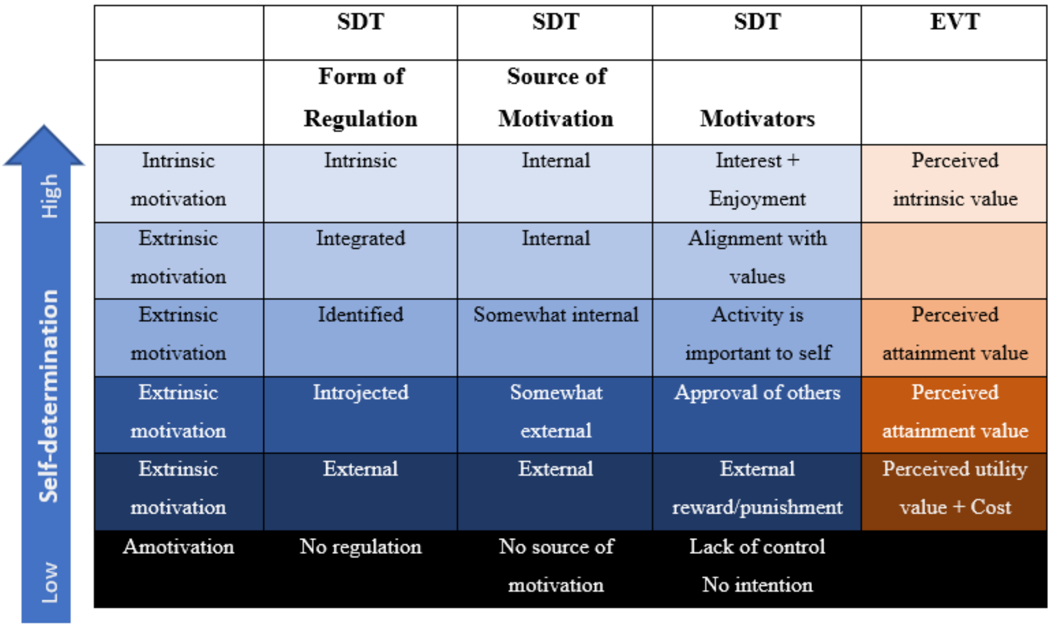
Watkins (2000) suggested that the intrinsic–extrinsic dichotomy that is the keystone of Western theories of motivation is one that does ‘not travel to the Orient’ (p. 166). He asserted that the many influences that drive CHC learners such as family, friends and an interest in learning, mean that the ‘bi-polar’ (p. 166) construct of intrinsic and extrinsic motivation does not apply to CHC learners. Like Watkins, other researchers, including Biggs (1998) and Li (2009), argued that the construct of explaining a CHC learner’s motivation as either extrinsic or intrinsic is too limiting. Salili (1996) warned that Western theories of motivation cannot adequately describe the complex weave of motivators, both intrinsic and extrinsic, that drive a CHC student to engage in learning.

It would be detrimental to blindly apply motivational theories and associated constructs formulated in the West, without first ensuring that they would effectively enable a trustworthy representation of the unique nature of motivation of individuals from CHC countries. The theories chosen must allow for examination of the complex weave of motivators (Salili, 1996), the ‘thoughts, feelings and behaviours’ (Rao & Chan, 2010, p. 43) and the interpretation of motivational terminology (Kumar & Maehr, 2007) of individuals. To address these valid concerns, the following paragraphs present justification for the utilisation of EVT and SDT to explore the achievement motivation of CHC international secondary students.

First, SDT was considered to be an appropriate theory through which to study the motivation of teenagers from CHC countries because its understanding of motivation addresses concerns of theorists and researchers such as Watkins (2000) that Western theories predominantly recognise a dichotomy of motivation. The SDT representation of motivation on a continuum from external to internal (see Figure 2.3) allows a nuanced exploration of the complex weave of influences that motivate CHC students.

Further, these two theories of motivation have been utilised in previous studies of CHC students by eminent researchers (e.g., Chen & Liu, 2008; Jang et al., 2009; Lau & Chan, 2001; Liem, Lau & Nie, 2008; Liu et al., 2009; Lu et al., 2011; Vansteenkiste, Zhou, Lens, & Soenens, 2005; Yamauchi & Tanaka, 1998). Wigfield et al. (2004) stress the applicability of their theory of motivation (EVT) across different cultural contexts. Several researchers (e.g., Vansteenkiste, Lens, De Witte & Feather, 2005; Van den Broeck, Vansteenkiste, De Witte, Soenens & Lens, 2010) including Eccles, a leading developer of EVT, combined these two theories to explore student motivation (Wang & Eccles, 2013), asserting that combining theories of motivation in exploring student school experience ‘provides a much richer picture of the role of school engagement in adolescent development’ (p. 20).

Finally, exploration of the influences on CHC students’ drive through a framework composed of two theories of motivation enabled a detailed investigation of the complex weave of influences on the students. Using two theories allowed for the identification of not only the type of motivation, but also the degree to which the motivation was internally or externally sourced for different students in a variety of contexts (see Figure 2.4).


High
Self-determination
Low

	SDT	**SDT**	**SDT**	**EVT**
	Form of Regulation	**Source of Motivation**	**Motivators**	
Intrinsic motivation	Intrinsic	Internal	Interest + Enjoyment	Perceived intrinsic value
Extrinsic motivation	Integrated	Internal	Alignment with values	
Extrinsic motivation	Identified	Somewhat internal	Activity is important to self	Perceived attainment value
Extrinsic motivation	Introjected	Somewhat external	Approval of others	Perceived attainment value
Extrinsic motivation	External	External	External reward/punishment	Perceived utility value + Cost
Amotivation	No regulation	No source of motivation	Lack of control No intention	

Figure 2.4. Alignment of expectancy-value theory and self-determination theory.

Figure 2.4 shows how the different constructs within SDT and EVT can be aligned to describe the nature of a student's motivation and also the degree to which the motivation is internally or externally sourced. Utilising such a comprehensive framework to explore what drove these students facilitated the development of a fine-grained understanding of this important phenomenon.

Having introduced and justified the applicability of the two theories of motivation (EVT and SDT) utilised in this study, the following section will summarise the literature relevant to the achievement motivation of academically successful CHC international secondary students. Literature consulted on achievement motivation suggests two major influences on a student's motivation: the individual's beliefs and behaviours and the influence of the school.

Students' Beliefs And Behaviours

An individual's motivation to engage in and persist with pursuits is influenced by their beliefs and behaviours (Dweck, 2000; Zimmerman, 2000). For a student, beliefs held about the value of academic tasks, their theories of knowledge and their perceptions of whether their needs are met all influence their motivation to engage in and persist with school. Students are typically influenced by a combination of beliefs dependent upon the context in which they find themselves (Chen & Liu, 2008; Cheng & Ickes, 2009; Gilakjani, Lai-Mei, & Sabouri, 2012). The degree of motivation a student feels towards academic pursuits will affect their levels of planning, engagement, persistence and vigour. Rao and Chan (2010) centre beliefs as the preeminent influence on CHC students' academic engagement and success. A student's beliefs influence their behaviours. For example, if a student believes that hard work leads to success, they are likely to devote many hours to study. If they perceive the many hours of study led to higher marks this outcome will reinforce their belief in the value of hard work. This cyclical interconnectedness of beliefs and behaviours influence a student's motivation to engage and persist with their studies.

Beliefs

Value of Academic Tasks

If a student perceives an academic task or activity has value to them, they are likely to be motivated to engage in that task (Eccles, et al., 1983). EVT presupposes that students are motivated to engage in and persist with academic tasks that hold intrinsic value, attainment value, utility value or a combination of these.

CHC students will engage in and persist with academic endeavours that they perceive have intrinsic value. Such tasks are seen as being emotionally or cognitively satisfying. One facet of learning in which there is a clear link between perceived intrinsic value of school activities and motivation of CHC students to engage is in subject selection. When students enjoy the classroom environment, find given academic tasks challenging yet achievable, or they expect a subject to be interesting and engaging they are motivated to pursue that course of study.

Research into the effect perceived intrinsic value of classes has on the motivation of CHC secondary students in their home countries was not identified. This is likely due to the fact that courses of study are mandatory at the secondary level. However, when CHC students do have choice in subjects it appears that their interest in subjects is a motivator to engage. Siann, Lightbody, Nicholson, Tait and Walsh (1998), in their study of teenage students of Chinese background living in Scotland, found their perceived intrinsic value of certain subjects motivated students to engage in their studies. Perceived intrinsic value of classes also influences subject choice for CHC tertiary students in their home countries. Chen and Liu's (2008) mixed methods study of 368 Chinese college students found that perceived intrinsic interest, coupled with perceived utility of skills learned in a mandatory physical education class, motivated students to continue with the course. Similarly, Bong's study (2001), involving 168 female Korean college students, found the intrinsic value of a mandatory instructional technology course inspired students' enrolment in a similar course in the following semester. The findings of these studies suggest that perceived intrinsic value of subjects may be an influence on motivation to engage for CHC international secondary students.

Another influence on a student's motivation to engage or persist with an academic pursuit is whether they perceive attainment value in the subject matter or task (Eccles et al., 1983). If a student values learning, or a class or subject, because it is important to their self-identity or aligns with their sense of self, they will be motivated to engage in and persist with their studies. For example, a student who sees themselves as an environmentalist may be motivated to choose or persist with subjects which align with this facet of their identity. Literature sourced on this topic suggests there is an intricate link between education and self-identity for CHC students, which is underpinned by the Confucian ideal of pursuing education for its holistic development of self. CHC students at all ages value education because they believe it improves them intellectually, socially and morally (Chow & Chu, 2007; Hau & Salili, 1996; Li, 2010). The pursuit of self-development motivates CHC learners whether they are living at home or overseas. Li’s (2009) study of 12 Chinese secondary school students in Canada, identified that perfecting oneself morally or socially was a priority in pursuing education. Similar results were found by Eder et al. (2010) in a study of 21 former and current international students of an undergraduate program in a US university. The students identified personal growth as their primary goal for wishing to study abroad and for some of the respondents it was the only reason.

CHC students may perceive attainment value in learning because being educated can be viewed as a form of status. Entry to a highly ranked school or university or being educated overseas can attract external approbation. Pursuit of acknowledgement for academic prowess can be a strong motivator for CHC students. In this case, the student’s motivation to engage is external rather than internally sourced (Ryan & Deci, 2000) because their motivation is driven by the pursuit of external recognition of their achievements (introjected extrinsic motivation). Li and Bray (2007) and Sánchez et al. (2006) in studies of Chinese international tertiary students identified that a significant motivator for overseas study was that higher education was a means of maintaining or improving social status.

Another value that students may perceive in class tasks is their usefulness in helping them to reach academic or other forms of goals. CHC students in their home countries perceive utility value in gaining an education mainly for reasons that will secure their future educational opportunities and employment (Shechter, Durik, Miyamoto & Harackiewicz, 2011; Taguchi, Magid & Papi, 2009; Wang & Brown, 2014). Even young children will apply themselves to their studies to increase their chances of being accepted into the best class in the best school, which will then increase their chances of success in the highly competitive pursuit of a place at a highly regarded university. Some young CHC students will make educational decisions that increase their opportunities for success in the quite distant future (Ji, Guo, Zhang, & Messervey, 2009; Miyamoto, Nisbett, & Masuda, 2006). While this is not unusual in other cultures, literature suggests it is a motivator more common among students from CHC backgrounds.

Hong, Peng and Rowell (2009) found that middle and secondary school CHC students will devote many hours to taxing, onerous homework tasks if they perceive they will increase their chances of academic success. Similarly, Kirkpatrick and Zang (2011), in their study of 43 Grade 11 Chinese students, claimed that ‘all Chinese high school students have the same objective’ (p. 39), to score well in the Gaokao—the national college entrance examination. Meyer, McClure, Walkey, Weir and McKenzie (2009) found that CHC background students in secondary Western schools chose subjects for their utility value, while their peers, from other cultural backgrounds, were more likely to choose subjects for their intrinsic appeal.

Tertiary CHC students perceive utility value in gaining international qualifications. They believe that study overseas will lead to improved job prospects in a Western country or back at home (Bodycott, 2009; Gareth, 2005; Zhou, 2014) and a higher paying job (Sánchez et al., 2006). Other perceived utility of international education is the prospect of gaining a foothold in the country of study. Research indicates that international tertiary students believe their study in a Western nation will improve their chances of attaining permanent residency in that country (Hung, Chung & Ho, 2000; Zhou, 2014). While there are no known studies that explore the motivations of secondary students for pursuing an international education, government, independent reports and media suggest that completing secondary school overseas will improve the prospect of being accepted into university in the same country (Australian Government, 2016c; Brennan, 2015; Farrugia, 2017).

Another belief that has been shown to underpin achievement motivation is the cause a student attributes for success or failure in academic endeavours. The way a student attributes cause for failure in attempted academic tasks is of great significance to their future behaviours. Attribution theory, developed by Weiner (1985), identifies four causal factors that a student may identify as the attribute that led to success or failure in academic pursuits: task difficulty, luck, effort, or ability. These causal attributions can be perceived as stable or controllable and internal or external. Successful students tend to identify causality factors for success or failure as related to effort and therefore controllable and internal. Holding this belief, students are able to identify that failure on a task is due to lack of effort rather than an inherent inability and therefore they can change the outcome in future by changing the level of effort expended to ensure that failure does not occur again.

Various empirical studies have investigated CHC students' attributive patterns for success and failure. Overwhelmingly, the studies concluded that CHC students identified effort more than they identified ability as an explanation of success and failure (Gan, 2009; Mok, Kennedy & Moore, 2011; Wang & Brown, 2014). Hau and

Salili (1996) suggested that CHC students who typically view failure as due to lack of effort, internal and controllable believe they can change academic outcomes by adjusting the amount of effort they apply and are more likely to continue to expend effort even when they are getting poor results.

Behaviours

Students who have propitious beliefs and are self-motivated have a greater likelihood of being academically successful because their beliefs underpin advantageous academic behaviours (Cheng & Ickes, 2009). Raised in the traditional belief that hard work and effort leads to success (Mok et al., 2011), CHC students' upbringing prepares them to be diligent scholars. They are typically attentive in class, diligent in study and spend many more hours than children of other cultural backgrounds on homework (Dandy & Nettelbeck, 2002). A number of researchers attest that CHC students are academic strategists who are adept at choosing from a wide range of academic skills to achieve optimal results (e.g., Mok et al., 2011; Tran, 2012). Exploring the perceptions of university students in Hong Kong, Wang and Brown (2014) found that the students viewed all methods, bar cheating, that helped them succeed in examinations were 'fair and appropriate' (p. 1074).

Self-regulation of academic behaviours to enhance optimal achievement has been shown to develop with age. According to Mok et al. (2011), older CHC students have a greater meta-cognitive awareness and a multi-dimensional understanding of what learning is and therefore will employ behaviours that lead to academic success. Their success reinforces their achievement motivation and confidence in the beliefs and behaviours that underpin their motivation. Findings from their large quantitative study of Hong Kong secondary students indicated that students attributed their academic success to the effort they expended and their effective academic strategising.

In a study of Chinese international secondary students' adaption to the International Baccalaureate Program in an Australian school, Gan (2009) found that successful students used a variety of strategies such as curriculum review and asking questions to adapt to the new learning environment. These adept students also used skills learned at school in their homeland and adopted effective strategies from their new learning environment to help them succeed. Wang and Byram (2011) and Tran (2012) found similar results for CHC international tertiary students. Tran suggested that it is the individual's approach to new and different classroom learning styles rather than the clash of learning systems that has the greater influence on a student's potential to succeed.

One strategy employed by self-motivated and conscientious students is effective help-seeking. Students who are resourceful, proactive and use a range of academic strategies know when they need help, decide who can best help them and use the help effectively to further their success (Karabenick & Newman, 2009; Newman, 2008). Resourceful students access formal sources such as teachers (Dawes & Larson, 2011; Ryan & Niemiec, 2009) and informal sources such as classmates and family (Altermatt, Pomerantz, Ruble, Frey, & Greulich, 2002; Webb, 1991).

Studies suggest that many academically successful CHC students use help-seeking to complement other academic strategies. The nature of their help-seeking behaviours suggest links to their beliefs in attribution of success, their goals in learning, and the important role that school, family and friends play in influencing a student's motivation.

In a study that included data from 23 563 CHC secondary school students, Mok, Kennedy, Moore, Shan and On Leung (2008) found that help-seeking was common, but some students employed this strategy more regularly than others. Almost 80% of students had sought help from teachers in the two months prior to data collection, with 13–25% often seeking help, while 43.4–55.2% only sometimes sought help. Lower achieving students in the group were more reluctant to seek help than higher achieving students.

Reasons for seeking help also varied. The highest frequency of help-seeking behaviours was associated with pursuit of mastery goals rather than performance goals, showing that these students were focused on developing their learning capabilities rather than just improving test scores. Ryan and Shim (2012) found that students in later years of secondary school were less likely to ask for guidance in general and if they did it was for expedient help: support to achieve performance goals rather than for mastery goals. It is possible that the pressure imposed by looming final exams means late secondary students focus their attention more on gaining grades to enable entry to the best universities. At this time of high pressure, the objective to develop themselves as learners through mastery of skills may become a less important goal. As for the students who rarely seek help, research suggests that the fear of appearing inept is a common explanation for why a student will avoid seeking help. This fear is predominant in students who are focused more on performance goals rather than mastery goals (Karabenick, 2001, 2003; Ryan, Pintrich & Midgley, 2001). These findings on help-seeking behaviours suggest that lower-achieving students who are focused on improving test scores do not typically employ this effective strategy for fear of exposing their ineptness.

The study by Mok et al. (2008) identified another reason why students do not approach teachers for help. The participants in their study explained that they did not want to impede on the time of busy teachers. A second study shared similarities with this investigation. Taplin, Yum, Jegede, Fan and Chan (2001), in a study of 712 tertiary scholars in Hong Kong, found that the students were hesitant to ask their time-poor tutors for help. The participants in their study recognised that help-seeking was a valuable tool but that it should only be employed after rigorous individual attention to the task had been undertaken. This attitude suggests the students employed self-regulation behaviours and believed that diligence, amongst other behaviours, aids academic success. Further findings from the Taplin et al. study indicated which individuals were favoured for advice. Except for course-specific problems, students sought help mostly from family and friends for their academic needs, suggesting the important role that informal sources can play in aiding student achievement.

The review of literature on the nature of achievement motivation, and particularly the influences that drive CHC students, suggests a student's motivation to engage in and persist with academic endeavours is influenced by a range of beliefs and resultant behaviours. However, different perspectives presented by researchers on these areas of focus suggest that coming to a clear understanding of the nature of achievement motivation of these students is challenging and complex.

First, while studies suggested that CHC students at home and studying overseas can be motivated to engage in their studies because they perceive a range of values in doing so (e.g., Li, 2009; Shechter et al., 2011; Wang & Brown, 2014), complexities emerge when trying to understanding the unique blend of values that motivate these students. While some studies (e.g., Bong, 2001; Chen & Liu, 2008; Siann et al., 1998) found that perceived intrinsic value motivated students to engage in their studies, others identified that intrinsic motivation may not be a significant influence on motivation for CHC students. Since students from these cultures see study as their duty (an extrinsic motivator), the need for academic tasks to be perceived as interesting or fun may be of little importance (Chow & Chu, 2007; Hau & Salili, 1996; Li, 2009). In support of this view, several researchers argued that intrinsic motivation is less critical for CHC students because the goal of academic achievement takes pre-eminence, rendering the role of interest or enjoyment in learning of secondary importance (Cheng & Lam, 2013; Wang & Byram, 2011).

While it is clear from some studies that intrinsic value plays some role in motivating CHC students, it may be that perceived intrinsic value does not have high salience when compared to other motivating factors. The findings of the study by Chen and Liu (2008) point to the complex blend of values CHC students perceive in education. Liking the physical education class was not the only determinant of whether the students engaged. The desire to become healthier—a value that was aligned with their self-identity, and the recognition of the usefulness of the skills learned, suggest that these students perceived intrinsic value, attainment value and utility value in enrolling in the class. Other studies have identified the complex blend of influences that can motivate CHC students to engage in and persist with activities (e.g., Chen & Liu, 2008; Kember, Hong & Ho, 2008; Lepper, Corpus & Iyengar, 2005). So, determining the effect of perceived task value on motivation requires a nuanced and careful examination of students' perceptions of values to understand the salient influences. Further, as all but one of these studies were conducted within CHC countries, investigation into which values are perceived as important in motivating CHC secondary students in the West warrants investigation.

A further challenge in understanding the beliefs that underpin a CHC student's motivation is determining whether a typically extrinsic motivator (e.g., duty) is truly an externally sourced motivator for these students. The review of literature suggests that CHC students in their home countries and those studying overseas can be motivated by a range of influences external to self, and some theorists argue this is potentially damaging to the student's motivation and psychological wellbeing. To explain, perceived utility value (EVT) is external to self; this driver aligns with the most external form of motivation on the SDT continuum: externally regulated extrinsic motivation. Driven by this form of motivation, individuals are influenced to engage in activities for rewards or punishments external to self. Operating from a more external source of motivation is considered to be a lesser quality form of motivation, which is harder to sustain and can be detrimental to one's wellbeing over time (Ryan & Deci, 2000). When students are motivated to engage in academic pursuits for reasons external to self, they can feel controlled by the outcomes they pursue or by others (Deci & Ryan, 2008), which may lead to poor psychological health. However, on face value, it appears that CHC students are often motivated to engage in and persist with academic tasks because they perceive the activity is useful to them because of the opportunities it affords (e.g., Shechter et al., 2011; Wang & Brown, 2014; Zhou, 2014). This therefore raises the question of how CHC students can maintain motivation to engage in academic pursuits when influenced largely by extrinsic motivators.

It is possible that since these students may perceive a range of values in an academic endeavour, the negative effects of being motivated by purely externally sourced motivation may be lessened, or it is possible that there is another explanation. SDT theory posits that it is possible for a driver typically considered to be an extrinsic motivator to be fully integrated by an individual so that it, in effect, springs from an internal source. It is therefore possible that a utility goal identified by a student has been fully internalised so that it is no longer external to the student but rather ‘emanate[s] from their sense of self’ (Ryan & Deci, 2000, p. 60). As Ryan and Deci describe, students who have fully integrated extrinsic motivation perform tasks, ‘with an attitude of willingness that reflects an inner acceptance of the value or utility of [the] task’ (p. 55). In this case, students can be motivated by seemingly external goals, yet easily sustain motivation and enjoy wellbeing. To understand the influence on a student’s motivation it is vital to explore the source of regulation of motivation so as to be aware of possible negative influences on a student’s ability to sustain their engagement in tasks and their wellbeing.

Another area of complexity emerged in reviewing the literature on CHC overseas students. Literature reviewed presented different perspectives on whether CHC international students’ beliefs change as a result of living and studying in a Western country. Further, findings differed on whether changing to a schooling system based on a different philosophy would negatively impact a student’s achievement motivation. While some studies indicated that CHC students retain the propitious beliefs that underpin their achievement motivation when living overseas, other researchers suggested that the clash of Confucian and Western belief systems can cause cognitive distress for CHC students.

Li, Holloway, Bempechat and Loh (2008) suggested the belief systems of students from China are unaffected when studying in the West. However, Kumar and Maehr (2007) argued that the motivation of youth who move from a country with Eastern influence to one in the West can be negatively impacted as teenagers struggle to balance the sometimes-contrasting perspectives from their cultures and their new learning environment. An example of this can be seen in the study by Mizokawa and

Ryckman (1990) which showed that CHC secondary school students' attributive beliefs for academic success and failure changed as a result of being schooled in the West. Further, a clash of belief systems can cause a disturbing cognitive tension for CHC students schooled in the West (Wang & Brown, 2014). The different perspectives on the impact of changing from a schooling system influenced by Confucian philosophy to one based on a Socratic system and its effect on the achievement motivation of adolescent CHC students indicate this area requires further investigation.

Studies show that the belief system of CHC students is shaped by their families and societies as they mature (Mok et al., 2011). These influences play an important role in developing and supporting a CHC student's achievement motivation (Hau & Salili, 1996). It may be that if a student leaves their home country at a younger age, they are more impressionable and their belief system may be shaped by new influences when studying overseas. Literature on the role that family plays on the development of CHC students' beliefs is discussed below.

Influence of Family on a CHC Student's Beliefs, Behaviours and Motivation

Research suggests that for CHC students, family plays a substantial role in influencing their motivation and academic decisions (e.g., Hui, Sun, Chow & Chu, 2011; Kember, et al., 2008; Kim & Okazaki, 2014). Filial piety, the Confucian virtue that guides how members of the family should show love and respect to each other and bring honour to the family (Ho, 1994), is a central principle adhered to in CHC cultures. This ideal still holds prominence for CHC youth in recent times (Chen & Ho, 2012; Chen & Wong, 2014; Yeh, Yi, Tsao & Wan, 2013). Students adherence to the tenets of filial piety influences their motivation to achieve (Fuligni & Zhang, 2004).

Several researchers who have studied the influence of family on CHC children’s attitudes to study suggest that parental love is shown through extreme efforts to provide the best possible education for their children. Offspring display their love by working hard to achieve well for their parents (Chow & Chu, 2007; Hui et al., 2011; Tao & Hong, 2014). Indeed, researchers suggest that children see it as their duty to improve themselves through education so that they may repay their families for their sacrifices (Chow & Chu, 2007; Li, 2009; Wang & Byram, 2011). Wang and Brown (2014) attest that earning approval of parents through academic success is a significant motivator for CHC students.

Even quite young children endorse the concept of filial piety and are willing to play their role as dutiful child. Taguchi et al. (2009) in their study of 1328 Chinese individuals from middle school through to working age found that Chinese youth felt an obligation to study because they understood that they must one day get a secure job so that they could then support their parents. When a child enjoys a good relationship with their parents they adhere to the notion of filial responsibility (Chen & Ho, 2012; Chen & Wong, 2014; Yeh et al., 2013), adopt their parents attitudes towards learning (Asakawa & Csikszentmihalyi, 2000) and internalise their cultural and educational values (Chen, 2014). This adoption of parental attitudes and values further reinforces their propitious beliefs about learning (Chen & Ho, 2012). Students that enjoyed positive, autonomy-supportive relationships with parents, accepted their filial responsibilities to be diligent in study (Chow & Chu, 2007; Hui et al., 2011; Tao & Hong, 2014) and showed higher academic motivation (Hui et al., 2011). These findings have strong links to central tenets of SDT that presupposes that when individuals enjoy warm, autonomy-supportive relationships they internalise important extrinsic outcomes (Ryan & Deci, 2000) and have higher intrinsic motivation to persist with activities (Grolnick, Deci & Ryan, 1997).

While literature indicates family can influence the development of CHC students' beliefs, behaviours and achievement motivation, positive influence depends on several factors. Further, even when students perceive positive influence from families and adhere willingly to their filial duty to study, the pressure they put on themselves to succeed can negatively impact their achievement motivation and their academic success.

First, the degree to which a CHC child adheres to the responsibilities associated with filial piety depends on their perception of the reciprocity of filial responsibility (Chen & Ho, 2012; Chen & Wong, 2014; Hui et al., 2011). To explain, if a child feels their parent fulfils their filial responsibility to provide for them with love and respect, young CHC students are willing to accept their responsibility to give back to their families and society through study. In contrast, if children do not perceive reciprocal filial relationships with parents, they do not internalise their parents' cultural and educational values. These offspring perceive education more as an obligation and have less motivation to persist with their studies (Hui et al., 2011). A negative view of filial responsibility can lead to students feeling burdened and pressured and undermine academic success (Chen & Ho, 2012). While a student's perception of reciprocal filial piety leads to internalisation of parents' academic values and subsequent academic achievement, there is no such link when children perceive a controlling, authoritarian relationship with parents (Chen & Ho, 2012). Further, authoritarian filial piety negatively impacts CHC children's psychological health (Yeh, 2006). Students who study because they feel obligated to do so are extrinsically motivated (Chen & Ho, 2012; Chen & Wong, 2014). As indicated earlier in this literature review, operating from a more external source of motivation is considered to be harder to sustain, detrimental to one’s wellbeing and may negatively impact academic results over time (Becker, McElvany, & Kortenbruck, 2010; Park et al., 2012; Ryan & Deci, 2000). Therefore, high quality relationships with family members are vital if CHC students are to adopt academic beliefs and behaviours that are conducive to academic success.

Another area of complexity in regard to the achievement motivation of CHC students is the nature and degree to which students feel pressure to study. While some literature argues that CHC students typically feel pressure from parents to succeed (Farrugia, 2017; Kim & Okazaki, 2014; Li, 2009), other research contends that children who perceive a warm and caring relationship with parents, do not view their parents’ high expectations for academic success as pressure but as parental involvement, care and concern. It is suggested that positive relationships with parents mediates any stressors children may feel from their parents’ high expectations (Yoon & Lau, 2008). The findings from Yoon and Lau’s study (2008) support the idea that expression of reciprocal filial responsibility has a positive effect on student motivation.

A further complexity regarding student pressure to succeed and its effect on achievement motivation emerged when examining the literature on this topic. Even when a child enjoys a positive relationship with their parents, their desire to show gratitude to their parents through academic success can sometimes have negative repercussions for them. Even though a student may not feel pushed by parents, they may put pressure on themselves to succeed in an effort to repay their parents for their love and care and for providing them with a good education. The students create self-imposed obligations to succeed and their fear of failing to show adequate gratitude to their parents through academic success can be burdensome.

Fear of failure has been shown to be a strong motivator for students in general and a particularly strong influence on the motivation of CHC students (Covington, 1992; Park et al., 2012; Zhou, 2014). Eaton and Dembo (1997) in their study of the nature of achievement motivation of 526 ninth-grade students in California found that teenagers from CHC families were greatly motivated by a fear of failure. Their anxiety related to this fear was the best predictor of their academic behaviours. Park et al. (2012) found that when some students fail, their stress increases and as a result they are motivated to work even harder to improve marks. This behavioural response is clearly linked to CHC students' attributive belief for success and failure, and the findings of Salili (1990) that CHC students will devote more effort when faced by poor results. However, if a student's additional hours of study do not lead to higher marks due to ineffective academic strategies, they experience increased academic stress creating a negative spiral of failure and psychological distress for the student (Park et al., 2012). Therefore, to achieve academically and maintain sound wellbeing, it is clearly vital that students not only have propitious beliefs but that they employ effective behaviours to turn poor results into success.

The findings on the influence of a CHC upbringing on a student's beliefs, behaviours and achievement motivation indicates that family play a substantial role in the formation of their offspring's attitudes and values. While it is clear that families have a strong influence on their children's perceptions when they are living together, a nuanced investigation to determine whether the influence of parental attitudes is equally strong when teenagers are living far from their families and CHC societies requires a nuanced investigation.

Propitious beliefs and effective behaviours play an important role in maintaining student motivation; however, it is not suggested that these are all a student needs to succeed. Maintaining motivation to persist with learning is dependent on the combination of actions by a student and the support of their school (Holley & Gardner, 2012; Wentzel, 1998).

The Role Of The School In Influencing Motivation

A student's perception that they are supported by their school plays an important part in motivating them to learn (Gage, Larson, Sugai & Chafouleas, 2016; Martin, Yu & Hau, 2014; Wang & Eccles, 2013). SDT posits that in meeting a student's psychological needs for autonomy, competence and relatedness, schools foster students' intrinsic motivation to learn and their internalisation of important extrinsic outcomes, thus setting the stage for students to academically thrive (Ryan & Deci, 2000).

Research suggests that schools can meet students' psychological needs through purposeful implementation of appropriate teaching practices (Ward & Parker, 2013). Through their pedagogical practices, schools can successfully meet and nurture or fail to meet and thus undermine students' psychological needs and growth (Hein, Koka & Hagger, 2015; Patall et al., 2018). Therefore, to enable optimal learning, schools must purposefully create and implement programs that meet the students' needs for autonomy, competence and relatedness.

Research framed by SDT theory suggests that providing students with opportunities to develop their autonomy nurtures intrinsic motivation to learn (e.g., Ryan & Niemiec, 2009; Shih, 2008; Skinner, Chi & As, 2012), while controlled learning environments leave students feeling frustrated and low in mood (Hein et al., 2015; Patall et al., 2018). In their study of 153 CHC English language students (aged between 18 and 39 years), Vansteenkiste, Zhou, Lens and Soenens (2005) assessed the students' autonomous motivation versus controlled motivation for studying as well as their academic outcomes and wellbeing related to these motivations. Their results revealed that when CHC students' need for autonomy is met, academic achievement is promoted. Further, their study confirmed that perceived autonomous motivation positively predicted several effective learning behaviours such as concentration and time management and was positively correlated with academic success. A second empirical study, reported in the same journal article, which involved 77 Chinese international students between the ages of 18 to 28 years living temporarily in Belgium, reported similar results. Vansteenkiste, Zhou, Lens and Soenens (2005) found that students who perceived autonomy support displayed optimal learning and academic achievement. Although this study involved tertiary students who were only out of their home country for an average of eight months, the researchers could still demonstrate the relevance of SDT in studying the motivation and academic achievement of international students in Western educational institutions.

For CHC international students, an important determinant of motivation and wellbeing is the degree to which the student initiated their move overseas. As indicated earlier, CHC students' families can exert influence on their offspring's academic decisions (Hui et al., 2011; Kember, Ho & Hong, 2010) and this can include influencing them to study overseas. Chirkov, Vansteenkiste, Tao and Lynch (2007) identified that CHC international tertiary students who initiated their move overseas felt happier when residing in the new country and adjusted better than those who felt pressured to study overseas. The same principle applied for the international secondary students in a study by Kuo and Roysircar (2006). In their study of two hundred and forty-seven Taiwanese international secondary students in Canada, they found that a student’s reluctance to leave their family and friends and study overseas negatively impacted their acculturation in their new country.

When students perceive that their schools can effectively aid them to achieve competence, they are intrinsically motivated to engage in and persist with their studies. Further, when a student’s need for competence is met, they are more likely to internalise extrinsic motivation for important academic outcomes (Ryan & Niemiec, 2009). Bruner (1986) and Vygotsky (1978) identified the important role that the competent other plays in scaffolding learning to help students achieve competence. When students perceive that teachers will support them to master challenging tasks and provide effective feedback they are motivated to engage in and persist with their studies (Dawes & Larson, 2011; Hattie, & Timperley, 2007; Ryan & Niemiec, 2009). Additionally, individuals are intrinsically motivated to pursue activities that are challenging yet achievable (Ryan & Deci, 2000). So, if students trust that their teachers will provide the opportunity for mastery of challenging tasks and know they will be well supported with scaffolds for learning, the student is more likely to be intrinsically motivated to learn and internalise extrinsic motivation for important academic goals (Ryan & Niemiec, 2009).

Dawes and Larson (2011) found that students reported a sense of engagement in activities in which they felt they achieved competence. Their quantitative study of 100 adolescents between the ages of 14 to 21 explored the engagement of youth involved in a variety of arts programs that were conducted out of school hours. They found that when students perceived they were doing well in a program and received affirmation for their performance there was an increase in inclination to further their engagement in the program. In relation to meeting the need for competence of CHC students, Jang et al. (2009) conducted studies to understand students’ perceptions of what constituted satisfying learning experiences. In Study 1a, 142 ninth-grade South Korean students ranked eight different psychological needs according to how they impacted a recent positive learning experience for them. The researchers found that the need for competence had the greatest salience in creating a positive learning experience for the students. In Study 1b, 134 students repeated the ranking for a negative learning experience. In this study, low competence was ranked third after low autonomy and low stimulation as a factor that contributed to a negative learning experience. These studies indicate the influence of achievement of competence in positive learning experiences, but also suggest the complex weave of motivators for teenage CHC students.

Relationships at school also influence a student's motivation to engage in and persist with their studies. Good relationships with teachers have a positive effect on a student's schooling experience, academic achievement and sense of wellbeing (Johnson, 2008; Ward & Parker, 2013; Yang et al., 2013). Positive relationships at school also have other benefits for students. Just as children will adopt the attitudes to learning of their parents when they enjoy good relationships, students are positively influenced by significant people at school to adopt task value and develop expectancy in their ability to succeed in given tasks (Martin & Dowson, 2009; Wigfield & Tonks, 2002). For example, through positive relationships with teachers, students can adopt more propitious attributions for success and thereby improve their chances for academic achievement (Chan & Moore, 2006; Försterling & Morgenstern, 2002; Zimmerman & Kitsantas, 1999). In addition to the benefits of forming good relationships with adults within the school community, friendships with peers play an important role in motivating teenagers to engage in school and provide students with a sense of belonging (Ciani, Middleton, Summers, & Sheldon, 2010; Ladd, Herald-Brown, & Kochel, 2009; Martin & Dowson, 2009).

A study by Pae (2008), in which the researcher applied SDT as a framework to explore the motivations of 315 Korean university students learning English as a second language, had unexpected findings for the researcher. In examining the relationship among intrinsic motivation, extrinsic motivation, self-confidence and achievement of the students, Pae, in contrast to his expectations, found that intrinsic motivation was the salient drive. This was unexpected because the teaching style employed for learning English was often considered to be demotivating. Pae suggested that this unexpected result may have been due to the warm, fun relationship created by the Anglo-Saxon teacher supporting the link between relatedness and intrinsic motivation (Ryan & Deci, 2000). A study by Vansteenkiste et al. (2006) showed similar positive outcomes for students who perceived that their needs for relatedness were met. This study involved 79 Chinese students between the ages of 18 and 42 who had moved to Belgium temporarily to study in university (the average stay was for eight months). This study established that meeting the needs for autonomy and relatedness positively correlated with wellbeing for these students. Finally, Chinese international secondary students found the approachability of their teachers a major factor in their happiness at school when adjusting to the challenges of their new school curriculum (Gan, 2009). Clearly, these studies confirm that sound connections with teachers positively influence motivation to study.

A sense of connection with classmates also fosters a positive schooling experience for students (Ciani et al., 2010; Martin & Dowson, 2009; Nelson, & DeBacker, 2008). Enjoying good relationships with peers provides social, emotional, academic and physical support for students and fosters students’ intrinsic motivation to engage in and persist with academic pursuits. Further, just as with good relationships with family and teachers, supportive relationships with peers can positively influence students' internalisation of important external academic outcomes. Having a range of friendships is beneficial for students because various relationships can meet different needs for students. Some CHC international students develop and maintain relationships with host nation students, co-national students and other international students.

Tertiary CHC international students who count both host nation and co-nation international students as friends perceive support in several ways (Glass, Gómez & Urzua, 2014; Hendrickson, Rosen & Aune, 2011). Host nation peers help international students to familiarise with the new culture and have a positive effect on international students' academic success and wellbeing (Glass et al., 2014; Kuo & Roysircar, 2006; McFaul, 2016). Friends from a similar cultural background provide emotional support during adjustment and can help a student to comprehend unfamiliar academic tasks (Glass & Westmont, 2014; Yjng & Liese, 1994). Li, Chen and Duanmu (2009), in their study of international students at the University of Surrey, found that relationships with co-nationals had a significant positive effect on academic achievement for Chinese university students. This need for relatedness with compatriots was higher in Chinese nationals than other international students. The positive effect of grouping with other Chinese students to achieve academic success may be an effect of their collectivist culture (Watkins & Biggs, 1996).

While there seems to be consensus that school environments that meet learners' psychological needs foster students' intrinsic motivation to study and aids them in adopting important extrinsic outcomes, the literature on the role of the school environment in meeting these needs for CHC students presents complexities.

While much research supports the position that autonomy supportive environments foster student motivation, some researchers argue that the psychological need for autonomy is not salient for CHC students. They propose that individuals who come from a culture that promotes collectiveness rather than independent pursuits do not necessarily seek autonomy (e.g., Iyengar & DeVoe, 2003; Markus & Kitayama, 2003). Iyengar and Lepper (1999) found that students do not need to exercise autonomy to be intrinsically motivated to engage in their studies. They conducted two quantitative studies of CHC and Anglo-American elementary school students to compare their levels of intrinsic motivation to engage in academic activities. They showed that intrinsic motivation to engage was higher for CHC students when activities had been chosen by their mother or other trusted adult, whereas Anglo American students were more intrinsically motivated to engage in activities they had chosen for themselves.

Research by Bao and Lam (2008) shows similar findings to that of Iyengar and Lepper (1999). Their study of Hong Kong fourth and fifth grade students showed that the psychological need for autonomy was mediated when these young students perceived a high degree of relatedness with important adults in their lives. Three out of the four studies they conducted found that students were still motivated to involve themselves in activities even if they had not chosen them, if an adult with whom they had a positive relationship had chosen the activity for them. Bao and Lam (2008) suggested it was the extremely close relationship between the child and their mother or the child and their teacher that led to the child’s internalisation of the adult’s choice of activity. It was the experience of close relationship with a trusted adult that enabled the children to maintain high motivation. In contrast, children who did not perceive a close relationship with their mother or teacher, had a high need for expression of autonomy. These studies support findings of previous studies that demonstrated the influence of positive relationships with family and teachers on CHC students' motivation to engage in study (e.g., Chow & Chu, 2007; Hui et al., 2011; Tao & Hong, 2014).

Some theorists have suggested that it is the understanding of the concept of autonomy that causes confusion and that it is possible for CHC students to align to the collective nature of their societies and still exercise autonomy (e.g., Chirkov, Ryan, Kim & Kaplan, 2003; Zhou, Ma & Deci, 2009). When autonomy is understood as acting with volition and fully endorsing one's own actions, individuals can choose to act independently, or conversely can choose to conform. Vansteenkiste, Zhou, Lens and Soenens (2005) explained that autonomy, as conceived within the SDT model, is the, 'intrapersonal … experience of volition and choice' and that the opposite of expression of autonomy is not dependence, that is, relying on others for support or guidance, but 'heteronomy', that is, the experience of feeling controlled and manipulated (p. 470). Bao and Lam (2008) suggested that, 'conformity and autonomy can be synthesised if internalisation is achieved' (p. 281). This highlights the importance of relatedness for CHC students in enabling them to internalise important extrinsic outcomes while still adhering to their collectivist culture. Vansteenkiste, Zhou, Lens and Soenens (2005) who explored the role of autonomy on Chinese students' motivation suggest that it is possible to be both autonomous and conformist.

With this understanding of autonomy, it is possible that the findings of the studies by Iyengar and Lepper (1999) and Bao and Lam (2008) could be interpreted in a different way. While they proposed that expression of autonomy was not a salient need for the young CHC students in their study, it could be argued that the children did act with autonomy. The children acted with volition in choosing to engage in the school activities chosen by the adults. They were not forced to engage but were willing to conform when they sensed their need for relatedness had been met by the trusted adult. A second possible reading is that the need for autonomy is important for older CHC students (Vansteenkiste, Zhou, Lens & Soenens, 2005), but not a salient need for younger students. These studies present questions that call for a careful examination to explore the salience of autonomy for CHC students' motivation to engage in academic pursuits.

Having a precise understanding of autonomy is important when exploring the motivations of CHC international secondary students, and it is the explanation provided by Vansteenkiste, Zhou, Lens and Soenens (2005) that autonomy is the 'intrapersonal … experience of volition and choice' (p. 470) that guided the examination of the students' reflections in interviews.

While there is abundant literature that identifies the positive effect that good relationships with teachers and peers have on students' motivation, studies on meeting this need for CHC students suggest complexities. One concern that emerged in the review of literature about meeting the need for relatedness for CHC international students was that these students' relationships with peers can be limited. CHC international secondary students typically struggle to establish and maintain meaningful relationships with host nation peers (e.g., Australian Government, 2015; Gan, 2009; Kim & Okazaki, 2014). This failure to connect is due to cultural difference (Alexander, 2017; Gan, 2009), language limitations (Kuo, 2011), and perceptions of discrimination (Kuo & Roysircar, 2006). Further, researchers established that CHC tertiary students were more likely to befriend co-national and other international learners than host nation students when studying overseas (Hendrickson et al., 2011; McFaul, 2016; Rienties, Héliot & Jindal-Snape, 2013). This is a concern because most international students indicate a desire to make friendships with host nation students while living overseas. As long as their need for relatedness is met, these students do not have to befriend host nation students to remain motivated, but in the spirit of international education, it would be beneficial if host nation and international students forged friendships more readily.

In the review of literature, another area of complexity emerged in regard to meeting the need for relatedness and its links to motivation for CHC students. While most studies highlight the importance of meeting the psychological need for relatedness, studies by Jang et al. (2009) presented a different perspective on the importance of this need for CHC students. Their four studies explored the relative standing of the psychological needs for autonomy, competence and relatedness on student perception of learning experiences. Jang et al. found that relatedness-frustration did not lead to an unsatisfying learning experience for South Korean secondary school students. The authors identified that this outcome was unexpected but suggested since Korean students do not typically expect satisfying relationships with teachers, the lack of relatedness did not impact their learning experience negatively. The authors pointed out that although students enjoyed relatedness in learning experiences, it was not perceived negatively when this need was not met by teachers.

It may be, as suggested by Bao and Lam (2008), that for CHC students, relatedness within the confines of the school is not imperative for academic success. The findings from a study by Niemiec et al. (2006) show support for this idea. In their study of teenagers, the researchers concluded that if a student perceived strong support from parents, the need for individuals within the school community to fill this role was lessened. It has been shown in this review of literature that the influence of family on a CHC student’s school experience is strong (Hui, et al., 2011; Kember et al., 2010). Possibly, it is not vital for CHC students that the person with whom they feel a sense of relatedness is proximal. As long as a student perceives that their need for relatedness is met by somebody, they will remain motivated (Ryan & Deci, 2000). While studies on the importance of relatedness for these students present different perspectives, researchers agree that poor relationships with teachers impinge on a student’s motivation (Myers, 2002; Zhang, 2007).

This concludes the review of literature illuminating the key areas of student beliefs and behaviours and the role of the school in influencing student achievement motivation. Throughout the review, commonalities, complexities and deficits in findings were identified. These are summarised in the following section.

Areas of Consensus

- CHC students’ achievement motivation is complex and is influenced by a range of beliefs (e.g., Kember et al., 2008; Salili, 1996).
- CHC students perceive value in education, which underpins their achievement motivation. The motivation of CHC students studying in their home countries and overseas is influenced by a complex combination of perceived intrinsic value, perceived attainment value, perceived utility value and a cost, namely, fear of failure (e.g Chen & Liu, 2008; Zhou, 2014).
- The value that CHC students perceive in education has largely been influenced by growing up in families that hold a high regard for education and the influence of family can still be strong when students study overseas (e.g., Hui, et al., 2011; Kember et al., 2010).

- When CHC students enjoy warm relationships achievement motivation is fostered (e.g., Hui et al., 2011).
- Authoritarian relationships thwart motivation (e.g., Chen & Ho, 2012; Hui et al., 2011).
- CHC students believe that effort invested is linked to academic success. As effort is an internal, controllable factor, CHC students believe they can manipulate academic outcomes (e.g., Gan, 2009; Wang & Brown, 2014)
- CHC students employ a range of behaviours that aid academic success and thereby foster motivation (e.g., Law, Chan & Sachs., 2008; Mok et al., 2011).

Areas of Uncertainty and Deficit

- There is no known literature that explores the achievement motivation of CHC international secondary students.
- The salience of having the need for autonomy met for CHC students' motivation is not clear. Several theorists argue that this is not an important need for CHC students (e.g., Iyengar & DeVoe, 2003; Markus & Kitayama, 2003), while others state that autonomy is a universal need (e.g., Bao & Lam, 2008; Vansteenkiste, Zhou, Lens & Soenens, 2005).
- The role of perceived intrinsic value as a motivator for CHC students is not clear. Much literature suggests that intrinsic motivation is not greatly important for CHC learners (e.g., Othman & Leng, 2011), while others (e.g., Pae, 2008; Yang et al., 2013) suggest it plays some part in motivating students to engage in and persist with their studies. Further,

the distinction between intrinsic motivation and internalised extrinsic motivation for CHC students requires a more nuanced exploration to determine the true source of drivers.

- It is not clear from the literature consulted whether CHC students' beliefs and behaviours change as a result of living in a Western country (e.g., Kumar & Maehr, 2007).
- The role that warm relationships play in supporting a student's motivation to persist with their studies is clear from the readings, but what is thus far unexplored is which people fill this need for CHC international secondary students.
- The need for relatedness has been found by some researchers (e.g., Bao & Lam, 2008; Jang et al., 2009) to be less important than the needs for autonomy and competence in relation to positive learning experiences for CHC students. Exploration of the perspectives of CHC international secondary students is required to determine if this is true for this group.
- Few studies prioritise the voice of students; most studies into CHC students' achievement motivation are quantitative. While this is not considered to be a deficit, the use of qualitative research will add the students' voice to the findings on achievement motivation of CHC students.

The Journey So Far

The purpose of this literature review was to draw on the knowledge of researchers in preparation for the investigation into the influences on the achievement motivation of academically successful CHC international secondary students. The first step in this process was to explain and justify the theoretical framework chosen to explore the influences that drive academically successful CHC international secondary students to engage in and persist with their studies. Then, to develop an understanding of the achievement motivation of these students, a range of literature was consulted. The study of the literature related to this topic has made apparent the intricate weave of influences that impact a student's achievement motivation in different contexts and over time.

Although these studies have been highly beneficial in broadening my knowledge and in identifying areas of agreement in understandings, contrasting findings, combined with gaps in knowledge in some areas make clear the need for a careful investigation of the achievement motivation of academically successful CHC international secondary students. Such an enquiry will determine whether their experiences are congruent with or in contrast to findings about achievement motivation of other students. Further, findings of this study will fill the gap in literature about the achievement motivation of CHC international secondary students.

The areas of consensus in the literature review led to the development of a conceptual framework which guides the exploration of the achievement motivation of the students. The areas of complexity and deficit led to the research questions that guided this study. The conceptual framework and the research questions are presented in Chapter 3 along with the methodological framework used in this study.

Chapter 3: Methodological Framework—Gathering Stories And Telling The Story Well

The previous chapters provided the context for this investigation. The purpose of this chapter is to outline how I ensured the investigation into the achievement motivation of academically successful CHC international secondary students studying in Australia would be conducted in the best way to elicit trustworthy data. This chapter presents the conceptual framework and research questions that guided this study, outlines and justifies the theoretical framework for the research design and identifies the context of this study and the students involved. This chapter includes an outline of and justification for the data collection tools chosen to gather the perspectives of the students. Further, an explanation of how meaning was derived from the students' perspectives through the process of data analysis and interpretation is included. Finally, this chapter explains the measures that were employed to ensure a reliable account of the students' perspectives, and an outline of the process undertaken to ensure this study was conducted in an ethical manner.

Conceptual Framework

The consensus in the literature led to the development of the conceptual framework (see Figure 3.1). The conceptual framework captures that the nature of achievement motivation of CHC students is shaped by a range of influences and that the impact of these influences varies with context and over time. These influences include experiences of the students, and their beliefs and behaviours. Further, student motivation is influenced by their perception of support from their schools.

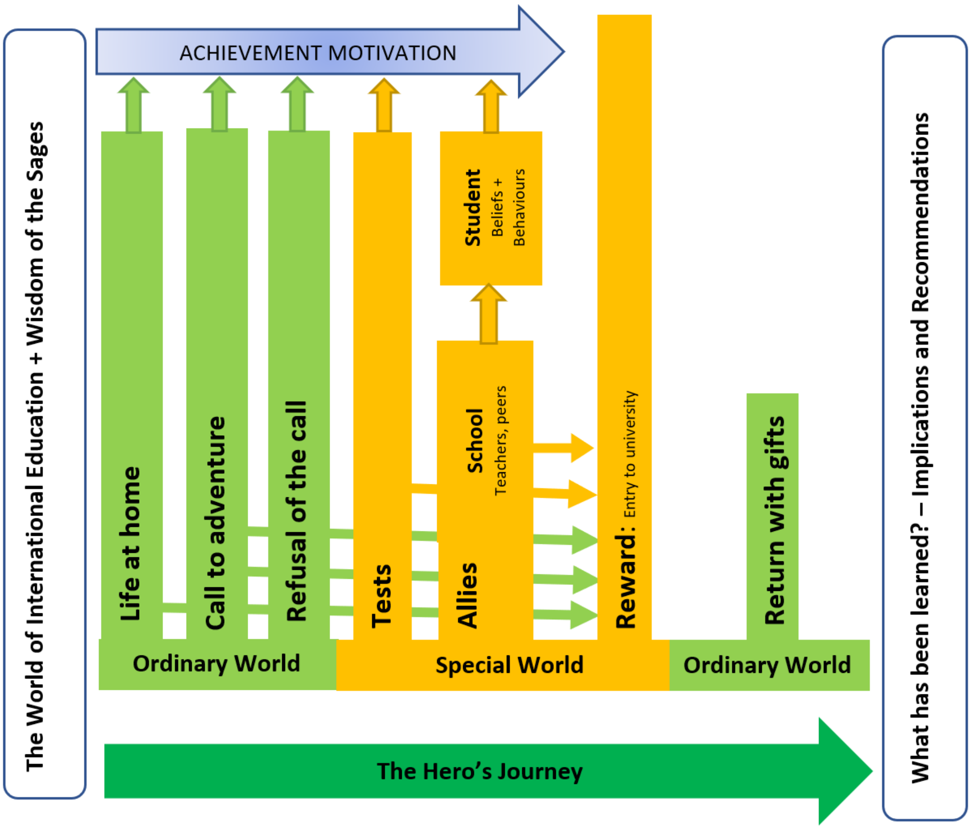

The World of International Education + Wisdom of the Sages
ACHIEVEMENT MOTIVATION
Life at home
Call to adventure
Refusal of the call
Tests
Student
Beliefs +
Behaviours
School
Teachers, peers
Allies
Reward: Entry to university
Return with gifts
Ordinary World
Special World
Ordinary World
The Hero's Journey
What has been learned? – Implications and Recommendations

Figure 3.1. Conceptual framework.

The conceptual framework reflects that this study explores not a moment in time, but a journey: the journey of a teenager who leaves their home country for several years to complete secondary school overseas and gain entry to university. This educational journey of the student is represented as a Hero's Journey, shown by the thick green arrow at the bottom of the image. Though this study focuses on the motivation of students while they are at school in Australia, the arrow begins while the students are still at home, recognising that beliefs held at this time can impact motivation when living overseas. Further, the arrow continues until the students reach home again, indicating that their educational journey continues beyond the boundaries of this study. As with many journeys, the educational journey of the students in this study is characterised by changes in locality. This is shown through the bar above the green arrow that shows changes in the physical space of the student: from Ordinary

World—Home (green), to Special World—School in Australia (yellow) and back to Ordinary World—Home (green).

Throughout their journey, the student's achievement motivation is impacted by a range of influences. These are shown in the conceptual framework by green and yellow vertical bars. For example, Tests encountered impact the students' motivation. The horizontal green and yellow arrows continue all the way to the Reward phase to indicate that although these influences are represented as discrete elements in this image, the influence of these factors on the students' motivation continue throughout their time in Australia. Due to various influences, the student experiences fluctuations in motivation throughout the journey. This is shown through the variation in depth of colour in the blue horizontal arrow, ACHIEVEMENT MOTIVATION, at the top of the image. The conceptual model shows that students are considered to be an ally to themselves because their beliefs and behaviours influence their achievement motivation. Further, students' achievement motivation is directly influenced by interactions with individuals within the school environment.

As mentioned in the introduction, narrative embellishments have been added to the Hero's Journey framework. Chapters have been added that, in effect, provide bookends for the narrative framework. Chapter 1 presented an introduction to the topic—The World of International Education and Chapter 2 presented the review of pertinent literature—The Wisdom of the Sages, to ensure a full understanding of the context of this study. Chapter 7—What has been learned? Implications and Recommendations includes a summary of knowledge that has been gained in undertaking the study and presents recommendations for schools on how best to support CHC international secondary students. These elements are represented in

Figure 3.1 by bars with blue outlines on the far left and far right of the image. As the Hero's Journey narrative framework is a fundamental element of the structure and methodological framework of this thesis, justification for its inclusion follows.

The Hero's Journey Narrative Framework

In examining the achievement motivation of the students and in the presentation of findings, I have utilised a method of *narrative analysis* (Polkinghorne, 1995) in which the events and experiences that the students shared with me have been analysed and aligned according to stages in the Hero's Journey narrative template. The choice for this decision is explained and justified below.

The Power of Narrative

First, narrative is considered to be an accessible means by which individuals can make meaning of experiences or events (Bruner, 1986, 2003; Polkinghorne, 1988, 1996). Using a metaphor to represent the students' educational experience 'might open a door [about their experiences] that cannot be opened by approaches that are too weighted down by duty to literal truth' (Bakan, 1996, p. 7).

Additionally, the Hero's Journey framework was considered to be valuable because it placed the student as the central player in their story. In presenting the student as the protagonist on their journey, this narrative framework prioritised their unique meanings and individual strengths. This aspect of the Hero's Journey framework merged well with central tenets of SDT that prioritise an individual's inherent meanings and strengths and assert that with correct support an individual will determine their own path and thrive (Ryan & Deci, 2000).

Finally, the stages of the Hero's Journey narrative framework put focus on the unfolding of the story, rather than a focus on the outcome (McCormack, 2002), highlighting the changing nature of motivation of the students throughout their journey.

Links with Methodology and Design

The Hero’s Journey narrative framework aligns with the ontological and epistemological perspectives that underpin this study. The relativist ontological perspective recognises realities are multiple, that they are highly contextualised, are formed through one’s experiences and that they can change over time. The constructivist epistemology presupposes that meanings are constructed through interaction and that individuals can have complex and multiple views.

A narrative framework recognises that understandings are a ‘composition of narratives’ (Heikkinen, Huttunen & Kakkori, 2000, p. 1), which change and develop as we interact with others. Further, this structure allows representation of individual stories; while all heroes’ journeys have commonalities, each individual’s journey is unique (Randles, 2012; Seary & Willans, 2004). For example, each story includes tests and allies; however, these elements will manifest differently for each individual. The Hero’s Journey framework is a tool that can effectively show that not only is an individual’s motivation influenced by a range of factors, but the power of these influences can change depending on context and over time (Seary & Willans, 2004). The Hero’s Journey narrative template marries well with the case study approach: each student is recognised as a case who contributes a story to the larger narrative.

Accessibility for CHC Students

Another reason for the choice of the Hero’s Journey framework was a personal decision on how to best present the findings of my research to the teenage CHC students that I teach. It was a focus of this study that findings could be taken back to my students to help them navigate their course through secondary school in a foreign country. I was guided by a desire to find an engaging and inspiring way that I could share findings with my students. The Hero's Journey framework was chosen because it is an accessible metaphor for students (Goldstein, 2005; Seary & Willans, 2004) and particularly adolescent students (Follo, 2002; Lambert, 2014). The Hero's Journey metaphor has the power to build hope (Brown & Moffett, 1999) because it emphasises 'transformation and growth' (Goldstein, 2005). It encourages students to explore their individual strengths, to identify allies in their midst, recognise challenges as milestones to growth and feelings of uncertainty as a natural part of their journey (Seary & Willans, 2004). This accessible narrative framework may help my future students to think about their individual journey in a 'more profound and creative way' (Noble, 1994, p. 30).

A Trusted Approach

Further justification for the utilisation of this framework is the successful adoption of this narrative motif by other researchers to explore and represent the journey of individuals and organisations in the field of education (e.g., Brown & Moffett, 1999; Follo, 2002; Goldstein, 2005; Lambert, 2014; O'Shea & Stone, 2014; Randles, 2012; Seary & Willans, 2004). Finally, the Hero's Journey framework gives a clear and comprehensible structure to the presentation of findings on the achievement motivation of the students and their perceptions of the role of the school in supporting their motivation.

Addressing the Applicability of the Hero's Journey Narrative Framework for Studying Individuals from CHC Countries

Campbell's (1968) *The Hero with a Thousand Faces,* from which the Hero's Journey framework is drawn, is a declaration of the universality of the hero narrative. Campbell's publication encompassed investigation of oral and written narratives throughout time, from many different cultures (Brown & Moffett, 1999; Oxford, 2008), ‘throughout the inhabited world’ (Campbell, 1968, p. 3). As part of his exploration of worldwide narratives, Campbell investigated mythological tales of CHC legendary emperors and deities, thereby indicating the applicability of his narrative framework to the study of journeys of individuals from all cultures and walks of life. Since its publication, Campbell’s motif of the Hero’s Journey has been applied to various studies of individuals and organisations in a variety of fields including application to the study of modern texts from CHC countries (Kim, 2012; Stewart, 2015). This narrative structure therefore is considered to be an effective metaphor to examine the thoughts, feelings and actions of individuals throughout the world in a variety of domains including the achievement motivation of CHC youth as they journey through secondary school in a foreign country.

The explanation of the phases of the Hero’s Journey framework presented in Figure 3.1 are outlined below.

Ordinary World: Life at Home. This initial phase of the Hero’s Journey template introduces the hero of the story before the journey begins. This stage introduces important details about the hero’s life: their beliefs, pastimes, family and friends.

This section of the thesis presents findings on the students’ lives in their home countries before their journey as an international student begins.

Ordinary World: Call to Adventure. The hero’s journey begins when the individual receives a call to adventure. This call invites the protagonist, willingly or not, to leave their familiar surrounds and travel to a new world where their adventure begins.

In this thesis, this phase of the journey explored the events or individuals that sparked the idea for the student of completing secondary school in Australia. For some students, the call to adventure came through a presentation at a school assembly, or from a suggestion from a parent.

Ordinary World: Refusal of the Call. The hero may feel overwhelmed at the enormity of the journey ahead or may be reluctant to leave the safety and comforts of home. They may also doubt their capability to conquer the challenges that may arise on the journey, so the hero refuses the call.

This phase of the journey explored findings on students who were reluctant to move to Australia to complete secondary school. These students did not initiate their move to Australia, rather, it was one of their parents who encouraged them to take the opportunity. These students were afraid of leaving the support of family and friends and having to face a range of language, social and academic challenges in a country far from home. Included in this section is an exploration of the individuals that assuaged their fears—parents and friends who finally convinced the student to make the most of the offered opportunity.

Special World: Tests. Now in a world far from home, the hero encounters a series of obstacles that test her in a variety of ways and challenge her resilience to pursue her goal. These tests may come in a variety of forms such as physical, psychological or emotional challenges.

In this thesis, this phase of the journey explored the range of challenges that the international students faced in secondary school in Australia that negatively impacted their achievement motivation. These challenges included academic challenges, threats to physical safety, arguments with friends, loneliness, isolation and bullying. Findings on the students' lives at home, their calls to adventure, refusal of the call and tests faced by students are all explored in Chapter 4.

Special World: Allies. To succeed, the hero needs allies: people they can trust to give them good advice, share weapons, boost their powers and stand by their side in the face of challenges. These allies will help the hero to grow in strength so that she may overcome obstacles that lie ahead. Different allies arrive at different points in the hero's journey, providing various forms of support to help the hero achieve their treasure.

This section of the thesis provided findings on the allies within and external to the school environment who influenced the achievement motivation of the students, recognising that one of her greatest allies was the student herself. Other allies students spoke of included teachers, school friends, and family at home who provided them with support to help them achieve their academic goal of entry to university. This phase of the journey is explored in Chapters 5 and 6.

Special World: Reward. The hero reaches their goal and is rewarded for overcoming the challenges they faced throughout their long and treacherous journey. The hero rescues the imprisoned, finds the coveted treasure or is granted lands and great wealth.

This section of the journey explored the students' achievement of their academic goal: entry to university. Despite the challenges faced in their previous years, the students all reached their goal of attending university.

Ordinary World: Return with gifts. In this final phase of the Hero's Journey, the hero returns to their homeland, a transformed person. The battles won, the enemies defeated and the challenges overcome have all helped the hero to grow in knowledge and skills. The hero returns home to bring gifts to those who remained behind.

This section presents findings on the students' perceptions of their growth during their time overseas, recognising that when they return to their home countries, they will be a wiser and more capable person who has developed a range of academic and personal knowledge and skills. Student achievement of their reward and return with gifts is covered in Chapter 7.

Analysis of students' perspectives on the influences on their achievement motivation during these phases of their journey led to the development of three hero models that represent the perceptions and experiences of students in different contexts. A summary of these hero models and their contribution to knowledge is presented in the Discussion—Chapter 7, but as these three models are utilised to present findings in Chapters 4, 5 and 6, they are introduced here.

Development of Student Hero Models

In investigating the nature of achievement motivation of the students and their perspectives on the role of the school in supporting their achievement motivation it became clear that there were commonalities in students' perspectives in different contexts. The recognition of these commonalities led to the development of models that have been used to group and represent similar understandings or behaviours of students in the different phases of their secondary schooling in Australia.

The Student Hero Models; the Self-determined Hero, the Hesitant Hero and the Wounded Hero were developed to group or explain students' commonalities based on their declared perspectives guided by the motivational theories (EVT and SDT) and incorporating the hero protagonist from the Hero's Journey narrative framework.

It was not the intention of creating these models to define any student as being only one model of student hero, rather students displayed beliefs and behaviours consistent with different models depending on the context. For example, in one context, a particular student acted with agency and was driven by intrinsic motivation —beliefs and behaviours typical of the Self-determined Hero, whereas in another instance, the same student felt pressure to study, was driven by influences external to self and displayed anxiousness—beliefs and behaviours more typical of the Wounded Hero.

The following paragraphs introduce the student hero models that were developed from the analysis of data. The findings that led to the development of these models are included in the findings and discussion chapters—Chapters 4, 5 and 6. Due to the lack of a non-gender specific pronoun in English, the heroes will be referred to as her for simplicity of phrasing.

The Self-determined Hero acted with high self-determination; she had propitious beliefs, employed effective behaviours and perceived high quality support, all of which enabled her to reach her academic goals with sound wellbeing.

The Hesitant Hero acted with less self-determination than the Self-determined Hero. She may have had propitious beliefs, but she did not always act on them. She had a smaller range of academic behaviours or employed them ineffectively and she perceived poorer quality support from her school. She achieved her academic goals, but she regretted that she did not achieve as well as she might have. Throughout her time in Australia, her decisions about her schooling were largely influenced by others rather than being intrinsically sourced.

The Wounded Hero did not exercise self-determination. She may have had propitious beliefs and effective behaviours but felt controlled by others or outcomes and did not exercise autonomy. She did not perceive support from her school for her psychological needs. The Wounded Hero did reach her academic goal, but because she did not act autonomously and felt pressure from external sources, her wellbeing was compromised during her journey.

Research Questions

The deficits in the literature about the achievement motivation of academically successful CHC international secondary students led to the development of research questions that guided this study. The deficits that emerged included that there is no known study into the nature of achievement motivation of this group. There is no clear picture of the value these students perceive in a pursuing an international education and what other influences may underpin their motivation to engage in and persist with their studies. In addition, understandings about how these students perceive the role of the school in meeting their needs for autonomy, competency, and relatedness is unknown. The deficits in the literature led to the formulation of two research questions:

RQ1—What is the nature of achievement motivation of academically successful CHC international students in Australian secondary schools?

RQ2 —What are the perceptions of academically successful CHC international secondary students about the role of the school in supporting their achievement motivation?

Guided by a desire to choose a theoretical framework for the research design that would most effectively elicit trustworthy answers to these questions, I explored a variety of options. An explanation of and justification for the chosen theoretical framework follows.

Theoretical Framework For The Research Design

A research design that best elicits trustworthy answers to the questions that drive a study will show purposeful integration of all elements of the design including the purpose, research questions, approach and methods (Thomas, 2013). In choosing the design that guided this study, I was strongly influenced by the purpose of the study and knowledge gained through the review of literature. In particular, the choice of design was guided by a focus on prioritising the voices of the students. Additionally, consideration was given to which data collection methods would allow exploration of the students' interpretations of terminology and constructs embedded in the two theories of motivation employed in this study. Further, it was deemed important that the methodological approach would address concerns raised by researchers that Western theories of motivation may not adequately explore the conceptions and feelings of CHC individuals. Table 3.1 provides a summary of the research design. Following the table is an explanation and justification for each element of the design.

Table 3.1.

The Research Design

Theoretical paradigm	Interpretivism
Ontology	Relativism
Epistemology	Constructivism
Research methodology	Single case study with embedded cases
Participants	Purposive selection
Data collection strategies	Individual interviews
	Focus group interviews
	Observation in interviews
	Researcher journaling

Methodology

Theoretical Paradigm: Interpretivism

A theoretical paradigm is a set of ‘basic beliefs’ (Guba & Lincoln, 1994, p. 107) held by the researcher that influences how they view or study the world (Guba & Lincoln, 1994; Thomas, 2013). Wilson (2010) suggested the positivist paradigm regards the world as external and objective, consisting of ‘discrete, observable elements that interact’ in a ‘determined and regular manner’ (Collins, 2010, p. 38). The interpretivist paradigm, on the other hand, attempts to understand how individuals ‘interpret and make sense of their world’ (Hammersley, 2012, p. 27) and recognises that phenomena are complex and cannot be reduced to observing interaction between elements (Phothongsunan, 2010). In doing so, Taylor and Medina (2013) argued, an interpretivist study can build a rich understanding of the participants' highly individualised experiences. This study was guided by an interpretive paradigm because the goal was to explore the multiple, divergent interpretations CHC international secondary students constructed around the complex phenomena of their achievement motivation.

Ontology: Relativism

The ontological perspective refers to the researcher's understanding of 'how things really are' and 'how things work' (Guba & Lincoln, 1994, p.108). This is apt for studying international students' realities as the students may hold multiple realities, that are formed and changed through interaction in the school environment. Therefore, a relativist ontological stance marries well with the interpretivist paradigm. Following is an outline of the constructivist epistemological stance that falls within the interpretivist paradigm.

Epistemology: Constructivism

Epistemology can be defined as a branch of philosophy that is concerned primarily with the nature of knowledge (Guba & Lincoln, 1994). In this study, it was the students' knowledge or individual reconstruction of understanding that was of paramount concern. Accordingly, it is the epistemology of constructivism that guided this study: a worldview, Guba and Lincoln (1994) suggested, that reflects the researcher's beliefs about how knowledge is created in interaction between researcher and participants. Constructivism posits that individuals construct meanings through social interaction with others as they interpret their world (Crotty, 1998). Creswell (2013) explained that within this epistemology, meaning making is considered to be highly subjective and interpretation is heavily dependent on the social and cultural background of individuals. Additionally, constructivism recognises the complexity of views held by participants (Sarantakos, 2013) and that multiple views of reality can exist (Denzin & Lincoln, 2005). Further, as Creswell (2013) highlighted, it is the pre-eminence given to the participant's view of events that makes this epistemology a valid choice for this study.

Constructivist epistemology is highly suited to understanding the experience of CHC international students in an Australian school. First, it frames my position to interpret the different and multiple constructions of realities of the students formed through interaction with others in the school. Further, it acknowledges the highly individualised experience of each student despite their similar cultural heritage and it recognises that a student's understandings may vary with context and that they may change over time. Finally, it prioritises the voice of the student as the central player in their own experience.

The choice of research methodology is guided by the theoretical paradigm, ontological and epistemological stance of the researcher and a decision about which methodology would be the most practical and effective in yielding data to answer the research questions that guide the study. Thus far, it has been determined that an interpretivist paradigm with a constructivist epistemology was the most appropriate for this study. Within this epistemological stance, a variety of approaches would be a good fit, and several were considered, but due to the specific nature of this research project, the case study approach was deemed most appropriate.

Design: Case Study

The definitions of what constitutes a case study are many, but a cogent explanation is that case study is, 'the in-depth study of a single case or a small number of cases'

(Creswell, 1998, p. 65). Seminal practitioners and theorists of the case study approach (Merriam, 1998; Stake, 1995; Yin, 1994) stress the singular nature of the phenomenon to be studied and how it can be defined by clear boundaries. The case that is the focus of this research is the phenomenon of the influences on achievement motivation of CHC international students who studied in secondary school in Australia. The case has clear boundaries: it studies students of similar age, who came from CHC countries and who lived in Australia without their parents. Further boundaries include that the students attended secondary school in Australia and achieved their academic goal of entry to university.

Various authors identify the benefits of the case study approach. Simons (2009) highlighted that this approach generates ‘an in-depth understanding of a specific topic’ (p. 21). Thomas (2011) suggested, a case study allows the researcher to view the phenomenon from many perspectives. Other benefits include that this approach allows for flexibility (Merriam, 1998; Timmons & Cairns, 2010). The researcher is not bound by pre-determined questions but can adapt inquiry to explore meanings that arise as the study progresses. This flexibility is particularly suited to studying teenage students who may give conflicting responses depending on the method of inquiry. The freedom of this approach provided the opportunity to explore unexpected or conflicting responses shared by the students.

A strong benefit of case study approach is the breadth of tools available for collecting data (Merriam, 1998). This affords choice in finding appropriate tools to most effectively elicit rich data, but also allows for triangulation of findings, thereby strengthening the validity of the study. A range of data collection methods was valued for this study because it presented opportunities for students to share their perspectives in the form of inquiry with which they felt most comfortable. Finally, a case study approach allows for a comprehensive study with a relatively small sample (Creswell, 2013; Timmons & Cairns, 2010), an important factor for this study of 15 students. The characteristics of the case study employed and justifications for these choices are outlined briefly in the following paragraph.

Categorisation of case studies can be confusing for the novice researcher (Yazan, 2015). The major theorists and practitioners of case study, namely Yin (1994), Merriam (1998), Stake (1995), Bassey (1999), de Vaus (2001) and Mitchell (2006), used a variety of categorisations to describe the elements of this approach and differed in their epistemological groundings towards the use of case study (Yazan, 2015). Acknowledging these differences, Thomas (2011) has grouped the categorisations used by the major theorists under four headings. Namely, the *subject, purpose, approach and process* to be used in conducting the case study. These groupings have been used to guide category choices for this case study. The categories employed to explore international students' meanings around their achievement motivation are outlined in Table 3.2 and explained in detail below the table.

Table 3.2.

Categories of Case Studies

	Categorisation	Practitioner
Subject	Local Knowledge case	Thomas (2011)
Purpose	Exploratory	Yin (1994)
	Intrinsic	Stake (1995)
Approach	Interpretive	Merriam (1998)
	Theory seeking	Bassey (1999)
Process	Single case study with embedded cases	de Vaus (2001); Merriam (1998); Stake (1995); and Yin (1994)

Subject: Local Knowledge Case

Using terminology coined by Thomas (2011), the focus of this study was motivated by my 'local knowledge' (p. 77). As indicated in Chapter 1, it was my experience of witnessing students lose motivation to reach their academic goal that prompted my interest in finding some way to help these students. It is this local knowledge of the phenomenon that influenced the purposes of the case study outlined in the following paragraphs.

Purpose: Exploratory and Intrinsic

I had dual purposes in conducting this study, which led directly from my local knowledge of the phenomenon. The first purpose was to gain an understanding of this case through exploration of the meanings that academically successful international students have about the influences on their achievement motivation. The second purpose of the study was to use these understandings gained through exploration as an instrument to add to knowledge. A greater awareness of this phenomenon could lead to change in policy and practice in the education of CHC international students in Western countries. These two purposes—exploratory (Yin, 1994) and intrinsic (Stake, 1995)—are explained further in the following paragraphs.

An exploratory study, as suggested by Yin (1994) is conducted when one is faced with a perplexing problem and seeks answers to the questions that have arisen about the phenomenon. Streb (2010) suggested the exploratory case study is particularly appropriate for investigation of a phenomenon that is largely unexplored and about which data and hypotheses are non-existent or limited. The exploratory case study, therefore, was well suited to investigation of the meanings international students held around the influences on their achievement motivation.

This exploration into the phenomenon, leads to the second purpose of the proposed study—an intrinsic purpose. Stake (1995) suggested the researcher uses this approach when they hold a genuine interest in the case and they are driven by a ‘need to learn about that particular case’ (p. 3). There is no expectation that this case represents other cases (Baxter & Jack, 2008) or will explain some generic phenomenon. The researcher is purely interested in the peculiarities of this case. Although this study has sprung from my intrinsic interest and is not pursued for the investigation of a generic phenomenon, it is suggested that knowledge gained can add to an understanding of best practice in educating CHC international students in Western schools.

Approach: Theory Seeking and Interpretive

Thomas (2011) suggested that the theory seeking approach—a term coined by Bassey (1999)—is appropriate when the researcher is 'building… a framework' of ideas that is not dictated by preconceived notions about the phenomenon (p. 112). This is appropriate for the proposed study as there is no known research into this phenomenon and I have gathered data and built theory about an issue that was previously unexplored. This approach does not suggest that the researcher is uninformed about the phenomenon. On the contrary, Yin (1994) asserted that every case study benefits from theoretical grounding. As Aaltio and Heilmann (2010) argued, it is the connection with previous theories that provide the groundwork for quality interpretation of data and conclusions. The careful review of literature informed my understanding of the factors that influence the achievement motivation of CHC international students but this knowledge did not constrict my exploration and I was open to new understandings that arose as the data were collected (Thomas, 2011). Further, the theory seeking approach was highly suited for this exploratory case study because I was led by the desire to delve into the problem and uncover students' insights to build theory (Eisenhardt & Graebner, 2007).

The second approach that guided this study was the interpretive approach, an approach that Merriam (1998) argued is a defining attribute of the case study method. This approach was chosen because of its inexorable links with the theoretical paradigm, epistemology and ontology that frame this study. Merriam (1998) suggested the focus of an interpretive approach is to understand how individuals make sense of their lives and view the process of their experiences. This approach prioritises the participants' perceptions and understandings of the phenomenon, thereby uncovering the multiple realities that exist around the experience (Lincoln & Guba, 1985).

Merriam (1998) highlighted the role the researcher must play in negotiating the meanings offered by participants to reconstruct and present to the audience the realities of the participants.

Process: Single Case Study with Embedded Cases

The single case studied was the phenomenon of the influences on the achievement motivation of academically successful CHC international secondary students. Within the single case study, each individual participant was an embedded case. Having embedded cases within the case study allowed analysis within, between and across all embedded units. The unique experience and perspectives of each student contributed to the shared story. This detailed analysis within, between and among units adds to a much richer understanding of the phenomenon (Baxter & Jack, 2008).

The embedded cases are a recognition that while all students were of a similar age, came from CHC countries, studied secondary school in Australia and gained entry to university, their perceptions on the experience were unique. While there were commonalities in students' perceptions, differences also existed. The employment of embedded cases within the larger single case, in line with the ontology and epistemology that guided this study, recognised that meaning making was highly subjective and unique. The paragraphs above have outlined the subject, purpose, approach and process that defined the case study. The following paragraphs explain the parameters that created boundaries for the phenomenon.

Bounded System

One characteristic of the case study approach is that the researcher can set clear boundaries or limits around the phenomenon under investigation (Baxter & Jack, 2008; Stake, 2005; Yin, 2003). It is the nature of case study then to explore the experience of participants within this bounded context. The researcher attempts to understand or interpret the meanings the participants develop as a result of existing and interacting within the defined context (de Vaus, 2001; Merriam, 1998; Yin, 2003). The boundaries may be set according to various parameters, for example time, place, context or activity (Baxter & Jack, 2008).

The phenomenon explored in this study had clear boundaries of time, place and activity. The case study had temporal boundaries: the study captured the influences on the students' motivation from just prior to moving to Australia until the student gained entry to university. The place of the study also had clear boundaries: the students all attended secondary schools in Australia and were all accepted into universities in major cities of Australia. The sole field of interest was the meanings CHC international students constructed about the influences on their achievement motivation.

This phenomenon is clearly bounded because the students were a naturally occurring group who existed independently within the context being studied. They were a group of students who had, for their own purposes, chosen to study in an Australian secondary school with the express purpose of graduating to university. The students were not selected to meet the purposes of the researcher but rather the students existed within the context independently of the researcher's purposes (Grogan Putney, 2010). Therefore, clear boundaries were set around this system (Merriam, 1998; Stake, 2005).

Limitations of the Case Study Approach

In each study, it is important to make clear the limitations of the research design. The following paragraphs outline the limitations of the chosen approach. Simons (2009) highlighted several disadvantages of the case study approach. First, it can be time consuming for the researcher and possibly the participants as well and the data amassed can be difficult to process and report writing can become a tiresome task.

Further, Simons suggested that the subjectivity of the researcher may impact interpretation. Understanding the limitations of the case study approach ensured that I was mindful to minimise negative outcomes of conducting research using this design. A range of processes were implemented to acknowledge and check subjectivity. These are outlined in the section on verifications.

A second limitation of the case study approach is the inability for results to be generalised (Guba & Lincoln, 1981; Stake, 1995; Thomas, 2011). Yin (1994) equivocally states: ‘we do not choose case study to optimize generalizations’ (p. 8). Of course, as the case study focuses on a specific phenomenon, often with a very small sample, results cannot be generalised to a wider population. However, Timmons and Cairns (2010) argued that despite being contextually relevant to a particular phenomenon, if results are analysed carefully and supporting evidence is provided, findings can be generalised. Flyvbjerg (2006) suggested that even single case studies ‘may be central to scientific development via generalization’ (p. 10). A concept of generalisation that fits well with the case study is that of ‘naturalistic generalization’ (Stake & Trumbull, 1982). This is a process by which the reader, in reading and reflecting on the in-depth descriptions within the case study, may find that they can apply ideas from the depictions to their own experience. Stake (1995) argued that research writers have a responsibility to provide their readers with in-depth detail that describes ‘the things of our sensory experiences’ (Melrose, 2009, p. 3) and that narrative account is one method by which researchers can help their readers to vicariously experience the case with in-depth descriptions of people, places and events (Stake, 1995).

> The case researcher needs to generate a picture of the case and then produce a portrayal for others to see. In certain ways, the case is dynamic…It acts

> purposively, encounters obstacles and has a strong sense of self. It interacts with other cases, playing different roles, vying and complying. It has stages of life—only one of which may be observed, but the sense of history and future are part of the picture (p. 3).

Stake’s (2013) colourful description of the case study marries well with the Hero’s Journey narrative framework chosen to investigate and represent the journeys of the students in this study. The narrative framework effectively ‘generate[s] a picture of the case’ through in-depth descriptions of the students’ reflections of their journey through secondary school in Australia. Through the students’ reflections, the readers vicariously experience their journey; they meet the people in the students’ lives, experience the events they were involved in, witness their feelings, their fears and their joys. The readers are provided with details about the ‘obstacles’ the student encounters and their ‘stages of life’ before and during their time in Australia. The Hero’s Journey framework recognises that ‘history and future’ are important parts of the story (Stake, 2013, p. 3). While this study investigates the experiences of the students in the three to four years they spent in school in Australia, the Hero’s Journey framework recognises the formative years the students spent in their home countries and that these students’ journeys will continue long after this study is completed. The Hero’s Journey narrative framework is an effective device to represent the single case and embedded cases that are the focus of this study, because it presents the ‘history’—Life at home, The World of International Education and Wisdom of the Sages; the ‘future’—Return with gifts and the ongoing Hero’s Journey; ‘obstacles’—Tests; and ‘stages of life’ — Life at Home, Call to Adventure, Refusal of the Call and so on.

Context And Participants

This study was conducted in two major cities of Australia. All students, except one had attended secondary school in the larger of the two cities. All students, except one were enrolled in universities in the larger of the two cities. An explanation of the process that was undertaken to invite students to participate in the research project is explained below.

Purposive Selection of Cases

Practitioners of case study argue the importance of purposive selection of cases. Purposive sampling allows the researcher to uncover abundant information about the phenomenon from various perspectives (Merriam, 1998). Yin (1994) stated that considered selection should be used to elicit a diversity of understandings of the phenomenon. Of particular focus in choosing participants, is the assiduous selection of cases, which aid in the researcher's understanding of the phenomenon because of their 'uniqueness and commonalit[ies]' (Stake, 1995, p. 1). Stake stated that cases that are atypical can help the researcher to broaden understanding of a phenomenon that may not be achieved in studying a typical case. In support of this, Flyvbjerg (2006) suggested that 'atypical or extreme' cases should be favoured because they 'activate more actors and more basic mechanisms' (p. 11) within the phenomenon studied. Further, he argued that strategic selection of cases is imperative to enhance generalisability of this approach.

Keeping in mind the process of participant selection outlined by practitioners of the case study approach, the purposive selection of students was guided by the following four inclusion criteria designed by the researcher:

1. Students were international students from CHC countries.

2. Students must have moved to Australia with the purpose of completing secondary school to gain entry to university.
3. Students must have successfully gained entry to university.
4. During their years in secondary in Australia, students lived without parents.

To identify possible students, the researcher utilised personal contacts and a snowballing method. The following steps outline the method that was employed:

Step 1. I sent an email invitation to personal contacts who were previous students of mine or teaching colleagues. This email invitation (see Appendix A) included a link to a survey website on which students could record their name and email address if they wished to participate in the study. Students were offered an alternate method of expressing their interest in the study: the email contained my university email address. Students were invited to get in contact with the researcher by email if they preferred.

Step 2. The personal contacts were invited to forward the invitation to CHC international students who had graduated from secondary school and been accepted into a university undergraduate course.

Step 3. Students who agreed to participate in the study were invited to forward the invitation email to CHC friends and acquaintances who met the inclusion criteria for the study.

Not all students were involved in all stages of data collection for various reasons. Students were invited to participate in individual and/or focus group interviews. All students except one volunteered to take part in the individual interviews. Thirteen out of the 15 students volunteered to take part in focus group interviews. Further, in line with the goal of choosing atypical cases to aid the richness of data collected, the researcher invited five students for a second individual interview. Table 3.3 indicates the students who participated in the study. The table includes the following information on participants:

- the students’ name (pseudonym)
- age on arrival
- the kind of school they attended
- their length of study (years) in secondary school in Australia
- the school year group they started in
- data collection methods utilised for each student.

Their country of origin, city of study and current city of university are not included because including this data would likely compromise student privacy.

Table 3.3

Participants

Student Name*	**Country of origin**	**Age on arrival (Years)**	**School** **G—Girls** **B—Boys** **CE—Co-educational**	**Length of study in secondary school in Australia (years)**	**Year group on arrival**	**Data Collection Method** **Individual interview 1 (II1)** **Focus group interview/activity (FG)** **Individual interview 2 (II2)**
Amy	China	15	G	3	10	II1, FG, II2
Belinda	China	17	CE	3	10	II1, FG
Brandon	South Korea	16	B	2	11	II1, FG, II2
Charli	China	18	CE	2	11	II1, FG
Christine	South Korea	15	G	4	9	II1, FG
Dan	China	17	CE	2	11	II1
Esther	China	15	G	3	10	II1, FG, II2
Kay	China	15	G	3	10	II1
Luke	China	17	B	2	11	II1, FG
May	China	16	G	2	11	II1, FG

Sarah	China	16	G	3	10	II1, FG, II2
Shirley	China	16	G	3	10	II1, FG, II2
Sunny	China	16	G	3	10	II1, FG
Victor	China	16	CE	3	10	II1
Yvonne	China	16	G	3	10	FG

*Pseudonyms are used for participant names.

Pseudonyms are also used for university names throughout the thesis (Great University, Best University, Ordinary University) and names of other students and teachers identified by the students.

Coding for the Students

Names: Each student was assigned a code containing information about them. These codes were replaced with pseudonyms in this thesis. Feedback: Each participant was coded in accordance with the data collection methods used to gather data. For example, a sample of code for a student whose initials are AK, whose gender is female (F), who attended (P) school and who was involved in an Individual Interview (II1), a focus group interview (FG) and a second individual interview (II2) would have the code AKFPI1FGI2.

Data security: All data and codes were stored in strict accordance with the University of Southern Queensland's (USQ) ethical guidelines. Codes were stored on a password protected computer, on a password protected hard drive in a secured site and on the university's Google Drive. No one, except the researcher, had access to the pseudonyms, codes and data collected. This section outlined the methods employed to select and recruit students and the means by which data were protected. The following section describes the process by which students gave informed consent to participate in the project.

Process for Informed Participation

Due to the possibility of harm as a result of being involved in a research project, the process of informed participation for all participants is critical (Thomas, 2011). The National Statement on Ethical Conduct in Human Research [NHMRC] (Australian Government, 2007), one of the documents that guide ethical research in Australia, stipulates that participation in a research study must be voluntary and that this choice is made by participants who have an 'adequate understanding of both the proposed research and the implications of participation in it' (p. 16).

If a study aims to include individuals who may be considered to be vulnerable due to age, disability or power differential, it is imperative that great care is taken to ensure these participants have a clear and accurate understanding of the research process and the possible impact on them. NHMRC (Australian Government, 2007) indicates that consent may require renegotiation throughout the study, to ensure continued willingness of participation of vulnerable participants.

The students who were invited to participate in the proposed study are late adolescent tertiary students who speak English as a second or additional language and whose parents reside in Asia. Due to the age of these students and their second language background, I considered it of paramount importance that attention was paid to ensuring students had a comprehensive understanding of the nature of the study. Including the methods that would be used, the expected benefits of the study and possible harm that could come from being involved.

To ensure that potential students had a comprehensive understanding of the nature of the study the following steps, all meeting ethical guidelines of USQ, were taken. First, potential students were provided with basic information about the study in the invitation email they received. When a student agreed to participate in the study by providing their email address, I emailed them a Participant Information Letter (see Appendix B) that provided details about the research process and the possible impact on them. Understanding the language challenges a Participation Information Letter may pose for teenagers for whom English is a second or additional language, the letter was given to previous students of mine who also spoke English as an additional language and a colleague who teaches students for whom English is an additional language. These sources helped me to ensure that the language used was clear and easily understood. Potential students were invited to email me if they had any questions about the research project. On initial meeting with students, the Participant Information Letter was provided in hard copy and the student was invited to ask any questions for clarity. All students stated that the letter was easy to understand and they had no further questions about the project. Students indicated their consent to participate in the study by supplying their contact details in the online survey. Students were invited to sign consent forms (see Appendix C) when I met with the students at the first interview.

Conditions for Participation

Ethical consideration is of the utmost importance in conducting research, particularly regarding consideration of participants' rights when these individuals are considered to be vulnerable. The guidelines that govern conditions of participation are taken from Chapter 2 of the NHMRC (Australian Government, 2007) but are widely recognised as standards of ethical consideration in research involving humans (Bachman & Schutt, 2008; Silverman, 2011; Thomas, 2011). These guidelines included that I made clear to the students that their participation was purely voluntary. Further, I took time to talk with students about the nature of the research project and its implications: its 'purpose, methods, demands, risks and [the] potential benefits of the research' (NHMRC, Australian Government, 2007, p. 16). Students verbally expressed that they understood the nature of the research project. I chose an appropriate method to gain consent from the students: a clearly worded letter. The students were provided with the following information: alternatives to participation, how the research was monitored, how the students could seek help if negatively affected by the research process, my contact details and the process students should follow if they wished to make a complaint about the research process. Prospective students were informed of their right to withdraw without further implications. It was explained to students how their privacy and confidentiality would be protected.

Gathering The Stories: Data Gathering Strategies

The choice of data gathering strategies in qualitative research is large (Simons, 2009; Thomas, 2011; Yin, 2003). Baxter and Jack (2008), Thomas (2011) and Yin (2003) suggest that the flexibility of the case study approach allows the possibility of choosing from a wide range of methods to best elicit quality data from participants and enhance a holistic study of the phenomena. My choice of strategies was guided by my ontological and epistemological stance, by judgements made about which strategies would be most appropriate and effective in eliciting quality data from adolescent CHC students and from theoretical propositions formed from the review of literature.

The study, based on an interpretivist paradigm and a constructivist epistemology prioritised the meanings held by, and the voices of, the participants (Hammersley, 2012; Phothongsunan, 2010; Taylor & Medina, 2013). Therefore, strategies employed in this study were chosen for their acknowledged pre-eminence in eliciting the complex meanings held by individuals and their capacity to prioritise participants' voices.

The second determinant that informed choice of strategies was the characteristics of the students. In this regard, consideration was given to a range of factors. First, it was paramount that the students be treated in an ethical manner. The NHMRC (Australian Government, 2007) stipulates that the researcher choose methods that are appropriate for young people. As the students were relatively young (18 and 19 years old), it was considered to be likely that the students had not participated in a formal research project before. If they had, it was unlikely they had been participants in a qualitative research project that typically uses personal and probing methods of data collection. Therefore, it was considered to be vital that the chosen methods would put the students at ease. A second factor was the amount of time students would have available for data collection. As the students were engaged in tertiary studies at the time, it was surmised that lengthy data collection methods would make participation unappealing. This factor influenced my decision about which methods would be least time intrusive for students and yet would produce ample, detailed data.

Another factor that influenced my choice of data collection methods was that the students spoke English as an additional language. Since the students had completed secondary school and gained entry to university in Australia, it was considered that their English language skills were sufficient and data collection materials did not require translation (a decision that gained approval from the university’s ethics committee). However, it was considered to be important that data gathering methods provided an opportunity for students to ask questions about constructs or terminology used in the data collection materials. Another consideration that influenced the choice of data collection methods was the potential power differential between the students and me. I understood the importance of engineering conditions so that the students would not feel overwhelmed in the data collection process, an issue that could potentially cause harm to the students. Moreover, understandings offered by a participant from a compromised position will most likely lead to skewed results.

The final factor that influenced the choice of data collection tools was the necessity to address the concerns identified in the review of literature about the applicability of Western theories of motivation to explore the achievement motivation of individuals from Asian countries (e.g., Kumar & Maehr, 2007; Rao & Chan, 2010; Salili, 1996). Researchers stipulated that research involving students from the East must recognise the complex weave of motivators that drive these students (Salili, 1996), examine the ‘thoughts, feelings and behaviours’ of such individuals (Rao & Chan, 2010, p. 43) and provide opportunity for participants to explore the meaning and interpretation of motivational terminology (Kumar & Maehr, 2007). The paragraphs above outlined the factors that were considered in choosing strategies that were ethical, sensitive to the students’ characteristics, time-efficient, would maximise honest and full responses and address the concerns of other researchers about conducting a study including CHC individuals.

Measures Employed to Ensure Quality of the Data Collection Methods

Several measures were employed to guide me in choosing and constructing quality data collection tools. First, I was guided by my knowledge of working as a teacher and counsellor with CHC teenagers for over 15 years. I felt I had an informed understanding of the characteristics of these students and could use my knowledge to guide the choice and construction of data collection tools. Further, a colleague who works with teenage and young adult CHC students and is also a researcher was consulted for advice. Finally, to ensure the appropriateness of data collection tools, especially regarding language used, I consulted two teenage CHC students who were previous students of mine. The feedback given to me by the students and my colleague was invaluable in aiding me to improve construction of questions to ensure that they would be effective in eliciting thick, rich data. The strategies chosen to collect data on this phenomenon are listed below.

- Semi-structured individual interviews
- Focus group interviews
- Observation within interviews
- Researcher journaling

Various theorists advocate the use of a variety of data collection methods. In employing several methods, a researcher can amass a well-rounded set of data (Johnson & Turner, 2010), including the ‘multiple or diverse realities’ (Golafshani, 2003, p. 604) valued in the interpretivist paradigm. This enables the researcher to understand the phenomena from different perspectives (Baxter & Jack, 2008; Thomas, 2011). Further, Patton (1990) and Yin (2003) argued that the comprehensive set of data coming from more than one source enhances credibility. Validity and reliability are also enhanced due to triangulation of findings (Golafshani, 2003; Mathison, 1988; Patton, 2001). As the use of a variety of data collection methods has been justified, the below sections will outline each data collection method justifying its inclusion.

Interviews

Interviews are a cornerstone in qualitative research and a trusted and favoured data collection method in case studies. Simons (2009) highlighted that interviews allow in-depth probing of the participants’ understandings, allow follow-up questions and facilitate the voice of the participant. Patton (1980) and Simons (2009) indicated that interviews, if conducted in a supportive environment, allow the interviewee the platform to express their perspective on the phenomenon in-depth. Ryan, Coughlan and Cronin (2009), Silverman (2011) and Simons (2009) suggested that when interviews are conducted in a supportive environment, the participant can set the pace of the interview, likely enabling a more in-depth perspective to be revealed. Interviews allow flexibility and empower the interviewer to change direction immediately to pursue issues that are of greater pertinence to the interviewee (Silverman, 2011; Simons, 2009; Yin, 1994). The interviewer also has the opportunity to observe body language that may or may not support the words chosen by the interviewee, possibly highlighting incongruity in meaning.

Semi-structured Individual Interviews

Semi-structured interviews were deemed most appropriate to gather the perspectives of the students. As this research project was likely to be the first time the students had been involved in a formal study, I was conscious that they could find the situation daunting. Therefore, I was guided by a need to create an interview format that provided some familiarity to the students but that was not overly structured and would allow the use of prompts to allow students to share their ‘unique and personal’ experience (Gillham, 2005, p. 69). The development of questions for the semi-structured interview was informed by the review of literature and the theoretical framework that guided the study of this phenomenon. See Table 3.4 for a sample of how questions were developed and Appendix D for the full list of questions. Appendix E includes questions used in individual semi-structured interviews after editing.

Table 3.4.

Development of Questions for Individual Interviews

Research Question 1: What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools?
Literature: Inconsistencies exist in the literature about the nature of achievement motivation of CHC students (Biggs, 1998; Chen & Wong, 2014; Hau & Salili, 1996; Salili, 1996; Salili & Lai, 2003; Wang, 2008; Watkins, 2000; Zhou, 2014).
Theoretical framework: EVT and SDT
Interview questions/prompts: Why did you to come to Australia to study in secondary school? Was it your decision? Tell me about what it was like when you first started at your school here? *If the student experienced negative incidences* – That sounds hard – what helped you to get over that feeling/experience and keep going? *If the student experienced positive incidences* – That's great. Tell me more about who/what made it such a positive experience for you?
Research Question 1: What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools?
Literature: Due to their CHC upbringing, CHC students place high value on education (Hau & Salili, 1996). They adopt the Confucian cultures high priority on education as their own (Chen & Wong, 2014; Hau & Salili, 1996; Salili & Lai, 2003).

Theoretical framework: EVT (Intrinsic value of education) and SDT (Intrinsic motivation)
Interview questions: Would you say you enjoyed your studies in secondary school in Australia? If ‘*Yes*’ – Do you generally enjoy studying? If ‘*No*’ – So, if you didn’t enjoy your studies, what helped you to get to where you are today – at uni? Some people say that students who come from China/Korea/Japan… are really hard-working students who love to study, would you say that is true about you? Tell me more about that.

Fourteen students participated in the individual interviews, a number suggested by Crouch and McKenzie (2006) and Guest, Bunce and Johnson (2006) as a sufficient number to reach saturation of ideas. This assertion by the researchers aligned with my experience; the final individual interviews did not raise new ideas or lead to the emergence of original themes. Five students were asked to participate in a second individual interview to which they agreed. These students' reflections were favoured for their atypical nature because as Flyvbjerg (2006) and Stake (1995) attested it is the atypical or extreme cases that usually provide the richest information. The five students were chosen because they provided contrasting perspectives on the experience of being educated in a secondary school in Australia. For example, while one student felt greatly supported by her teachers, a fellow student who went to the same school, felt little support at all.

The purpose of the interviews was to gather demographic information about the students and to probe their perceptions of their achievement motivation and the role of the school in supporting their motivation. The first section of the individual interview was comprised of closed questions that elicited information such as the student's age on arrival, country of birth, school in Australia and length of residency in Australia. The second section of the interview included a range of open questions or statements designed to encourage the student to talk freely about their achievement motivation and the people, thoughts, actions or events that helped them sustain their motivation to achieve their goal of university entrance.

Data collected from the individual interviews proved useful in several ways. Data gathered were used to guide formulation of discussion prompts for focus groups that followed, assisted me to identify initial themes and to identify atypical cases. The duration of the individual interviews was from thirty minutes to seventy-five minutes.

Focus Group Interviews

Focus groups gather participants in small numbers to share perceptions on the phenomenon being studied. The participants are encouraged to lead the group, with the researcher offering stimulatory material to facilitate a smooth transition from one area of interest to the next (Grumbein & Lowe, 2010). Focus groups are used to enable dynamic interaction between participants and to elicit data and insights that arise specifically because of the interactive situation (Morgan, 1997). Of significant interest to the researcher are the interactions between the participants as issues are discussed (Morgan, 1997). Morgan suggested that focus groups are particularly appropriate when there is a power differential between the researcher and individuals who are at the centre of the issue being investigated. The participants who gather as peers outnumber the researcher and are encouraged to guide the discussion. The researcher adopts the role of facilitator or moderator, rather than leader or director of the group but remains alert to and ready to deal with issues that arise, so that no harm is caused to participants. Kitzinger (1994) highlighted other benefits of this data collection method: focus groups are a quick way to gather many perspectives on a phenomenon and they may offer support for group members more nervous in individual interviews. Lindlof and Taylor (2002) suggested focus group interaction can motivate members to think of ideas they had forgotten.

Despite the benefits of focus groups, this form of data collection has several constraints. It is possible for certain individuals to dominate the group, silencing those whose views are in the minority. As a result, participants who see their views are not popular may agree with the majority to save face. Further, as Smithson (2000) highlighted, conflicts or arguments could arise. Finally, analysis of data collected from a focus group requires careful attention. Morgan (1997) warned that the vast amount of material that may be amassed requires careful and thorough transcription, coding and analysis to ensure preciseness in participant statements and the final summary by the researcher. Finally, gathering busy participants in the one place at the one time has challenges.

Despite the possible challenges of this method, it was deemed an appropriate tool for the following reasons. First, the focus group format allowed me to observe the interactions of the teenage international students as they shared their perceptions. Second, the power differential between students and me was mitigated because the students felt supported by each other in the group. Finally, the focus groups enabled students to discuss different perspectives on similar issues experienced in their schools.

All students were invited to attend a focus group interview. Two students declined to take part. Four focus groups interviews were conducted during the data collection period. The focus groups were conducted after most of the individual interviews were completed, because as explained earlier, data collected from the individual interviews guided the formulation of prompts that were used in the focus group activity. Each focus group had two to four members and lasted 30 to 45 minutes. The construction of these groups was guided by two factors: convenience for the students and, where possible, a mix of typical and atypical cases. Three of the focus group interviews were held in a university campus discussion room. Students who all attended one university were invited to participate in one focus group interview because it was a convenient location for them. One focus group was held in a city café because the students attended different universities and this site was chosen by the students as the most convenient for all of them.

To achieve the dynamic interaction that is heralded as the hallmark of focus group interviews (Morgan, 1997), the focus group was asked to perform an activity that required discussion about influences on motivation. The group was given one set of fourteen flashcards (see Appendix F). Eleven of the flashcards recorded one motivating influence, for example, ‘Not wanting to disappoint my family’. Three blank cards were given to the group to add optional influences if desired. I encouraged the group to discuss the relevance of these influences for their experience in response to the key question—*What motivated me to study at secondary school in Australia?*

The first focus group of four students found the activity set challenging. After I had explained what the activity involved and ensured students understood, the students were encouraged to begin discussing the influences. The students, however, were not expecting this format of interview and the discussion did not flow smoothly. After some minutes, they agreed, as a group, to rank the influences. All suggested rankings initially, but when they could not agree on the ordering of the influences, two students began to dominate the discussion, one student put in occasional comments and another student fell silent. The students could not, as a group, effectively rank the influences. Being unsure of whether students would be able to complete this activity as a group, I had brought individual packs of mini flashcards (one for each participant) and asked the students if they would rather complete this activity as individuals. The students agreed to this idea.

After individually ranking influences, students were invited to talk with another group member about their ranking decisions. The students felt comfortable with this and discussed their results with others. Most students’ rankings of influences aligned with factors they had identified in their individual interviews. However, one student created a new influence on one of the blank flashcards and nominated ‘Myself’ as the greatest influence on her motivation to persist. A second student seeing this, copied the idea.

After a few minutes of smaller group discussion, the students were again invited to discuss their ranking of influences as a larger group. Again, the discussion within the group was controlled by the two more dominant students, with other group members falling quiet. I took photos of the students' rankings of influences (see Appendix G for a sample arrangement of influences). We put the cards away and I used the rest of the time available to ask questions I had prepared in case they were needed. These questions related to my initial analyses of data from individual interviews (Appendix H). The questions asked students to discuss differences in perspectives I had found in my initial analyses. For example, 'Some international students told me it is best to keep other international students as your best friends, while others said it is really important to meet local students. What do you think?' The students' involvement in this section of the focus group was far more harmonious. They commented that this was more like the focus group experience they expected! Students who were unable to attend, completed the focus group activity online in order to share their perspectives on the influence of these factors.

The experience of this focus group suggests several implications for the use of this data collection tool with teenage students. First, observations of student behaviour during focus groups can add valuable data for the researcher. The two dominant students, it was found after analysis of data, were also the ones who most typically held beliefs and employed behaviours of the Self-determined Hero student. Further, it is vital that the researcher plans well for the session and includes alternative options in case planned activities or questions do not elicit quality data from all students. Additionally, the researcher should be prepared to act as facilitator to manage the focus group interactions so that certain students do not dominate and shut other students out of the discussion. While the observations of students' behaviour add valuable data, if views of certain students are silenced, I believe the focus group would not effectively elicit thick, rich data from all students.

The following focus groups had two participants, three participants and four participants respectively. I chose to not change the format for the focus group interviews, as the first focus group, while not going as I had expected, did elicit rich data. In the subsequent focus groups, without prompting, the students again ranked the influences from strongest to weakest in a similar fashion to the first group. These groups though were far more harmonious in their group discussion; talk was not dominated by any members and students largely shared the talking time, listening with interest to different perspectives. I do not think this has implications for planning of focus groups. If the researcher facilitates the group well and recognises the valuable data available within the interactions between group members, the dynamics of the interactions between participants will elicit quality data. The interviews were recorded and transcribed by the researcher.

Observation in Interview

Observation is a beneficial tool that can be used as the central tool for data collection or in combination with other data collection methods. Observation can ‘offer insights into interactions, processes and behaviours, that goes beyond the understanding conveyed in verbal accounts’ (Ritchie, Lewis, Nicholls, & Ormston, 2013, p. 245). Observations were not used as a central tool of gathering data in this research project, but rather as an additional method during interviews with students. Observations were valuable when measuring the congruency or incongruency of students’ verbal responses in individual interviews. For example, on occasions, a student’s body language did not match their verbal response leading me to pause in my questioning or use a gentle prompt to elicit what the student’s facial expression or hand gesture meant. Observations, as explained in the previous section, were invaluable in the focus group interviews and provided beneficial additional data.

Researcher Journaling

In addition to data collected from students through interviews and observation, I kept a journal to record observations, thoughts and reflections throughout the research process. Merriam (2002) identified the value of keeping a journal to aid in an audit trail. Keeping a record of the study process is also a good tool for dependability (Shenton, 2004; Yin, 2009). I found using a journal an invaluable tool and it was used regularly throughout the project. For example, during the process of coding and deriving themes from the data, I wrote in my journal to help me explore whether the motivational theories of EVT and SDT were adequate to explain the influences on motivation of the students (Appendix I). Additionally, it was early in the process of analysing data that I was not satisfied that my conceptual framework adequately allowed me to represent the change in students' motivation in different contexts and over time. The idea of the Hero's Journey narrative framework came to me while writing in my journal. The proposed data collection methods have been outlined and justified in this section. The next section will explain methods of analysis and interpretation of collected data.

Analysis And Interpretation of Data

Analysis and interpretation of data in qualitative studies is an intensive, deductive and inductive process (Creswell, 2013). The researcher is required to make sense of the data through a complex, eclectic process (Dey, 1993; Tesch, 1990) of systematic deconstruction of the individual and independent messages inherent in the data and reformulation of these into broad understandings that provide a meaningful interpretation of the participants' perspectives of the phenomenon (Creswell, 2013). The breaking down of data and reconstructing of meanings is not a linear process; steps in analysis and interpretation are cyclical and may be conducted concurrently, with multiple levels of analysis occurring at each stage and in parallel with data collection and report writing (Creswell, 2013; Miles & Huberman, 1994). As with all elements of the design of the research project, analysis and interpretation of data marries with the theoretical paradigm and the epistemological viewpoint that guide the design of the research project. Therefore, because this research project was underpinned by an interpretative paradigm, a constructivist epistemology and employed a case study approach, data were analysed with the express purpose of interpreting the meanings the students created regarding the phenomenon.

Analysing is the 'coding, categorising, concept mapping and theme generation' (Simons, 2009, p 117) of data collected, which if completed effectively, will result in findings from the study. As Denzin and Lincoln (2005) stipulated, in qualitative studies, data does not provide the findings; it is the researcher's role to make sense of the data. The researcher, guided by the philosophical underpinnings of the study will make decisions about which data to use as evidence that 'will tell an eventual story' (Simons, 2009, p. 118). Simons (2009) and Thomas (2011) stressed the importance of the process of making sense of the data when employing the case study approach. The researcher must search for the connections that exist between the themes to achieve the holistic analysis that is pursued (Thomas, 2011). The next stage after data analysis is interpretation. Simons (2009) described this as the phase where the researcher forms understandings from the findings, using the intuition of the researcher to develop insights from the data. In interpreting the data collected, the researcher will be guided by propositions that were made at the outset of the research project with the express purpose of finding connections between data collected and theory that guided the study.

The conceptual framework, formed in response to the review of literature, provided the theoretical framework for analysis and interpretation of data. The deductive coding employed in analysis focused on the categories informed by the literature and inductive coding focused on themes that emerged from the data (Boyatzis, 1998). Key constructs from EVT and SDT were used as categories to deductively analyse the students’ reflections. Through inductive analyses, original sub-categories and themes emerged. The phases of the Hero’s Journey framework (see Figure 3.2) were used to present the data using a schema to ensure ease of understanding (Miles & Huberman, 1994).

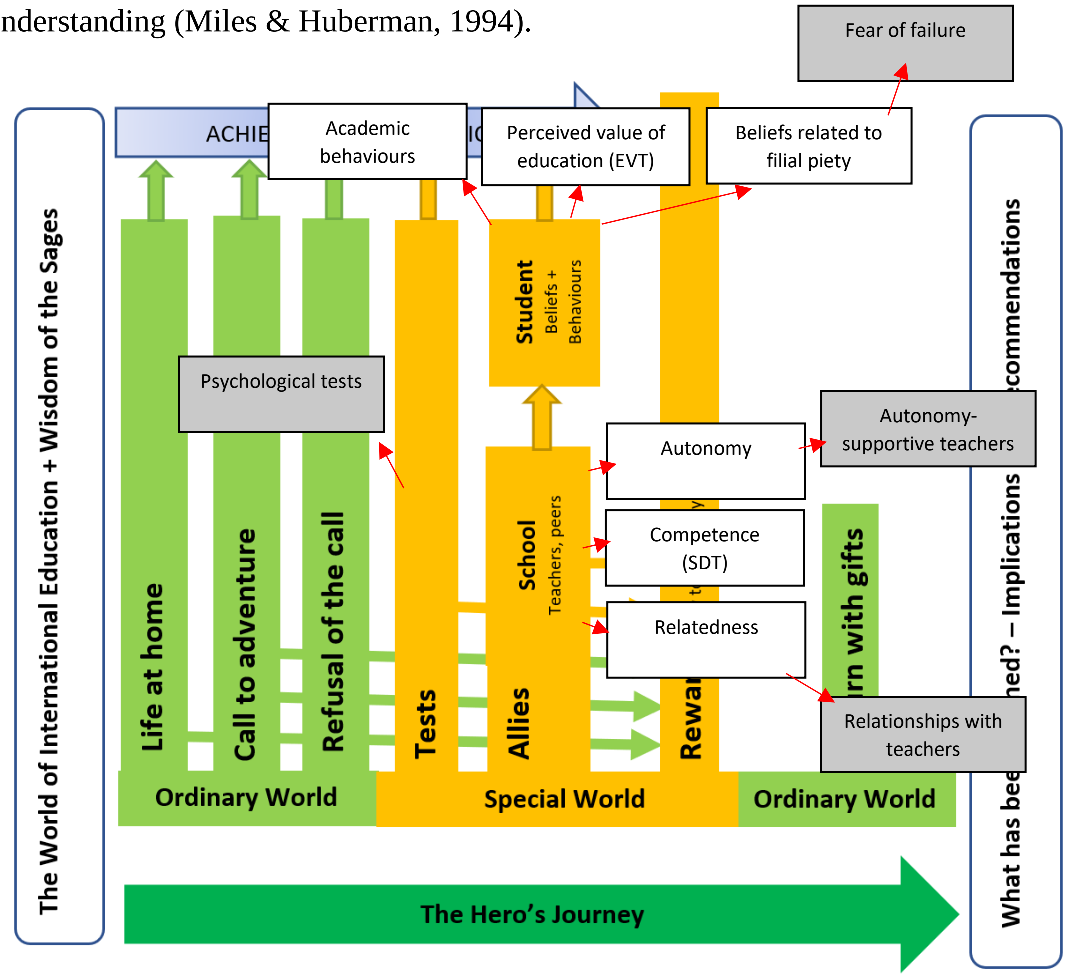

Fear of failure
ACHIE
Academic behaviours
IC
Perceived value of education (EVT)
Beliefs related to filial piety
The World of International Education + Wisdom of the Sages
Student
Beliefs + Behaviours
Psychological tests
Autonomy
Autonomy-supportive teachers
School
Teachers, peers
Competence (SDT)
Relatedness
Relationships with teachers
Life at home
Call to adventure
Refusal of the call
Tests
Allies
Rewa
rn with gifts
Ordinary World
Special World
Ordinary World
What has bee
ned? – Implications
commendations
The Hero’s Journey

Figure 3.2. Links between conceptual framework and process of analysis and interpretation.

The categories used for deductive analyses are represented by a white rectangle and the themes that emerged from inductive analyses are represented by a grey rectangle. All of the categories of deductive and inductive analyses are not included in Figure 3.2 because of lack of space; however, all categories are included in Table 3.5.

Table 3.5.

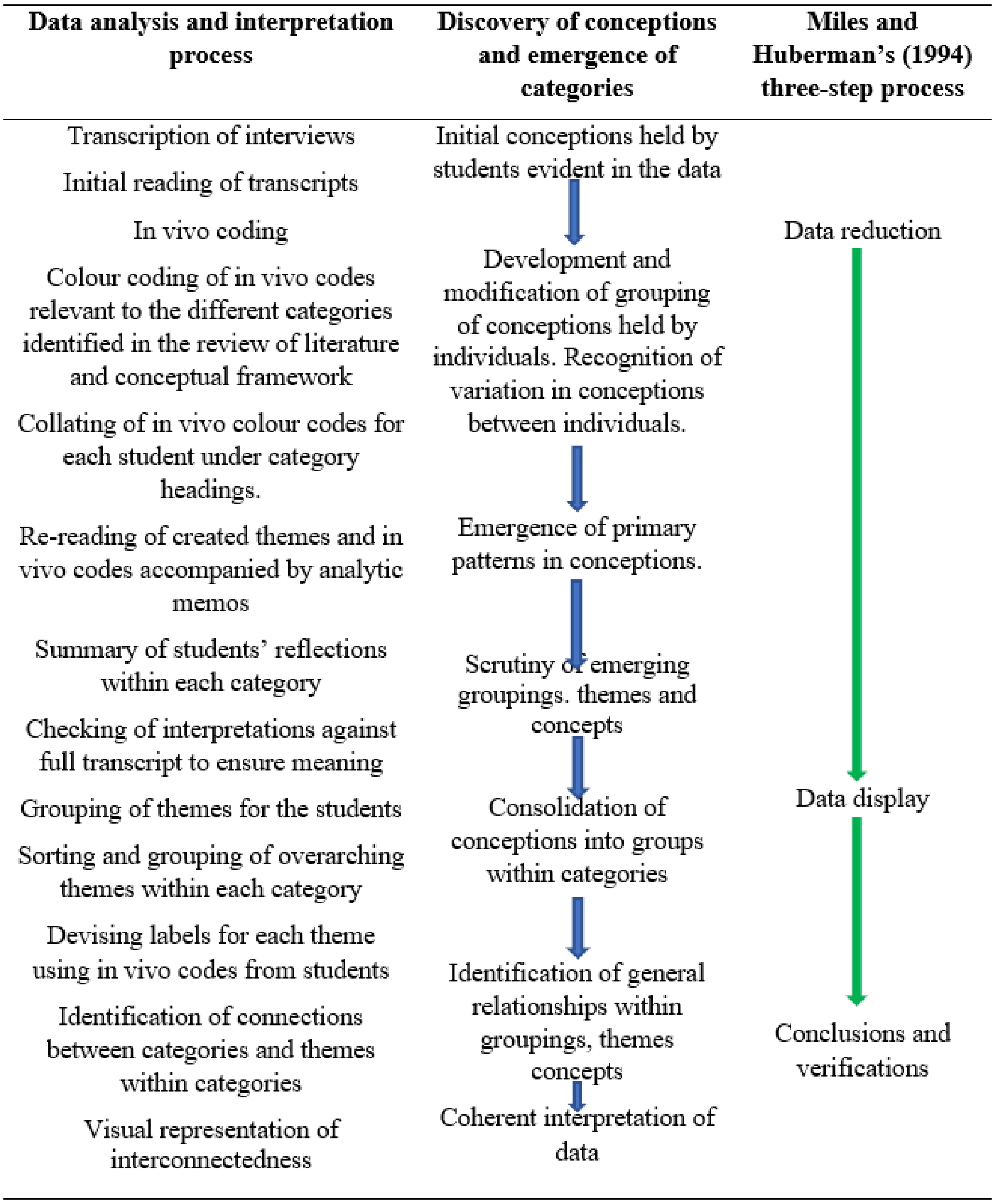
Deductive and Inductive Categories and Themes

Category (deductive analyses)	Category (inductive analyses)	Theme
Intrinsic value of Education	Studying overseas has intrinsic value Intrinsically motivating classes Intrinsically motivating tasks	**Student beliefs**
Attainment value of education	Education is a means self – improvement	
Utility value of education	Education enables entry to university Education will aid in gaining a good job International education has benefits	
Attribution for success	Hard work leads to success	
Cost of international education	Engaging in international education had Psychological costs Physical costs Social costs Academic challenges Concurrent costs	**Tests**

Academic behaviours of students	Diligence Academic strategists	**Student behaviours**
Competence	Students aided their own gaining of competence through effective beliefs and behaviours	**Support from family, school and others**
Relatedness	Relationships with family Relationships with teachers Relationships with international students Relationships with Australian students Relationships with homestay	
Autonomy	Act with autonomy in choosing to study overseas Autonomy-supportive parents Autonomy-supportive schools Developing autonomy Choosing subjects	

The Process of Data Analysis and Interpretation

As this research project, produced a large volume of data, a systematic process was needed to analyse and interpret the data (Anfara, Brown & Mangione, 2002). I used a 13-step process of analysis and interpretation, the development of which was informed by various practitioners of the qualitative approach (Creswell, 2013; Fraser, 2004; Kervin, Vialle, Herrington, & Okely, 2006; Kvale, 1996; Lucas, 2010; Miles & Huberman, 1994; Saldana, 2009). Although this process of analysis and interpretation is presented in a linear fashion, the sections were not conducted independently of each other. Rather, analysis and interpretation were an interwoven, continuous, iterative process. This phase of the research project was detailed, complex and time consuming; however, I felt it was critical that I used methods that ensured interpretation of data would represent precisely the meanings of the students. The steps undertaken in analysis and interpretation are presented in Figure 3.3 and an explanation of each step is presented in the section below the figure.



Data analysis and interpretation process	Discovery of conceptions and emergence of categories	Miles and Huberman's (1994) three-step process
Transcription of interviews Initial reading of transcripts In vivo coding Colour coding of in vivo codes relevant to the different categories identified in the review of literature and conceptual framework Collating of in vivo colour codes for each student under category headings. Re-reading of created themes and in vivo codes accompanied by analytic memos Summary of students' reflections within each category Checking of interpretations against full transcript to ensure meaning Grouping of themes for the students Sorting and grouping of overarching themes within each category Devising labels for each theme using in vivo codes from students Identification of connections between categories and themes within categories Visual representation of interconnectedness	Initial conceptions held by students evident in the data ↓ Development and modification of grouping of conceptions held by individuals. Recognition of variation in conceptions between individuals. ↓ Emergence of primary patterns in conceptions. ↓ Scrutiny of emerging groupings. themes and concepts ↓ Consolidation of conceptions into groups within categories ↓ Identification of general relationships within groupings, themes concepts ↓ Coherent interpretation of data	Data reduction ↓ Data display ↓ Conclusions and verifications

Figure 3.3. Process of data analysis and interpretation.

The left-hand column in Figure 3.3 shows the 13-step process of data analysis and interpretation. The middle column shows how categories and themes emerged throughout the process. The right-hand column shows alignment with the three-step analysis and interpretation process of Miles and Huberman (1994).

Transcription of Interview Data

The first step in data analysis is the preparation of raw data (Creswell, 2013). When interviews are used this involves transcribing. Several scholars argue that transcription by the researcher is an indispensable step in data analysis (Fraser, 2004; Kvale, 1996; Lucas, 2010). Transcribing enabled me to come closer to the stories the students shared (Fraser, 2004). Playing the recording device slowly as I typed enabled me to concentrate deeply on the student's telling of their story: their tone, hesitation, volume, silences, sighs and laughter, bringing me to a better understanding of the student's experience. All things that would be missed if data analysis had been done by an external service.

Further, as I typed, I undertook initial analysis of the data (see Appendix J): I made notes next to statements, identifying tone, highlighting key phrases or words emphasised by students. I made markings in the text noting significant events, repetition of ideas and comparison of students' perspectives on different topics. I was also able to record the exact time of seemingly important utterances so that I could locate them later. Finally, by transcribing the data, I could be sure data was safe, that confidentiality of the students was ensured and that external transcribers would not 'tidy up' (Lane, 1996, p. 161) the imperfect English used by the students, rendering it inauthentic.

Initial Readings of Transcripts

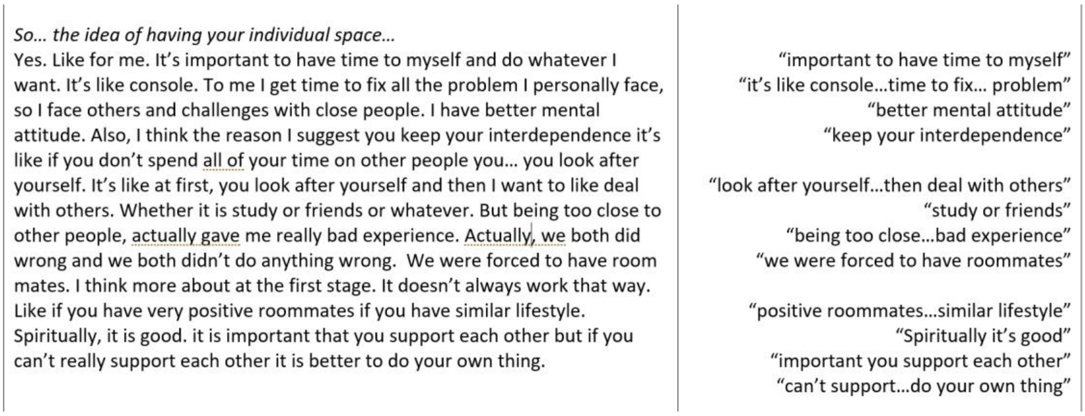
On completion of each transcription I read each interview at least two times. Creswell (2013) suggested that this process enables reflection on the overall meanings presented in each script and allows judgement of the quality of the material. Re-reading the transcripts enabled me to immerse myself in the students' reflections, develop a high level of familiarity with my data (Kervin et al., 2006) and to reflect on the overall meanings presented in each script (Creswell, 2013). After transcription and a general reading of the material, I began a systematic investigation of the data, to begin the process of making sense of the data. Miles and Huberman (1994) outlined a data analysis system with three defined steps: *data reduction, data display and conclusion drawing and verification.* My process of analysis and interpretation aligned with that of Miles and Huberman with several smaller steps embedded within their three broad categories.

Data Reduction

Data reduction is the process of identifying key data from the volume of data collected. The guidelines for what count as key data is informed by the theoretical paradigm, the research questions and the conceptual framework of a study. As the theoretical underpinnings of this study prioritise the teenagers' voices, the first step in data reduction was to identify what was key to the students, therefore *in vivo* coding was employed to identify their key utterances.

In Vivo Coding

In *in vivo* coding (Saldana, 2009), codes come from the participants themselves. Each line of transcription is read, and key words or phrases are recorded to build a pattern of what is important to the participant. This method was chosen for two reasons. First, it was a focus of this study to prioritise the students' meanings in whatever form they shared them. The students do not speak English as their first language and their choice of vocabulary and utterances were not always grammatically correct. However, it was considered that creating codes from the students' utterances was more authentic; to perfect their English would 'detract from their essence' (Saldana, 2009, p. 57). Saldana (2009) recommended in vivo coding for researchers who want to prioritise the youth voice in educational settings. This coding method can be particularly effective because it 'enhances and deepens an adult's understanding of the youth's world' (p 80). An example of in vivo coding undertaken can be seen in Figure 3.4. A sample of in vivo coding of a focus group interview is in Appendix K.



So… the idea of having your individual space…
Yes. Like for me. It's important to have time to myself and do whatever I want. It's like console. To me I get time to fix all the problem I personally face, so I face others and challenges with close people. I have better mental attitude. Also, I think the reason I suggest you keep your interdependence it's like if you don't spend all of your time on other people you… you look after yourself. It's like at first, you look after yourself and then I want to like deal with others. Whether it is study or friends or whatever. But being too close to other people, actually gave me really bad experience. Actually, we both did wrong and we both didn't do anything wrong. We were forced to have room mates. I think more about at the first stage. It doesn't always work that way. Like if you have very positive roommates if you have similar lifestyle. Spiritually, it is good. it is important that you support each other but if you can't really support each other it is better to do your own thing.

"important to have time to myself"
"it's like console…time to fix… problem"
"better mental attitude"
"keep your interdependence"

"look after yourself…then deal with others"
"study or friends"
"being too close…bad experience"
"we were forced to have roommates"

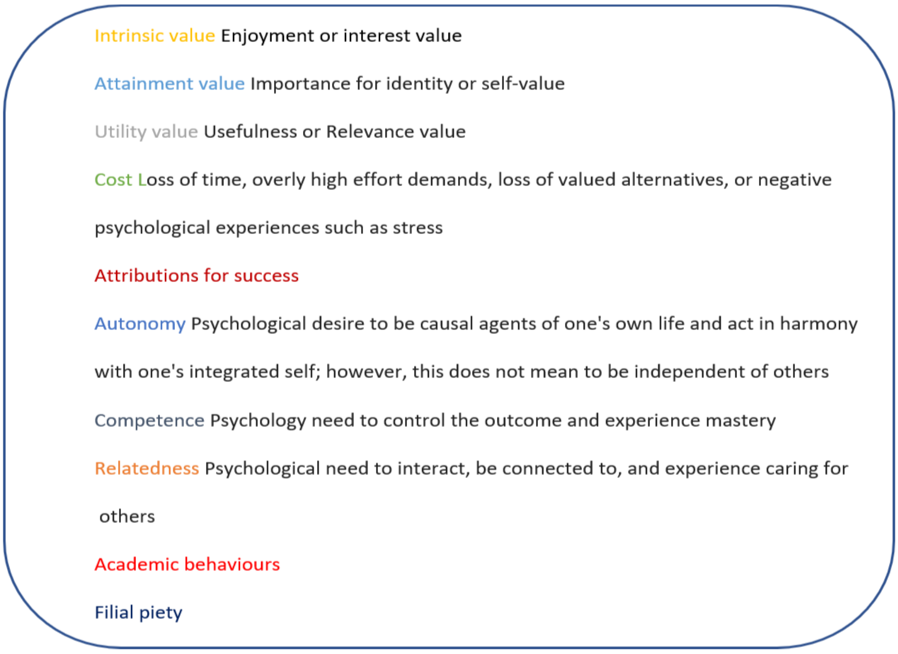
"positive roommates…similar lifestyle"
"Spiritually it's good"
"important you support each other"
"can't support…do your own thing"

Figure 3.4. Example of in vivo coding.

In Figure 3.4, the original transcript is in the left column and the in vivo codes are on the right.

Colour Coding of In Vivo Codes

The next step involved the categorisation of in vivo codes according to categories. Categories represented key terminology used in the motivational theories (EVT and SDT) or other key categories that arose from the review of literature. Each of the categories was represented by a different colour (see Figure 3.5).



Intrinsic value Enjoyment or interest value

Attainment value Importance for identity or self-value

Utility value Usefulness or Relevance value

Cost Loss of time, overly high effort demands, loss of valued alternatives, or negative psychological experiences such as stress

Attributions for success

Autonomy Psychological desire to be causal agents of one's own life and act in harmony with one's integrated self; however, this does not mean to be independent of others

Competence Psychology need to control the outcome and experience mastery

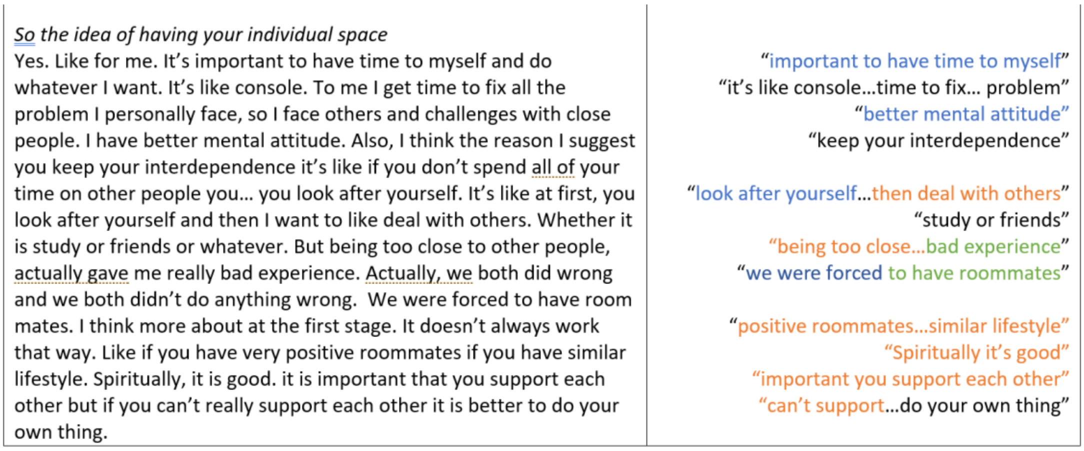
Relatedness Psychological need to interact, be connected to, and experience caring for others

Academic behaviours

Filial piety

Figure 3.5. Colour coded categories.

In vivo codes were colour coded to denote a category. When an utterance fell under more than one category, dual or multiple colours were used to denote this (see Figure 3.6). A sample of colour coding of a focus group interview is included in Appendix L. This process enabled a deep and careful interpretation of students' utterances. Categories and codes were scrutinised to ensure I was truly representing the meaning of the student rather than trying to make the initial codes fit with the pre-determined categories that I had chosen.

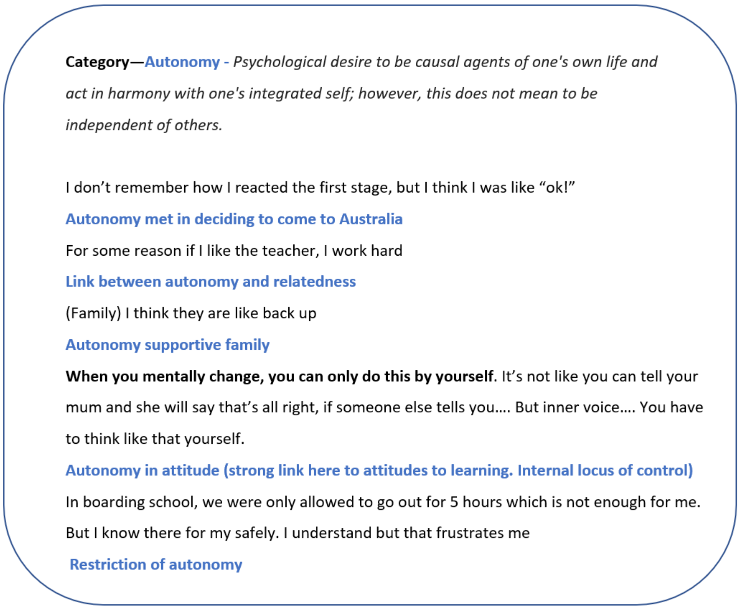


So the idea of having your individual space Yes. Like for me. It's important to have time to myself and do whatever I want. It's like console. To me I get time to fix all the problem I personally face, so I face others and challenges with close people. I have better mental attitude. Also, I think the reason I suggest you keep your interdependence it's like if you don't spend all of your time on other people you… you look after yourself. It's like at first, you look after yourself and then I want to like deal with others. Whether it is study or friends or whatever. But being too close to other people, actually gave me really bad experience. Actually, we both did wrong and we both didn't do anything wrong. We were forced to have room mates. I think more about at the first stage. It doesn't always work that way. Like if you have very positive roommates if you have similar lifestyle. Spiritually, it is good. it is important that you support each other but if you can't really support each other it is better to do your own thing.	"important to have time to myself" "it's like console…time to fix… problem" "better mental attitude" "keep your interdependence" "look after yourself…then deal with others" "study or friends" "being too close…bad experience" "we were forced to have roommates" "positive roommates…similar lifestyle" "Spiritually it's good" "important you support each other" "can't support…do your own thing"

Figure 3.6. Colour coding of student utterances to denote category.

Collating of In Vivo Colour Codes

In this phase of the process, each student's utterances from individual and focus group interviews were grouped together under each category heading. For example, each student's reflections about autonomy were grouped together (see Figure 3.7). The objective of this step was to collate meanings as the first step to developing themes within each category for each student.



Category—Autonomy - *Psychological desire to be causal agents of one's own life and act in harmony with one's integrated self; however, this does not mean to be independent of others.*

I don't remember how I reacted the first stage, but I think I was like "ok!"

Autonomy met in deciding to come to Australia

For some reason if I like the teacher, I work hard

Link between autonomy and relatedness

(Family) I think they are like back up

Autonomy supportive family

When you mentally change, you can only do this by yourself. It's not like you can tell your mum and she will say that's all right, if someone else tells you…. But inner voice…. You have to think like that yourself.

Autonomy in attitude (strong link here to attitudes to learning. Internal locus of control)

In boarding school, we were only allowed to go out for 5 hours which is not enough for me. But I know there for my safely. I understand but that frustrates me

Restriction of autonomy

Figure 3.7. Collation of in vivo colour codes for each student under category headings.

Re-reading of Created Themes and In Vivo Codes Accompanied by Analytic Memos

Re-reading of and reflection on initial themes for each participant within each category was done in conjunction with writing of analytic memos (Saldana, 2009). Through this process I was able to critically reflect on the coding process and coding choices (Saldana, 2009) to see if the themes developed best reflected the perspectives of the students.

Summary of Students' Reflections within Each Category

The objective of this phase was to come to an overall understanding of each students' perspective in relation to each category.

Checking of Interpretations against full Transcript to Ensure Meaning

This phase was undertaken to ensure that the summary created in the previous step was truly reflective of student utterances, to ensure a trustworthy representation of students' perceptions.

Data Display

Data display is the process by which the key data, collated into categories, patterns or themes is visually displayed. Thomas (2011) suggested the purpose of this stage is to consolidate the often 'cumbersome' (p. 11) written data into a comprehensible visual representation to aid analysis or inspire the need for further action. Throughout the coding process, constant comparative methods (Strauss & Corbin, 1990) were used to identify key themes that emanated from the interviews.

Grouping of Themes for the Students

Since each student's utterances were grouped in numerous sub-themes under each category, the objective in this step was to begin to sort sub-themes into three or four overarching themes. Each of the students' summaries were printed out, cut up and arranged and rearranged to create three or four overarching themes that were a representation of the many sub-themes. This step was completed for one individual's themes and then repeated for other students.

Sorting and Grouping of Overarching Themes within Each Category

Beginning with the overarching themes for each student, the objective of this step was to sort, compare and group the overarching themes for all students into overarching themes for each category. This step included much scrutiny of emerging overarching themes to ensure they truly reflected the perspectives of the students. As this process was started after the first three interviews were conducted, this sorting and resorting of themes with subsequent interviews aided in identifying when saturation of ideas had been reached (Glaser & Strauss, 1967). It appeared that after analysis of 12 interviews, no new themes had arisen, but interviews were continued until 14 students had shared their reflections to ensure that no new ideas or themes materialised.

Devising Labels for each Theme Using In Vivo Codes from Students

This step involved labelling the theme using a student utterance. The assigning of an in vivo code for each theme was a means to create authenticity and prioritise the students' voices. For example, the theme chosen to describe how students perceived study as their duty was labelled 'It's just, like, the thing we do': a reflection of one of the students.

Conclusions and Verifications

Conclusion drawing and verification is the process by which the researcher identifies emerging links, interconnectedness and relationships between the categories or themes. Miles and Huberman (1994) stress the importance of confirming the plausibility and therefore validity of conclusions once they have been drawn from analysis of the data: a process that has been ongoing throughout the course of analysis.

Identification of Connections between Categories and Themes within Categories

During the process of sorting, comparing and reflecting on themes interconnectedness of categories became apparent. For example, when students enjoyed good relationships with teachers (relatedness), they felt comfortable in approaching them for help in developing their academic skills (competence). The physical task of linking of themes and categories enabled me to identify the most effective way to display the interrelationship of ideas.

Visual Representation of Interconnectedness

A word document was created to display the interrelationships between categories (see Appendix M). The next section explains the methods that have been employed to ensure the findings that are presented in this study are an unbiased and truthful representation of the issue that has been investigated.

Verifications: Ensuring A Trustworthy Narrative

It is imperative that research publications present a trustworthy representation of the phenomenon being studied and that the researcher communicates how they will ensure the accuracy and reliability of their findings (Creswell, 2013). The trustworthiness of a qualitative research project is determined by its credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985). Various authors (e.g., Creswell, 2013; Lincoln & Guba, 1985; Morse, Barrett, Mayan, Olson & Spiers, 2002; Shenton, 2004) described methods by which researchers can ensure these principles are met in their study. An explanation of the four principles of verification, appropriate to a qualitative study, and the methods by which they were employed in this study are outlined below.

Credibility

Credibility can be described as the principle that ensures that a true representation of the phenomenon being investigated is presented (Shenton, 2004). A variety of methods were used to maximise credibility in this study. First, adoption of research methods that are highly regarded in qualitative research aided in assurance of the credibility of the data collected (Shenton, 2004; Yin, 1994) and a trustworthy representation of the phenomenon being studied (Yin, 2003). The variety of data collection methods used also aided in achieving triangulation (Shenton, 2004). Using several methods complementarily compensates for the individual strengths and weaknesses of each method (Johnson & Turner, 2010; Shenton, 2004), leads to a thick description of the phenomenon and can confirm or highlight discrepancies in findings elicited through different data collection methods. Further, member checking which has been described by Lincoln and Guba (1985) as the most powerful tool available to the qualitative researcher to achieve credibility was employed in the moment of data collection and to check emerging theories with the participants (Shenton, 2004). Finally, debriefing sessions with supervisors and a ‘critical friend’ (Stenhouse, 1975) provided invaluable critical reflection on my methods, interpretation and emerging themes throughout the research process. These advisors challenged me to address preconceptions or biases and scrutinise emerging interpretations and themes (Lincoln & Guba, 1985; Shenton, 2004).

Dependability

Dependability is achieved if the researcher has provided substantial detail in the process of the study to allow for repetition. Dependability can be achieved through a detailed, comprehensive explanation of the process and by keeping a reflective record during the project (Shenton, 2004; Yin, 2009). This 'rising-above-the-data heuristic' (Saldana, 2009, p. 41) is a vital element of any qualitative research process (Stake, 1995) because it can highlight the effectiveness or other of each step of the research project, thereby enlightening the reader to the limitations of the project. Tools for dependability employed in this study included a detailed, comprehensive explanation of the research process and the use of researcher journaling, both documented throughout this chapter.

Transferability

According to Lincoln and Guba (1985), transferability refers to the degree to which results can be transferred to another context. Transferability is achieved in qualitative research if a reader believes that the context of the original study is applicable to their domain. Of note here, is that it is not the original researcher who determines the transferability of their study, but the reader who determines whether a study can be adapted to their needs (Shenton, 2004; Stake & Trumbull, 1982). To enable a reader to determine transferability, Shenton argues it is imperative that the original researcher provide a detailed, comprehensive report on their research with clear descriptions of context, participants, data collection methods, boundaries and limitations of the study. These elements have been described in detail in this study.

Confirmability

Confirmability is the process by which the researcher can confirm that they have maintained objectivity throughout the research process and that the findings come from the data collected rather than from the researcher's preferences (Shenton, 2004). An 'audit trail' (Shenton, 2004, p. 72) allows an observer to witness the process of the research project and trace the paths by which data led to conclusions made by the researcher. A thorough explanation and justification of the methodology chosen and the researcher's worldview underpinning the methodology will add to confirmability. The transcripts, notes and reflections that show the process undertaken to reach conclusions and the documented, systematic procedure for data analysis with examples, provided in this chapter, invites reader' scrutiny and therefore increases confirmability of findings.

Lincoln and Guba (1985) suggested another way of ensuring confirmability, is for the researcher to demonstrate that they adopted an open and transparent stance throughout the research process and admit their predispositions. Regular critical questioning of the research process, data analysis and interpretation, especially addressing how my biases may have influenced interpretation was a valuable tool in increasing the defensibility of data interpretation (Akerlind, Bowden & Green, 2005). Evidence of the objectivity of my stance is evident in that some findings emerging from the analysis of data did not confirm my preconceptions about the students' experience prior to commencement of data collection and were personally confronting (see Appendix N).

When methods of verification are evident throughout the research process, the final product is justifiably rigorous and considered to be a trustworthy publication. Table 3.6 displays the methods of verification employed in this study.

Table 3.6

Methods of Verification

Verification Process	Strategy
Credibility	Use of well-recognised research methods appropriate to the case study approach Triangulation employing a variety of methods and a range of students Thick, rich data Debriefing sessions between researcher, supervisors and critical friend Member checks of interpretations and emerging themes with students
Dependability	Detailed, comprehensive explanation of the research process Researcher journaling
Transferability	Thick description of phenomenon under scrutiny across three findings chapters Inclusion of background data to establish context of study and detailed description of the phenomenon to allow comparisons to be made Description of elements of study: students, context, data collection methods, limitations, boundaries Researcher journaling
Confirmability	Triangulation to reduce effect of investigator bias Admission of researcher’s beliefs and assumptions through researcher journaling

	In-depth description of methodological processes to allow integrity of research results to be scrutinised

(Akerlind et al., 2005; Creswell, 2013; Creswell & Miller, 2000; Johnson & Turner, 2010; Lincoln & Guba, 1985; Morse, et al., 2002; Saldana, 2009; Shenton, 2004; Stake, 1995; Stenhouse, 1975; Stake & Trumbull, 1982; Yin, 1994, 2003).

The next section will address the ethical considerations that informed the design and conduct of this study.

Ethical Considerations

To gain a comprehensive understanding of the ethical considerations of conducting research, I used as a guide the National Statement on Ethical Conduct in Human Research [NHMRC] (Australian Government, 2007) and the Australian Code for the Responsible Conduct of Research [The Code] (Australian Government, 2018b). These documents exist to assist researchers and review bodies to identify possible ethical issues arising in the conduct of research, to deliberate on them and justify decisions made about them. In formulating a research project, it is imperative that careful consideration be focused on ensuring that all elements of the study are underpinned by ethical guidelines.

Four values that have been at the forefront of human research for six decades and that underpin the values inherent in NHMRC (Australian Government, 2007) are:

- Research Merit and Integrity
- Justice
- Beneficence
- Respect for human existence

While general principles of ethical behaviour are common to all research projects, this study raised specific ethical concerns that needed to be addressed. First, the students were from a cultural and language background different to mine, raising the possibility of cultural gaffs on my part and language misunderstandings. Second, the students were teenagers and several of them were previous students of mine. I was aware of the possible power imbalance between the students and me, because CHC students traditionally hold much respect for their teachers.

Several steps were implemented to ameliorate these ethical concerns. First, data collection tools were carefully chosen to mitigate cultural and language miscommunication. Further, my extensive experience in working with teenage students from CHC countries in a capacity as teacher and counsellor has enabled me to develop familiarity with cultural understandings of these students. While not an authority on Confucian culture, my knowledge and experience prepared me to converse with the students in a respectful and trustworthy manner.

The potential power imbalance was addressed in several ways. First, the choice of data collection tools and the manner in which interviews were conducted aimed to reduce the power imbalance. Individual interviews were conducted in a respectful manner in a public place, at a time that suited the students. Focus group interviews were chosen as they are appropriate when there is a potential power differential (Morgan, 1997). Further, the lengths taken to ensure students were not pressured into participating and that they could withdraw at any time, were measures employed to reduce the power differential. Finally, the proposal for this research project was reviewed and approved by the Human Research Ethics Committee of the University of Southern Queensland.

An additional ethical concern is related to the interpretive design that underpinned this study. Within this epistemology, the biases of the researcher can impact interpretation because meaning making is highly subjective and interpretation is heavily dependent on the social and cultural background of the researcher (Creswell, 2013; Simons, 2009). In gathering, reading and analysis of data in qualitative studies, the researcher is continually making judgments on which data is to be included or excluded, how it is interpreted, and how it may provide answers to the research questions that guide the study. Creswell (2003) stated that the researcher should 'systematically reflect on who he or she is in the inquiry and … how [this] shapes the study' (p. 182).

Therefore, throughout this study, I was aware of the need to acknowledge the potential for subjectivity and strive to remain neutral while being an active participant in the process of research. It is acknowledged that my personal and professional background influenced the choice of research project and the associated perspectives that emerged with the development of the study. Further, it is acknowledged that over a two to three-year period prior to the beginning of the project I developed close teacher/student relationships with eight of the participants of the study in my role as teacher and pastoral care coordinator. Being aware of the close relationships formed between the students and me, heightened my awareness of the potential for bias in different phases of the research project, but particularly when analysing data and developing themes. This recognition of the potential for bias inspired me to regularly scrutinise my research processes and to include checks which would ensure that I examined my biases on a regular basis. The potential for bias was addressed through researcher journaling, regular meetings with supervisors and de-briefing sessions with my critical friend.

The Scope And Limitations Of The Study

This study investigated the meanings constructed by CHC international students who successfully completed secondary school in Australia and gained entry to university about the influences on their achievement motivation. This study has limitations, which should be considered when reading. First, as an inexperienced researcher, my skills of gathering data, analysing data and writing up a report do not match those of a more experienced researcher. This limitation was mediated by using trustworthy and recognised processes of data collection and analysis. Further, I worked closely with my experienced supervisors and colleagues, who scrutinised my process of data collection, data analysis and writing.

Further, my close relationship with some of the students, while in danger of presenting biased findings (Gillham, 2005) may, conversely, have allowed the students to respond freely because they knew that they could trust me. In this situation, taking in to account the age and cultural background of the students, the rapport I had with the participants was considered to be more a benefit than a detriment to the study.

A further limitation of the study is the particular nature of the case study (Merriam, 1998), the findings of which cannot be generalised to the wider population. Despite the highly specific nature of the investigation, findings uncovered, or theory developed may benefit other similar secondary schools that enrol international students from CHC countries. Whether the knowledge or theory is appropriate to other situations is the reader’s decision. The limitations of the study have been outlined in this section. Table 3.7 presents an overview of the research design.

Table 3.7

Overview of the Research Design

Research Question	Data source	Data collection strategy	Data analysis and interpretation	Timeframe
RQ1—What is the nature of achievement motivation of academically successful CHC international secondary students? RQ2—What are the perceptions of academically successful CHC international secondary students about the role of the school in supporting their achievement motivation?	CHC international students who attended secondary school in Australia and were accepted into university	Semi-structured individual interview Focus group interview Observation with interviews Researcher journaling	Thirteen step process including transcription, collation, analysis and coding of data Confirming themes Constant comparative analysis Verification	Mar 2018-July 2019

The Journey So Far

This chapter introduced the conceptual framework, the Hero's Journey narrative structure and the research questions that guided this investigation. In addition, this chapter outlined the design of the research, making clear the theoretical background that underpinned the study. The choice of the case study approach was justified, explaining how it was appropriate to the theoretical background and the best approach by which to elicit answers to the questions that guided the study. Further, the students who participated in the study were presented and the ethical considerations relating to how students were invited to participate were stated. This chapter also outlined and justified the choice of data collection methods and an explanation of the process of analysis and interpretation of the data was included. Methods of verification of the study have been included, as well as ethical considerations specific to this case. Throughout the formulation of the research design, careful consideration was taken to ensure this design was the most appropriate by which to elicit the meanings that international students have constructed around the influences on their achievement motivation. Findings about the achievement motivation of academically successful CHC international secondary students and discussion of findings are presented in the following chapters.

Chapter 4: Life At Home, Call To Adventure, Refusal Of The Call And Tests.

Chapter 3 outlined the design chosen to ensure this research project would best elicit answers to the questions that guide this study. This chapter, followed by Chapters 5 and 6, examines data collected on the nature of achievement motivation of academically successful CHC international secondary students and their perceptions of the role of the school in supporting their achievement motivation.

The students are introduced in this chapter, including details of their lives in their home countries, the process by which a decision was made to pursue an international secondary education and the reluctance of some students to come to Australia. In addition, this chapter examines the tests students faced while living and studying in Australia that negatively impacted their motivation. In exploring students' perceptions about international education while still living in their home countries and the challenges the students encountered when attending school in Australia, this chapter presents findings on the influences on their achievement motivation. Therefore, this chapter will provide findings, which in some part, provide an answer to RQ1—What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools?

Further answers to RQ1 are provided in Chapters 5 and 6. The phase of the Hero's Journey framework presented in this chapter is circled in red in Figure 4.1.

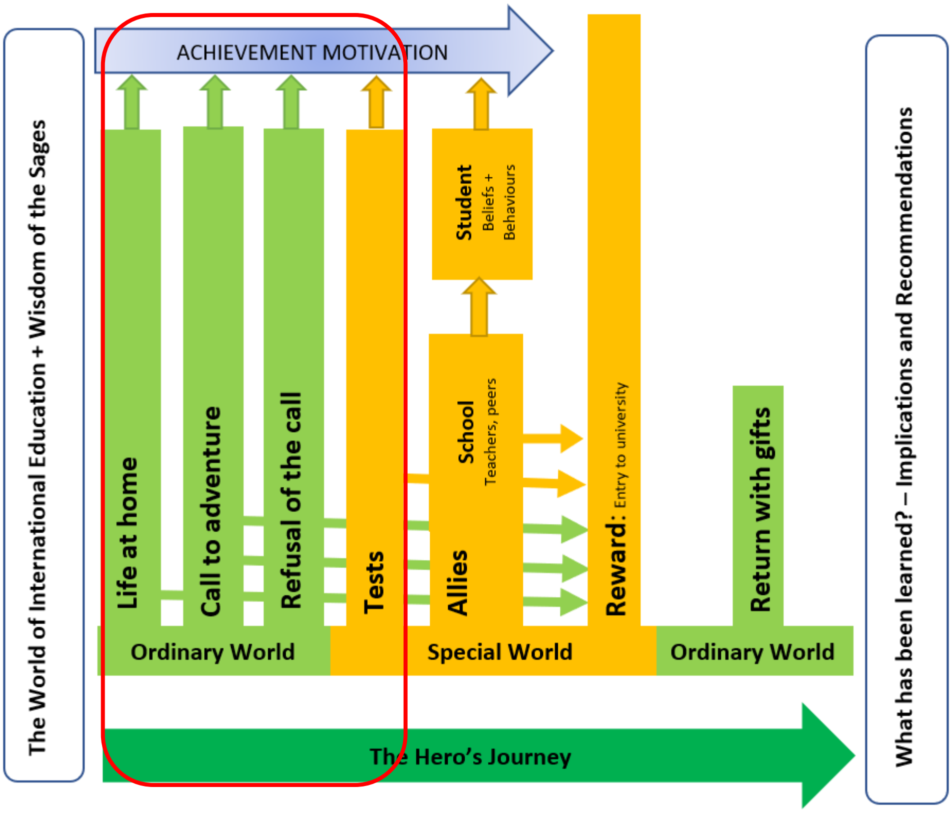

The World of International Education + Wisdom of the Sages
ACHIEVEMENT MOTIVATION
Life at home
Call to adventure
Refusal of the call
Tests
Student
Beliefs +
Behaviours
School
Teachers, peers
Allies
Reward: Entry to university
Return with gifts
Ordinary World
Special World
Ordinary World
The Hero's Journey
What has been learned? – Implications and Recommendations

Figure 4.1. Life at Home, Call to Adventure, Refusal of the Call and Tests.

As identified in Figure 4.1, this chapter introduces the students and presents findings on their lives at the beginning of their journey in their Ordinary World—Life at Home; their decision to study in Australia—Call to Adventure; and the reluctance of some to pursue this path—Refusal of the Call. This chapter also presents findings on the experiences of the students when living in Australia—the Special World, including the physical, social, psychological and academic Tests that they encountered. As shown by the small, vertical green and yellow arrows at the top of each of these phases in Figure 4.1, these influences affected the students' achievement motivation in some way. Further, as suggested by the long, horizontal green arrows, perceptions held by students when living in their home countries influenced their motivation at different periods throughout their time in Australia. Further, the horizonal green arrow emerging from the Tests phase indicates that tests do not only occur in the early stage of the teenagers' time at school in Australia but continued throughout their journey.

There were commonalities in the students' conceptions of their lives before travelling to Australia, in their decision to pursue international education, the hesitation of some to move overseas and in the challenges faced by students, but variations in perspectives existed. These commonalities and differences are explained within each section and summarised at the end of the chapter using the student hero models introduced in Chapter 3: the Self-determined Hero, the Hesitant Hero and the Wounded Hero.

The Students: Life At Home In The Ordinary World

This section introduces the 15 students and provides some detail about their families, friends and school lives in their home country. The material for these vignettes came from the students' descriptions of their lives within the individual and focus group interviews.

Amy

Amy felt confined when living in her home country. She did not like 'how society functions … how restrictive it is because of government restrictions.' Amy always wanted to 'escape' and live overseas. In addition to the restrictions imposed by society, Amy was not having 'a great time living with [her] mum' and they often fought. Amy attended an international boarding school in her home country where she became fluent in English. She was pleased that her parents sent her to an English-speaking school and, despite the conflict that she experienced with her mother, she was appreciative that her parents supported her and encouraged her to be independent. Amy explained that she was closer to her grandmother, who she lived with until she was eight years old, than anyone else. Amy is greatly inspired by her grandmother's love and resilience.

Belinda

Belinda has always had a great interest in English-speaking countries and exploring new places. Her hope that she might travel overseas underpinned her love of learning English. Belinda described herself as being 'naughty' when she lived in her home country and she often argued with her parents. Belinda explained that before coming to Australia she did not enjoy school and did not get good marks. Belinda is 'not a shy person' and is 'very independent'. She loves to talk to all kinds of people and help them with their problems. Belinda sets high goals for herself and wants to improve herself in many ways; she wants to be better at study, to get a part-time job and improve at sport.

Brandon

Brandon described his parents, especially his father as 'very strict', but he appreciated that they had high expectations for him. He remembers his parents 'forcing' him to spend much time on his study and his piano practice when he lived at home, but he is glad that they did, because now he is very talented at music. He 'was not a good student' at school in his home country and did not like that there was no choice in subjects. Brandon always loved painting and wished he could have studied more theory and history of art at school in his home country.

Charli

Charli attended a 'very good school' in her home country, however she did not enjoy the long school days and heavy workload. She explained that she had a good relationship with her parents. Charli loved to play basketball at home and she was chosen for the school basketball team. Charli is a ‘relaxed’ person who believes study is just as important as ‘enjoying your life’.

Christine

Christine enjoyed a close relationship with her parents and her two siblings. She described her family as ‘artistic’; her elder sister studied dance and her younger brother loved singing. Christine found school ‘very busy’ in her home country, but always got ‘pretty good marks’. Christine has always had a great interest in learning languages and painting. She explained that she loved the natural beauty of the forests that surrounded her home and especially loved the first snowfall each Winter. Despite her reserved nature, Christine is resilient and confident.

Dan

Dan found junior secondary school in his home country stressful: ‘It wasn’t about marks. I got quite good marks and I got into quite a good high school back in my hometown’. The major stressors came from ‘the study method and teaching method [that] wasn’t so good for me’. Dan attended school from ‘eight in the morning, till ten in the evening’ and found the focus was all about ‘paper exams’. Dan admitted that even though he did not enjoy the teaching approach, it ‘was effective. It works!’. Dan has a positive outlook on life and says that whenever one faces troubles one should ‘just keep trying… keep trying’.

Esther

Apart from seeing her friends, Esther did not enjoy school in her home country because of the intense pressure to ‘be in the top one per cent’. Esther was a very focused student, who was ‘very independent’ but who still enjoyed a laugh with her friends.

Healthy relationships with friends are very important to Esther. She feels very upset when relationships with friends have been negatively affected for some reason.

Kay

Kay has always enjoyed being involved in many kinds of activities and has always had a large circle of friends. She really enjoyed seeing her friends every day at her large school in her home country, but she did not enjoy the schoolwork. Kay explained that she liked how the teachers taught in a very structured way, but she explained that she did not get good marks as there was just ‘too much work to do’. Kay explained that she was afraid to ask her teachers for help in her home country because they were so strict. Kay has always been driven by a desire to repay her parents for the love and support they have given her and she is greatly appreciative of all the things her family continues to do for her. Kay believes it does not matter who you are or where you come from, what is always most important about a person is how they treat others.

Luke

Luke found ‘high school too intense’ in his home country and explained that to do well there, students must ‘study really hard from Year 7’. Luke described himself as ‘an optimist guy’ who has always had many interests outside of school including playing sport, seeing his friends, learning languages and studying drama. He has always loved soccer and was the goalie for his school team in his home country. He always wanted to try other positions, but he was never given the opportunity. Luke is very respectful of his parents and he is guided by their advice when there are big decisions about school to be made. Luke does not think study is everything, he also wants to ‘enjoy life’. Luke explained that his parents have the same attitude; they say, ‘work hard, play hard’.

May

May attended an international boarding school in her home country. She described it as the first step towards study overseas. May explained that since she did not get into ‘the top high school’ and would not be in the ‘top one per cent’ of secondary school graduates she would not be able to enrol in a ‘good university’. So, her parents decided the best way to ensure her future was to enrol May in an international school so that she might attend a ‘prestigious’ university in the West. May loved her international secondary school in her home country, but she found the pressure in middle school ‘just too hard’. She made many friends at the school and her English improved greatly. May hoped for many years that she would be able to live and study in an English-speaking country. She describes herself as ‘a lazy person’ but if it is important, she will work hard to ‘improve’ herself. She believes ‘study is the only way to get ahead’.

Sarah

Sarah lived with her mother, father and two little brothers before moving to Australia. Up until she was ten years old, Sarah lived with her grandparents because her parents worked long hours. She explained that she had ‘always been independent’—a person who did not like to ‘trouble others’. Even when she was a little girl, Sarah did not like to bother her grandmother even when she was feeling sick because she ‘didn’t want [her] to worry’. She did not have a strong interest in study in her home country and found the competition at secondary school ‘very big’. Sarah found it difficult to tell her family she was finding school challenging, because they would just ‘expect [her] to work harder’. Sarah thinks the ‘old rules’ in her home country about how to raise children are ‘not so good.’ ‘When we are little, if you do something wrong the parents would blame us, ‘Why weren’t you more careful?’, so she never asked for help. Sarah thinks that in her culture it is not common to ask for help and so she ‘pretend[ed]’ that she was ‘okay’ rather than ask anyone for assistance.

Shirley

Shirley has always felt greatly loved and supported by her parents and grandparents who she saw regularly when living in her home country. When she was younger, she lived with her grandparents because her parents worked long hours. Shirley greatly enjoyed time with her friends at school and on the weekends, she liked going to the movies with them or visiting her friends’ houses. Shirley describes herself as an ‘average student’ who will work hard only if she must.

Sunny

Before coming to Australia, Sunny lived in an apartment above her family’s busy shop where her parents spent many hours working. In her many hours alone, she loved to draw, sew, watch inspirational YouTube clips and play her guitar. When living in her home country, Sunny’s days were marred by challenges. She found her family life ‘unsatisfactory’ because her parents worked many hours at their shop and largely left her alone. When she did have time with her parents, their time together was tainted by family arguments. To make matters worse, Sunny did not have a ‘close friend’ with whom she could share her woes. In addition to these challenges, Sunny attended a ‘very good high school’ where the work required to maintain her position in the school caused her great stress.

Victor

Victor found school in his home country quite boring. He explained that students ‘must work hard to do well’. He did not like it that ‘you can’t make choices’ about your subjects and says he wished he could have ‘ma[de] my own choices’. He resented the expectation that even if you are not good at a subject ‘you have to say to yourself, “I can overcome this”’, rather than just dropping that subject—‘It is so bad, there is no choice’. Despite the difficulties that he faced at school, Victor had many friends and enjoyed a good relationship with his parents and greatly appreciated the support they gave him.

Yvonne

Yvonne enjoyed life in her home country with her parents and two little brothers. Yvonne did not enjoy the pressure of school in her home country, so her parents suggested she might try school in Australia in the hope that it would be more enjoyable. Yvonne explained that she ‘didn’t like to study’ and even though she feels she did not get into a ‘very good university’, she at least achieved her goal of tertiary study.

This section introduced the students who participated in this study. The following section will examine the early stages of the students’ study journey. Throughout Chapter 4, key reflections from students from individual and focus group interviews have been included as examples to support findings. Appendix O shows the number of students that held a certain belief or employed a particular behaviour.

The Journey Begins At Home

The focus of this study was to explore the nature of achievement motivation of CHC teenagers while studying as international secondary students in Australia and their perceptions of the role of the school in supporting their achievement motivation. However, it was important to explore the perceptions students held about international secondary education while still residents in their home countries because attitudes held at this early stage of the journey could have influenced their motivation and wellbeing when studying overseas (Chirkov, Safdar, De Guzman & Playford, 2008; Kuo &

Roysircar, 2006). Further, an examination of the students' perceptions at the beginning of their journey provided a reference point, against which the students' motivation can be measured at different times throughout their educational journey in Australia.

Call To Adventure

An intrinsically motivated, autonomous decision to study overseas is likely to have a positive impact on a student's wellbeing (Chirkov et al., 2008); their acculturation process (Kuo & Roysircar, 2006); their inclination to engage in their studies (Eccles et al., 1983) and their ability to sustain their motivation (Ryan & Deci, 2000) as international students. While living in their home countries, the option of completing secondary school overseas arose for each student. Some students self-initiated the move while, for others, the idea was suggested by a parent or other close relative.

'I Really Wanted to Experience that': Self-initiated move to Australia

The Self-determined Hero student acted with autonomy, was intrinsically motivated and enjoyed supportive relationships. Two students, Amy and Christine, displayed behaviours typical of a Self-determined Hero in this instance; they each initiated their move to complete secondary school in Australia. The reflections of these Self-determined Hero students clearly show that they acted with autonomy, were intrinsically motivated and perceived their parents as autonomy supportive.

Amy explained that she had the idea to study overseas herself: *'*It was my decision entirely!*'*. Even though Amy displayed beliefs typical of a Wounded Hero when living in her home country, 'I didn't like living in (my home country) at that time. I was always wanting to escape from where I was. I felt quite restrained', her decision to pursue international education and the actions she took to achieve that goal are typical of a Self-determined Hero. Amy was motivated to pursue international education by the perceived intrinsic value of living in an environment that would be autonomy supportive. For Amy, Australia was an attractive destination for schooling because she had had two vacations there and her perception of freedom in the society appealed to her. Her parents supported her decision and with recommendations on schools from her aunt who had lived in Australia for several years, Amy researched her options and applied to several schools. Despite her young age (14), Amy acted with a high degree of autonomy in making her plans for an international education, her parents were autonomy supportive and she was intrinsically motivated.

Christine had always enjoyed her English classes in her home country and wanted to further her language skills: ‘I wanted to study English more.’ She suggested the idea to her parents who were supportive of her choice and helped her organise her move. The support that Amy and Christine received from their parents was likely a positive influence on their motivation to pursue international education, because motivation is fostered when individuals experience autonomy-supportive relationships with parents (Hui et al., 2011; Niemiec et al., 2006). Amy and Christine were self-motivated to pursue international education, but for most students, the idea was touted by a family member.

‘My Mum had the Idea First’: Parent Initiated Move to Australia

A common theme in the literature is that families of CHC students play an important role in influencing their children’s decision to study overseas (e.g., Kim & Okazaki, 2014; Li et al., 2009; Zhou, 2014). If children perceive good relationships with their parents, they are likely to adopt their parents’ attitudes to education (Chen & Wong, 2014; Hui et al., 2011) and agree to their parents’ decisions about their schooling (Asakawa & Csikszentmihalyi, 2000). A study by Waters (2015), identified the main drivers that influence parents to select an international education for their children: to help their child escape the highly competitive and stressful schooling system in their home country; the potential employment and education benefits for their child in becoming competent in English; the creative pedagogical model of Western education; and the perceived greater chance of gaining a place in university. The findings of Waters' investigation into the reasons parents choose an international education for their children are similar to those of this study:

> *My Dad actually come here (Australia) in 2012 for travel experience and he think here is very good for education (Sunny).*
>
> *My mum doesn't really like the education structure in [my country]. It is like too stressful for teenager so she want me to have a more relaxed life (Brandon).*
>
> *My parents think if children can go abroad to study as young as possible they can learn more about the culture and learn better English (Shirley).*

Although most of the students did not initiate their move to Australia, most of them liked their parents' idea and acted with volition in choosing to study overseas.

'Only Study Abroad if you Really want to': Acting with Autonomy

A central tenet of SDT is that motivation to persist with an activity is easier to sustain if an individual has made the choice to engage in the pursuit (Ryan & Deci, 2000). The review of literature identified the schism that divides researchers on whether autonomy is an important construct for individuals raised in the East. Several researchers found that it was not a salient need (Iyengar & DeVoe, 2003; Iyengar & Lepper, 1999; Markus & Kitayama, 2003), while others argued that CHC individuals do exercise autonomy (Bao & Lam, 2008; Vansteenkiste, Zhou, Lens & Soenens, 2005).

Findings suggested that the students did exercise autonomy in making the decision to study in Australia. Several students emphasised how important it is that a student is not forced to study in Australia, knowing that students who are forced found it harder to maintain motivation. Christine identified the importance of acting with volition in choosing to move overseas. In explaining the process by which she came to study in Australia, Christine emphasised the importance of making an autonomous decision to become an international student:

> *Only study abroad if you really want to (Christine).*

Although most of the students' parents initiated their move overseas, most students exercised autonomy in agreeing with the idea:

> *When she [aunt] said, 'Would you like to go to Australia to study?' I was like, 'Yeah, why not? Sounds good!'(Sarah).*
>
> *I thought, 'Why not try another way?' I don't remember how I made the decision, but I thought, 'Okay!' (Esther).*
>
> *If you [I] come here, I got more chance. Cause in [my country] we got the same systems and it quite boring. So last thing we just decide together, and I decide to have a try (Victor).*

This finding provides support for previous studies that claimed that CHC students do practise autonomy (Bao & Lam; Vansteenkiste, Zhou, Lens & Soenens, 2005). Christine emphasised the importance of acting with autonomy in choosing to study in Australia, other students acted with volition in agreeing to the idea that their parents suggested. Inherent in this finding is the link between positive relationships, internalisation of external outcomes and exercising autonomy. SDT posits that when individuals enjoy warm, autonomy-supportive relationships they internalise important extrinsic outcomes and act with autonomy in choosing to pursue these outcomes (Ryan & Deci, 2000). Due to the warm and trusting relationships the students enjoyed with their parents they internalised their attitudes and values towards education (Chen & Wong, 2014; Hui et al., 2011) and acted with volition in agreeing to study overseas. Their actions align with the assertion by Bao and Lam (2008) that for CHC students 'conformity and autonomy can be synthesised if internalisation is achieved' (p. 281).

SDT presupposes that when individuals act with autonomy, their intrinsic motivation is nurtured (Ryan & Deci, 2000). This link between autonomy and intrinsic drivers is important because when an individuals' motivation to engage is internally sourced, they are more likely to persist with an activity (Grolnick, et al., 1997). The role that perceived intrinsic value played in motivating students to pursue international education is addressed in the next section.

'I was Quite Excited because I Really Wanted to go to Overseas': Perceived Intrinsic Value

Research into the drivers that influence the decision to pursue international education for CHC tertiary students suggests this decision is influenced by a range of intrinsic and extrinsic factors (e.g., Chirkov et al., 2008; Li & Bray, 2007; Mazzarol & Soutar, 2002). Sánchez et al. (2006) found that while perceived intrinsic value of overseas study is an influence on the decision of CHC tertiary students to pursue international education, the utility value of this choice was a more significant driver. While the decision to pursue an international education can be influenced by a range of intrinsic and extrinsic factors, being intrinsically motivated to engage in activities plays an important role in long-term persistence because it is easier to sustain activities that are perceived as being enjoyable or interesting (Ryan & Deci, 2000).

Most students in this study displayed beliefs and behaviours typical of Self-determined Hero students with regards to being intrinsically motivated to move overseas. They were excited by the prospect of experiencing a new culture, making friends with Australian students and trying a different schooling system. Christine was motivated to move to Australia so she could pursue her love of learning English:

> *When I was in (my country) and I was in middle school, English was my favourite subject and, actually, I was good at it and my parents knew that I was interested in learning English (Christine).*

Charli was excited at the prospect of experiencing a different lifestyle in another country:

> *I think, 'Maybe I am young, I want to have look world' (Charli).*

For Sarah, the idea of overseas study was raised by an aunt who lived in Australia. Her aunt believed that an international education would increase Sarah's opportunities for further study and employment. Sarah was excited at the prospect because of her interest in new experiences:

> *I was like, 'I want to try new things.' Yeah, I was quite excited because I really wanted to go to overseas. I really like the stuff here… the culture* (Sarah).

The findings on the students' expression of autonomy, combined with their perception of intrinsic value of study overseas, align with theory and previous studies that showed a link between acting with volition and experience of intrinsic motivation (Grolnick et al., 1997; Ryan & Deci, 2000). The discovery that most students were largely motivated to move overseas for its perceived intrinsic value contrasts with the predominant driver that motivated the tertiary level CHC international students in the study by Sánchez et al. (2006). The university level students were motivated more by the perceived utility value of international education.

As EVT premises that individuals are motivated to engage when activities are perceived as having intrinsic value (Eccles et al., 1983) and SDT posits that motivation is easier to sustain if an individual has made the choice to engage in the pursuit and is intrinsically motivated to engage (Ryan & Deci, 2000), the students whose perceptions were typical of Self-determined Hero students in this context had beliefs that set them up well for a positive start to their studies in Australia. Their autonomous decision to study overseas (even if it had first been suggested by a parent) and their intrinsic motivation to study in Australia, likely supported them during the acculturation process. Further these positive beliefs may have supported their wellbeing and helped them sustain interest in their studies when in their new country (Chirkov et al., 2008; Kuo & Roysircar, 2006; Ryan & Deci, 2000). Other students were more reluctant to move overseas to complete their secondary studies. The findings on what motivated these Hesitant Hero students is presented in the next section.

Refusal Of The Call

According to EVT, individuals are not motivated to engage in activities that they envision will incur costs that might limit their ability to engage in other activities or would incur substantial emotional cost (Eccles et al., 1983). Research suggests that some CHC students perceive a cost in moving overseas: loss of support of family and friends, and this perceived cost can negatively impact acculturation for these students (Kuo & Roysircar, 2006). Further, if individuals pursue an activity, such as moving overseas, to please someone else, they are motivated by a goal external to self and may find it harder to sustain motivation (Ryan & Deci, 2000). Therefore, teenage CHC students who are hesitant to move overseas and only do so to please their parents are at risk of a negative experience on arrival and may struggle to remain motivated throughout their time overseas.

However, since CHC offspring, who enjoy close relationships with parents, have been shown to adopt their parents' attitudes towards learning and their value for education (Asakawa & Csikszentmihalyi, 2000; Chen, 2014; Hui et al., 2011), hesitant students may be influenced to pursue international education despite their initial reservations. Reflections from Hesitant Hero students who were reluctant to move to Australia follow.

Two students, Shirley and Kay, were not as enamoured of their parents' suggestion to move to Australia to complete secondary school. They did not want to leave their family and peers, were afraid they would not make new friends and were nervous that they would struggle with the academic expectations of school in an English-speaking Western country. Shirley was overwhelmed at the thought of the many challenges she would have to face alone in a foreign country and she was concerned that she did not have the requisite language skills:

> *At first, I was really surprised about their (her parents) decision because at that time my English was really bad. I could read, but I was too afraid to speak. So, at first, I felt really surprised at their decision and then I'm nervous 'What do I need to do?!' 'You aren't going with me!' 'I'll have to live in a homestay!'. 'I am the only one in the country of my family!' (Shirley).*

Although Kay was not doing well at school in her home country, her father's suggestion that she might prefer a less stressful schooling in Australia filled her with dread. She was terrified of the unknown and afraid she would not be able to cope on her own:

> *Before I came here, I have no idea about Australia, so I was really very scared. Everything to me ...strange. I afraid I will do something wrong* (Kay).

These Hesitant Hero students who were wary of moving to Australia had a close family member or friend who convinced them to seize the opportunity presented. For Kay, her father's gentle coaxing convinced her to move to Australia: 'My father said: 'You have opportunity to go to overseas and see different cultural and different life'. For Shirley, school friends in her home country played a role in encouraging her to move to Australia. When Shirley told her close friends that she did not feel happy about her parents' decision, her friends enthusiastically persuaded Shirley that it would be a wonderful opportunity. Listening to the advice of her family and friends, Shirley reluctantly agreed to go to Australia to complete secondary school:

> *They (school friends) think that [the idea of moving to Australia] is so cool, 'Whoa', 'I'm so happy that you can go there.', 'If I were you, I would be so excited.', 'Why are you so worried?'. So, I thought, 'Okay, okay' (Shirley).*

Shirley and Kay, who were reluctant to study overseas, did act with autonomy in eventually agreeing to move to Australia to complete secondary school. However, their motivation to move to Australia was an externally sourced, poorer quality motivation than the Self-determined Hero students. Unlike the students described in the previous section who expressed autonomy and were intrinsically motivated to study overseas, Shirley and Kay were influenced by an extrinsic driver: wishing to please their parents. According to SDT, this introjected form of extrinsic motivation is harder to sustain, because the outcome has not been internalised by the individual (Ryan & Deci, 2000).

The process by which Shirley and Kay made their decision to move to Australia and the influence their parents had on the result, has parallels with other studies. First, similar to studies by Mazzarol and Soutar (2002) and Zhou (2014), it is clear that CHC families influence their children's pursuit of international education. Further, the willingness of these two students to trust their parents' decisions, even when feeling reluctant, supports studies that found that when CHC students enjoy warm relationships with their families they will readily adhere to their perceived filial responsibilities (e.g., Chen & Ho, 2012; Chen & Wong, 2014; Yeh et al., 2013) and adopt their parents' value for education (Asakawa & Csikszentmihalyi, 2000; Chen, 2014).

As these two Hesitant Hero students were reluctant to move overseas and chose to do so influenced by an extrinsic rather than intrinsic motivator, literature suggests their acculturation process in Australia could have been hampered (Kuo & Roysircar, 2006). Further, this extrinsically sourced motivation may have negatively impacted their engagement and ability to sustain their motivation (Eccles et al., 1983; Ryan & Deci, 2000). However, these two students maintained their motivation to reach their academic goal of university. The factors that enabled them to sustain motivation despite beginning their journey influenced by a more extrinsic motivator are presented in Chapters 5 and 6.

By whatever process the decision was made to pursue an international education, all of the students moved to Australia to complete their secondary school studies. While in Australia, the students had a variety of experiences, some positive and others not. The next section presents findings on the challenges that students encountered that dampened their motivation to persist with their studies.

Tests

This phase of the journey explores the range of challenges that the international students faced in secondary school in Australia that negatively impacted their achievement motivation. These challenges included physical, social, psychological and academic challenges. While literature on the experience of international secondary students is limited, studies that have examined the experience of these teenagers document the range and severity of challenges that the students encounter (e.g., Alexander, 2017; Popadiuk, 2009; Winton, 2013). EVT posits that when a student perceives there is a cost associated with engagement in an academic pursuit their motivation to engage in or persist with the activity can be negatively impacted (Eccles et al., 1983). Literature identifies the important role that others can play in helping individuals to maintain motivation when faced by challenges (e.g., Li et al., 2009; Martin & Dowson, 2009; Ward & Parker, 2013).

The key finding presented in this section is that all students experienced a variety of physical, emotional, psychological, social and academic tests throughout their period of study that negatively impacted their motivation to persist with their studies and their sense of wellbeing. As the students' motivation and wellbeing were impaired at times of challenge, all students could be described as displaying beliefs and behaviours typical of Wounded Hero students during these times. Tests were encountered throughout the students' time in Australia, from the earliest days until their final exams. The students' reflections show that these trials came in many forms and that at any one time a student may have had to manage several concurrent tests. The following paragraphs identify challenges faced by the students that undermined their achievement motivation.

'I Find a Chance to Escape': Physical Tests

The physical challenges students faced included illness, weight gain and injury, as well as serious threats to their safety. While some tests were relatively minor: 'I loved the food in the boarding school, and then I get fat!' (Shirley), several researchers have documented the physical dangers, usually associated with racism and assault, faced by international tertiary students (e.g., Brown & Jones, 2013; Nyland et al., 2010). While empirical evidence on physical threats faced by international secondary students is yet to be identified, my personal experience and newspaper reports suggest these younger students are also victim to physical threats (Groch, 2017; Lee, 2018).

Sunny had a terrifying experience just two weeks after arriving in Australia. While living in an apartment with her homestay family, an intruder entered her bedroom and lay down beside her on her bed. She explained that this incident frightened her so much that her immediate reaction was to leave Australia and return home. However, the support she received from her homestay family and the police gave her the confidence to continue living in Australia:

> *The fifteen days arrived here, a man… three o clock in the morning jumped from the window and slept next to me. I was so scared. It's a guy and he is a local and he is a gardener I think, … He is targeting the Asian girls and he knows so many homes who live in Asian girls or something like that and he jumped into other houses at night and then he just like put the video camera in the bathroom and after that I was so scared… he slept next to me! Right next to me! And he just asked me to not speak anything and he keeps laying down and I find a chance to escape from the room and I get to the police… It's very awful (Sunny).*

This record of Sunny's experience provides empirical support for anecdotal evidence and newspaper reports that described the threats to safety faced by international secondary students (Groch, 2017; Lee, 2018).

‘The Most Upset Time I had well, they were about Relationships with Friends’: Social Tests

International students also face social tests. The challenges experienced by international secondary students in making and maintaining satisfying relationships have been documented by various researchers (e.g., Alexander, 2017; Kim & Okazaki, 2014; Kuo, 2011). Failure to create friendships can result in loneliness and social isolation for these students (Kim & Okazaki, 2014; Newman & Newman, 2009).

Relationships with peers were an area of upset for several students. While some students reported feelings of homesickness in their early weeks, compounded by a lack of friends: ‘When I came here, I have no friend here, so I just by myself and very lonely’ (Kay), it was usually after students had cemented friendships that fallouts occurred. Some students spoke of very unpleasant disagreements with classmates and boarding school peers that were so distracting that their energy and interest in studying were depleted. During Year 10, Esther had a falling out with a fellow international student that seriously distracted her from her studies for weeks and permanently fractured her relationship with the other student. The altercation affected Esther’s sleep, her ability to focus and her motivation to persist with her studies. Esther explained that of all the challenges she faced during her time in Australia, it was difficult relationships with peers that caused her the greatest pain:

> *Like I do got upset several times, but one big upset isn’t being away from family, but the kind of situation I was in. The most upset time I had, well, they were about relationships with friends (Esther).*

The various social tests faced by the students in this study support findings from the studies of Kim and Okazaki (2014) and Newman and Newman (2009) that showed that challenges faced in social situations can cause isolation and loneliness for teenage international students.

Sunny and Esther’s reflections also show how relationships can strongly influence a student’s motivation. A central tenet of SDT recognises that an individual’s motivation is fostered when their psychological need for relatedness is met (Ryan & Deci, 2000). Sunny’s decision to remain in Australia was influenced by the positive relationships she enjoyed with her homestay family and police, while Esther’s motivation was depleted because she experienced challenges in having her needs for relatedness met. Relationships can play a pivotal role in fostering or thwarting a student’s motivation (e.g., Li et al., 2009; Martin & Dowson, 2009; Ward & Parker, 2013).

‘I Feeled very much Pressure in Year 12’: Psychological Tests

Much of the literature that has explored the experience of international secondary students documents the various psychological challenges they face (e.g., Kim & Okazaki, 2014; Popadiuk, 2009; Winton, 2013). All the students in the current study recounted challenges that affected their psychological wellbeing including loneliness, isolation, homesickness, depression and anxiety.

The psychological stresses experienced by the students negatively impacted their motivation to continue with their studies. For most students, the early days were the easiest. Buoyed by the feeling of embarking on an adventure, the comparatively easier workload than in their home country, plus the sense of a fresh start meant that for most students the first days and months were less troubling than their final years. Exam stress and anxiety over whether they would achieve their desired marks increased markedly as the students approached their final months. The reflections of students recorded below show how the earlier years were less stressful for students and how the pressure built in the final year:

> *I think, firstly I just came to Australia everything is very fresh. If someone say to me, 'Do you want to go back to visit your family?' I would say 'No, everything is fine'. I am happy to [be] here… but in the second year I started to miss home. In Year 11 and in the three semester terms gone, I feeled very much pressure in Year 12 (Sarah).*

Amy and Shirley alluded to the extra stresses that international students face and the negative effects these stressors have on mental health:

> *Year 12 was a very hard year for me and I think it was definitely hard for everyone. There wasn't anyone who was cruising ... Ummm but I think on top of that there's the international student part of it. Away from family… it was a big challenge for my mental health as well. In Year 12 I started taking anxiety medication. That was in Term Two because I realised I needed to do something about it ... I really wasn't coping with all the stress… so yeah it was a big challenge (Amy).*

> *Because we are international girls, teenager girls, sometimes we have some really special periods, thinking a lot and worrying a lot and then getting down about feeling really, really upset in some part of Year 12 (Shirley).*

The findings on the psychological tests faced by the students align with results from studies including those by Kuo and Roysircar (2006), Kim and Okazaki (2014) and Wang (2007). Psychological stress is a common and challenging aspect of living in a foreign country as a teenager without traditional supports such as family and friends.

‘I don’t Understand Anything in the Class’: Academic Tests

International secondary students also face academic challenges including inadequate academic terminology, failure to understand class and assessment expectations and confusion over unfamiliar teaching and learning methods (e.g., Alexander, 2017; Kim & Okazaki, 2014; Kuo, 2011). Several researchers suggest that an important element of overseas students’ acculturation and psychological wellbeing is their ability to develop competence in the new academic environment (Kuo & Roysircar, 2006; Leung, 2001). SDT contends that the psychological need for competence must be met if students are to be intrinsically motivated to persist with their studies (Ryan & Deci, 2000).

All of the students shared reflections of times when they found the academic aspects of school difficult. Even if students felt reasonably competent in English, the new school environment and different academic expectations provided a great challenge for them. All students described obstacles in the classroom: they told of not understanding the accents of the teachers, of disliking their teaching style, of being flummoxed by assessment expectations and struggling with much of the vocabulary. Even if students felt competent in a subject area, studying course material in a second language presented challenges. Victor explained that even though he was competent in Mathematics when studying in his home country, attempting this subject in Australia presented unexpected problems:

> *I think Maths is easy in [my country] but in Year 12, it’s like the pressure is increasing a lot. [It’s] not easy to understand the concepts. Take me a long time to understand the language (Victor).*

The academic challenges faced by students changed over time. In the beginning, the types of academic tasks, subject specific terminology and teaching and learning styles caused the greatest difficulty. Later, in the final years of senior school, it was the large amount of work, high-stakes tests and fear of failure that caused the greatest stress. One student, Christine, explained the debilitating effect that the academic challenges she faced had on her. Even though she had felt herself quite competent in English in her home country, she was very distressed in the early weeks in her new school because she felt she had misjudged her ability to succeed in a Western school environment. She felt she had made a mistake in coming to Australia and seriously considered returning home:

> *I feel like there are many challenges. I don't understand anything in the class, especially History and Geography. It's so hard (Christine).*

Yvonne, who felt her English skills were not strong, struggled with the vocabulary used in her subjects and reflected that being competent in English before beginning secondary school in an English-speaking country is the most important factor influencing success:

> *Language is the most important thing to have (Yvonne).*

The academic challenges faced by the students mirror findings of research that document the range of tests international secondary students encounter (e.g., Alexander, 2017; Gan, 2009; Kim & Okazaki, 2014). Christine's reflection supports findings by Kuo and Roysircar (2006) and Leung (2001) that showed how important academic competence is for a student's wellbeing.

‘Things are Getting Harder’: Concurrent Tests

The final reflection in this section is an example of how students faced concurrent challenges and how this escalated their stress levels. During her final months of secondary school, many difficulties arose simultaneously for Shirley that seriously undermined her motivation to persist. Her challenges included homesickness, poor marks, a sick grandfather and the pressure of approaching major exams. So severe was her anxiety that she went back to her home country with the intention of staying there. While at home, Shirley considered her options carefully and returned to Australia to complete her studies:

> *I felt like going back at the middle of Year 12, before the Trial (exams) cause at that time I feel like all of my result of each subject is getting lower and lower … and then also some family factors. like at that time my grandfather was sick. But at the time … and I really want to go back but I know I have to do Trial [examination] and then things are getting harder (Shirley).*

The time at home gave Shirley an opportunity to reflect on how much an international education meant to her. She assessed the value of gaining an international education against what she must sacrifice as a result of leaving her family to return to Australia. Several factors influenced Shirley’s decision to return: the perceived value of gaining entry to university in Australia, a wish to repay her parents for their generosity and a desire to improve herself through education. This finding supports studies that show CHC students can be motivated to study by a highly individualised and complex range of influences (e.g., Chen & Liu, 2008; Lepper, et al., 2005). Further, Shirley’s reflection shows how the influences on a students’ motivation can change with context and over time. At the beginning of the journey, Shirley was reluctant to leave her home and moved overseas to please her parents— an influence external to self. Three years later, in her final year of study, Shirley's motivations were far more complex. She was still motivated largely by extrinsic motivators: a wish to repay her parents; the desire to improve herself through study; and the perceived utility value of an international education. However, because she acted with volition in choosing to return to Australia: 'I came back with power!', these extrinsic outcomes appear to have been internalised into her value system, so that they were internally regulated (Ryan & Deci, 2000). Therefore, in her later months, as Shirley's drivers were more internally sourced, she was motivated by a higher quality motivation and likely found it easier to sustain her commitment to her studies (Ryan & Deci, 2000).

Most students, like Shirley, drew on a range of beliefs and support from others to overcome challenges and were more typically Self-determined Heroes or Hesitant Heroes in most instances throughout their time in Australia. However, for one student, Sarah, each new test negatively impacted her motivation and wellbeing, so that over time she was driven more by externally sourced extrinsic motivation and her wellbeing was severely compromised. Sarah's experience is further evidence that achievement motivation can change with context and over time and that a range of concurrent or ongoing tests can seriously negatively impact a student's motivation.

Sarah displayed beliefs and behaviours of a Self-determined Hero when she arrived in Australia; she acted with autonomy, 'Yeah, why not. Sounds good!', in choosing to come to Australia and was intrinsically motivated 'I want to try new things'. However, the many challenges faced during her time at school in Australia negatively impacted her achievement motivation and, over time, her internally sourced motivation deteriorated to the point where she was driven more by extrinsic motivators such as fear of failure and lack of alternative study options. Sarah's difficult relationship with her homestay family, her social isolation, academic difficulties, pressure from her aunt and perceived lack of support from the school meant that by the end of Year 12, in most instances, Sarah’s beliefs and behaviours were more typical of a Wounded Hero student. Sarah’s reflection on her experience in her final year shows the struggle she faced with motivation and her compromised wellbeing: ‘I kept on going, but it became out of my control too much’. Recognising that she was struggling, she reassessed her goal of completing secondary school in Australia but realised her only option for tertiary study after her many years overseas was to apply for university in Australia. Her reflection shows she is not intrinsically motivated to continue her studies in Australia, but is motivated by an external source of motivation—lack of viable alternatives:

> *I just thought about finishing high school ‘cause I felt very pressured at that time. But then I realised I should go to uni here so then I thought I shouldn’t drop out (Sarah).*

Sarah did complete secondary school in Australia and gained entry to university, but the tests she faced during her years in Australia undermined the high-quality motivation that she enjoyed at the beginning of her journey. Sarah’s experience aligns with central tenets of SDT theory of motivation that presuppose that externally sourced motivation is harder to sustain and negatively impacts wellbeing (Ryan & Deci, 2000).

Despite, at stages, being demotivated by the various tests encountered, all the students renewed their motivation to persist with their studies, completed secondary school and gained entry to university.

The Journey So Far

This chapter introduced the students who participated in this study, identified the influences on their motivation to pursue secondary schooling in Australia and presented findings on the tests faced by students that negatively impacted their achievement motivation. In doing so, this chapter has provided some answers to RQ1—What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools? Findings in this chapter showed that there were commonalities and differences in the students' perceptions of their motivation, which are represented below using the student hero models introduced in Chapter 3.

When living in her home country, the Self-determined Hero decided that she would like to pursue an international education because of its perceived intrinsic value. She raised the idea with her parents and they supported her choice. The Self-determined Hero made an autonomous, intrinsically motivated decision to study overseas that helped her sustain a high-quality motivation while studying in Australia.

The Hesitant Hero was reluctant to move to Australia to complete secondary school. When her parents suggested the idea, she was afraid of leaving her family and friends and was concerned she would struggle with the many challenges of living in a new country without her traditional supports. This hero moved to Australia to please her parents—an extrinsic motivator. As she was operating from an externally sourced motivation, this hero faced challenges in maintaining her motivation at times during her period of study in Australia.

The Wounded Hero student decided to study in Australia motivated by extrinsic motivators. The costs incurred living in her controlling, restrictive home country, motivated her to leave. During her time in Australia, the Wounded Hero faced a range of tests that negatively impacted her achievement motivation and her wellbeing. These challenges came in a variety of forms: physical, social, academic and psychological. Motivated by drivers external to self and encountering a variety of tests, the Wounded Hero struggled to maintain motivation and suffered psychological complications.

This chapter has presented findings and discussion on the early stages of the Student Heroes' journeys and provided evidence of the many and varied tests they faced during their time in Australia. All of these heroes maintained their motivation and were academically successful. The following chapters will examine the influences that helped them to persist with their studies despite encountering various challenges that negatively impacted their motivation.

Chapter 5: Allies—The Student As Ally

The previous chapter introduced the students in their Ordinary World—their home countries and presented findings about the students' Call to Adventure—the decision to move to Australia to study. Chapter 4 explored some students' Refusal of the Call and outlined the variety of Tests faced by students during their time in the Special World—at school in Australia. In doing so, the previous chapter presented some findings on the nature of achievement motivation of the students. This chapter examines data collected on the nature of achievement motivation of the students while living in the Special World—at school in Australia. Specifically identifying the role the students play in sustaining their motivation to persist with their studies, even when faced with tests that negatively impacted their motivation. The findings in this chapter provide further answers to RQ1—What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools? The phase of the Hero's Journey framework presented in this chapter is circled in red in Figure 5.1.

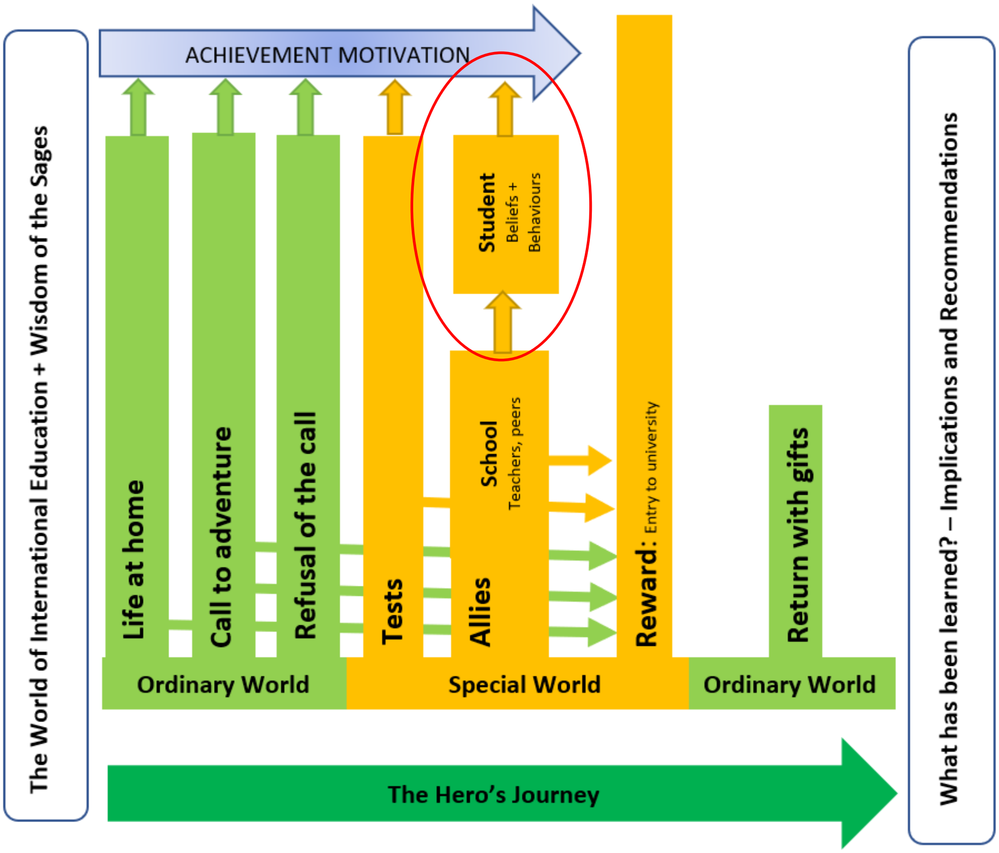

The World of International Education + Wisdom of the Sages
ACHIEVEMENT MOTIVATION
Life at home
Call to adventure
Refusal of the call
Tests
Student
Beliefs +
Behaviours
School
Teachers, peers
Allies
Reward: Entry to university
Return with gifts
Ordinary World
Special World
Ordinary World
The Hero's Journey
What has been learned? – Implications and Recommendations

Figure 5.1. Focus of this chapter: Allies—Student

As shown in Figure 5.1, the focus of this chapter is to examine how the students' beliefs and behaviours influenced their achievement motivation. The key finding presented in this chapter is that the students had a range of beliefs and behaviours that influenced their motivation. The beliefs included that the students perceived value in education; they perceived that education in general and gaining an education in Australia had intrinsic value, attainment value and utility value. Further, these students were motivated by beliefs shaped by their CHC upbringing. Namely, that applying themselves to their study and becoming academically successful was a duty: a filial responsibility to repay the financial and emotional sacrifices their parents had made to provide them with an international education. Linked to their perceptions of a responsibility to repay their parents, students were motivated by a fear of failure, fuelled by the concern that they may not be able to adequately fulfil their responsibility through academic success. Finally, students believed that their academic outcomes were linked to the effort they expended and that they therefore had control over their academic outcomes. Beliefs held by students underpinned a range of behaviours that when effectively employed led to academic achievement that further reinforced their beliefs. There were commonalities in beliefs and behaviours of the students, although individual variations existed. These commonalities and differences are explained in each section and summarised at the end of the chapter using the student hero models: Self-determined Hero, Hesitant Hero and Wounded Hero.

Throughout Chapter 5, key reflections from students from individual and focus group interviews have been included as examples to support findings. A table is included in Appendix P that shows the number of students that held a certain perception.

Beliefs

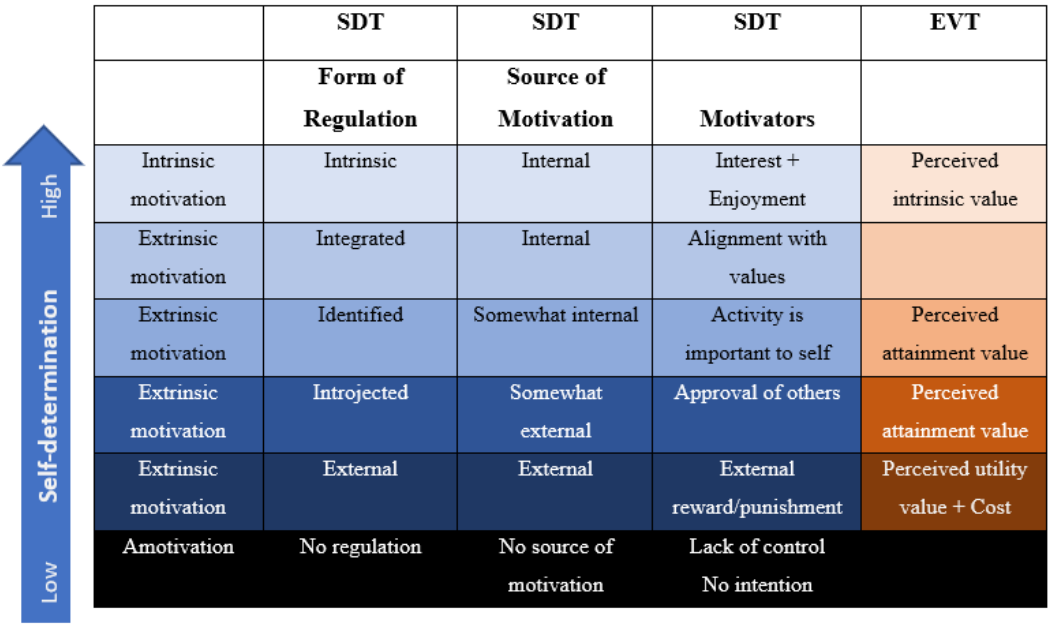
A student's beliefs have a strong influence on their academic performance (Elliot & Dweck, 2005; Marsh & Martin, 2011; Rao & Chan, 2010). A student therefore can greatly aid their own academic performance if they hold propitious beliefs and act on them. Self-motivated learners' persistence is underpinned by a range of propitious beliefs (Zimmerman, 2002). Studies have found that individuals are typically influenced by a combination of beliefs dependent upon the context in which they find themselves (e.g. Chen & Liu, 2008; Dowson & McInerney, 2003; Gilakjani et al., 2012).

When asked, in focus group interviews, to identify what was the greatest influence on their motivation to persist with their studies, two students, Sunny and

Esther, nominated themselves. They recognised that maintaining motivation to persist with pursuits is largely dependent upon the individual's beliefs and behaviours. The next section explores the beliefs held by students that influenced their motivation to engage in and persist with their studies.

Perceived Value of Education

When one perceives that a task has value, they are motivated to engage in or persist with that task (Atkinson, 1957; Eccles et al., 1983). The value component of EVT and the SDT continuum of motivation provide a productive theoretical framework to explore the nature of the value the students placed on education. This framework (see Figure 5.2) enables an explanation of the type of value: intrinsic value, attainment value, utility value and cost (Eccles et al., 1983); and the degree to which the motivation is internally or externally sourced (Ryan & Deci, 2000).


High
Self-determination
Low

	SDT	**SDT**	**SDT**	**EVT**
	Form of Regulation	**Source of Motivation**	**Motivators**	
Intrinsic motivation	Intrinsic	Internal	Interest + Enjoyment	Perceived intrinsic value
Extrinsic motivation	Integrated	Internal	Alignment with values	
Extrinsic motivation	Identified	Somewhat internal	Activity is important to self	Perceived attainment value
Extrinsic motivation	Introjected	Somewhat external	Approval of others	Perceived attainment value
Extrinsic motivation	External	External	External reward/punishment	Perceived utility value + Cost
Amotivation	No regulation	No source of motivation	Lack of control No intention	

Figure 5.2. Alignment of expectancy-value theory sub-components with the self-determination theory continuum of motivation.

Figure 5.2 identifies that perceived intrinsic value is recognised as an intrinsic motivator, attainment value can be a somewhat internalised extrinsic motivator or a more externally sourced form of motivation, and utility value and cost are recognised as externally regulated extrinsic motivators. These forms of motivation can be considered to be more or less conducive to self-determination depending on the degree to which the motivation is internally sourced. The following sections explore the achievement motivation of the students with reference to these two motivational frameworks.

'Follow your Heart'—Perceived Intrinsic Value of Education (EVT)/Intrinsic Motivation (SDT)

A pursuit has perceived intrinsic value when it is pleasing to perform or be engaged in the activity (Eccles et al., 1983). Motivation to engage in activities that have perceived intrinsic value is internally sourced. As individuals find it easier to sustain motivation for activities that have perceived intrinsic value, this form of motivation is considered to be a higher quality motivation (Ryan & Deci, 2000). It is clear from previous research that perceived intrinsic value has some role in motivating CHC students to engage in or persist with their studies; however, its salience for these students was not clearly determined in the literature. At the tertiary level, perceived intrinsic value has been shown to influence choice of subjects for CHC students in their home countries (Bong, 2001; Chen & Liu, 2008; Wang & Guthrie, 2004) and one study showed perceived intrinsic value influenced subject choice for CHC students living overseas (Siann et al., 1998). However, Iyengar and Lepper (1999) argued that intrinsic value is not a salient influence on the motivation of CHC students. Certain studies (Reeve, Jang, Carrell, Jeon & Barch, 2004; Shih, 2008) found that when students acted with autonomy in their choice of academic activities, they were more likely to be intrinsically motivated to engage in their studies. Certainly, for the students of this study making an autonomous decision to study overseas was linked with perceived intrinsic value of completing secondary school in Australia (Chapter 4).

Study, per se, was not perceived by the students as having high intrinsic value. When asked if they engaged in study because it was enjoyable or interesting, most students indicated that they did not:

> *'No!' (Charli).*
>
> *No! Actually not (Sunny).*
>
> *Well, actually, I never like study (Esther).*
>
> *No! I don't like to study, but I have to study (Belinda).*
>
> *I wouldn't say I enjoy it too much of the time (Amy).*

Despite the students' assertions that they did not enjoy studying, analysis of data suggested perceived intrinsic value played some role in motivating them to engage in or persist with their studies. Students who acted with autonomy and chose school subjects for their perceived intrinsic value displayed behaviours typical of Self-determined Hero students. Many students expressed delight at having a range of subjects to choose from in Australia. They explained that in their CHC countries, courses of study were mandatory and there were few or no elective subjects. For the Self-determined Hero students, an interest in the subject matter of the course was the main influence on their choice of subjects. Kay's course of study was heavily influenced by her love of language:

> *I just followed my heart. Most of people told me don't do language cause its difficult and you can't got good mark in HSC but I just love language (Kay).*

Sunny was pleased to have the option of studying creative courses and explained how her intrinsic interest in studying a subject motivated her to improve her language skills:

> *Here you can choose what you want to do. In (my country) you can't, and I am quite like fashion design. My teacher told me a lot about fashion design, but my English is not at that level, so I try to improve myself by reading a lot. Just find out what you are interesting in. I haven't need to do the hardest one but just follow your heart… what you are interested in (Sunny).*

Like Kay and Sunny, Amy chose subjects that interested her the most:

> *A lot of the subjects I picked were the humanities subjects and the only one that wasn't humanities was Math. I was very clear on wanting to do that because I wasn't very good at Science ... I wasn't interested in Science. I was more interested in finding out how and why of things, I guess. So, I was really drawn to Society and Culture [a humanities subject]. That was definitely my favourite (Amy).*

When asked to explain this idea further, because I had interviewed a number of students who had said that they had chosen subjects because of the perception that they would afford them higher marks, Amy explained that she was more influenced by the desire to study subjects for their interest value and expected that if she truly enjoyed the subject she would probably get a better mark:

> *I did consider the marks. And if I did something I really didn't enjoy, I don't think I would end up getting good marks. If you like something, you will spend more time on something and probably get better marks (Amy).*

The idea that interest in a subject could lead to engagement in one's study and higher academic achievement was also expressed by Christine:

> *I think it is better to choose, because you can study what you want, what you are interested in. So, that will makes you more motivated to study (Christine).*

The influence that perceived intrinsic value had on some students' subject choice largely supports previous studies that found that this value can influence students' motivation (e.g., Chen & Liu, 2008; Wang & Guthrie, 2004). However, as most students did not choose subjects for their perceived intrinsic value, it is suggested that intrinsic value of learning is not a salient need for all CHC international students, some of whom may be influenced more by other values of learning. Or, it may be that this value acts on students' decision-making along with other perceived values in education. What is clear from this study though is the inextricable link between the expression of autonomy and intrinsic motivation to engage. Amy and Christine's perception of the importance of exercising autonomy and its effect on intrinsic motivation parallels research done by others (e.g., Logan, Medford & Hughes, 2011; Reeve et al., 2004; Shih, 2008). Therefore, exercising autonomy in choosing a course of study that is intrinsically appealing is likely to help some students to engage in and persist with their studies.

Hesitant Hero students' choice of subjects is influenced more by extrinsic motivators such as a desire to please others or to achieve external goals, rather than internal drivers. A central maxim of SDT suggests that when individuals are influenced more by external outcomes, motivation is harder to sustain and the individual's wellbeing may be negatively impacted in the pursuit of goals external to self (Ryan & Deci, 2000). An example of this can be seen in Sarah's choice of subjects. She chose subjects for their utility value rather than for their intrinsic appeal and she found it hard to sustain motivation in her courses of study and she suffered with compromised wellbeing as a result. Sarah's choice of subjects was influenced by older international students who encouraged her to select subjects that would potentially maximise her marks:

> *[I]f I have another chance I would choose something I want to do. But at that time, I don't really know it and I just got this advice from the previous students. I will just follow what they chose. But now I know I won't choose that (Sarah).*

Sarah's decisions about subject choice were largely influenced by the advice of others. She only partially internalised this course of action and did not fully accept it as her own. When an individual partially internalises a course of action but does not enjoy a sense of congruence between the action and one's sense of self, they tend to feel controlled by the outcome rather than acting with agency (Deci & Ryan, 2008). Research shows that when students are motivated to engage in academic pursuits for reasons external to self, their interest in engaging in the pursuit and academic results over time are lower (Becker et al., 2010). This appeared to be true for Sarah; later sections include reflections on the challenges she faced in maintaining motivation and her disappointment with her academic results. The next section explores how the students' perceptions of attainment value of education motivated them to engage and persist with their studies.

'I Know it is Important and it's Crucial and I must have it!'—Perceived Attainment Value of Education (EVT)/Identified + Introjected Motivation (SDT)

EVT posits that a pursuit or activity has perceived attainment value when it is important to the individual (Eccles et al., 1983). On the SDT continuum of motivation the drive to be engaged in an activity because it is deemed meaningful can be internally or externally sourced (Ryan & Deci, 2000). If an activity is regarded as important because it aligns with one's sense of self it is considered to be a more internally sourced form of extrinsic motivation and regulation is identified. If an activity is deemed important because engaging in the activity will lead to approval from others it is a more externally sourced form of motivation and regulation is introjected. SDT presupposes that more externally regulated forms of motivation are harder to sustain and can negatively impact an individual's motivation (Ryan & Deci, 2000).

Developing oneself through life-long learning is a key tenet of Confucianism (Rao & Chan, 2010). Some CHC individuals view education as a means by which they can achieve the social and moral cultivation that is important to them (Lee, 1996; Li, 2003; Rao & Chan, 2010). Studies show that CHC teenagers identified value in education because, among other benefits, it enabled a holistic self-development (Li, 2009; Shi, 2006; Shih, 2008).

The teenagers in this study who harboured beliefs typical of Self-determined Hero students were motivated to engage in their studies because they perceived it would lead to self-improvement. Although academic success was important to the students, this development of self was considered to be a further benefit of learning. Esther shared her perspective in an eloquent response; her response indicated that study was not about just achieving high marks, but that she valued learning for its holistic benefits. She began her response with a rewording of a quote that she had read just that morning:

> *To be educated increases the lowest level to understand yourself. It includes how you perceive yourself and how you want to behave as a person in society. It raises how you perceive others… Like if you are educated, like you know*

> *what you should do and what you should not do. I know it is important and it's crucial and I must have it! (Esther).*

Like Esther, Amy's diligence was driven by a desire to improve herself: 'I think I do have high expectations of myself'. Beyond achieving high marks, her drive to be educated was underscored by a higher purpose; she hoped that by improving herself through learning she would be able to give back to others, something that she indicated was very important to her. In the following reflection, Amy, a student who suffered with anxiety and depression during her time in Australia, could be considered to portray attitudes more typical of a Wounded Hero student and, at times, her mental illness did impact on her motivation. However, in this instance she is motivated by a sense of bettering herself so that she may help others—an attitude more typical of a Self-determined Hero and in harmony with the Confucian goal to improve oneself morally:

> *Actually, it was the thought of going to Psychology… I was very passionate about that ... because ... I suffered myself with mental health and especially during Year 12. That really kept me going. If I did Psychology in uni… If I graduated, I could help a lot of people who were like myself. That kept me going during the tough times (Amy).*

These findings align with those of previous studies that indicated development of the whole self was a motivation for CHC students to engage in learning (e.g., Li, 2009; Rao & Chan, 2010; Shih, 2008).

Some CHC students recognise certain courses of study as having attainment value because engagement in said course will lead to approval from others. Students driven by this more externally sourced form of motivation will immerse themselves in their studies to please parents or teachers or because they believe the course of study will gain them status. Studies show that tertiary CHC students pursue international education to gain the respect of their peers or because they assume it will help them gain status in their home countries (Li & Bray, 2007; Sánchez et al., 2006). Unlike older international students, the students of this study were not greatly influenced to engage in learning to seek approval of peers or status. However, two students did recognise that being educated, especially in certain institutions, might lead to positive benefits in this regard. Sunny identified this advantage:

> *So, when you approach other people of different ages and they will know 'Oh [Sunny]is pretty mature, she will know about this. 'And when you talk to people your age, they will appreciate you (Sunny).*

Dan identified that certain universities in Australia were known as prestigious in his home country. Although the perceived prestige of these universities did not influence Dan's achievement motivation, he did realise that a degree at one university over another would be regarded more highly on his return home.

> *Best Uni and Great [university], these two maybe the best one. But in [my country] they are the best! If I make a decision, I would like to go to Ordinary [university] to do the Accounting but I talk to my parents and they said go to Best uni. Doesn't matter what Bachelor. Just go to Best uni! (Dan).*

Though these students were not motivated by the perceived status of prestigious universities, several identified that they were motivated by other extrinsic outcomes.

'If I hate it and if I know it's Better to do well, I Still do it': Perceived Utility Value of Education (EVT)/Extrinsic Motivation (SDT)

The perceived utility value of academic tasks can motivate students to engage (Eccles et al., 1983). Students of this study who displayed behaviours typical of Self-determined Hero students were motivated by the perceived utility value of education.

Success in Secondary School Enables Entry into University.

Some CHC students will persist with subjects they perceive have utility for future goals, for example, learning English to increase future opportunities (Liem et al., 2008). Some young CHC students will engage in disliked academic tasks if they think doing so will improve their chances of academic success (Hong et al., 2009) and will devote many hours to study to increase their chances of a place at a higher quality university (Kirkpatrick & Zang, 2011). All of the students identified that entry to university was one of the main drivers that underpinned their persistence with their studies. Esther identified that her primary goal of entrance to a prestigious university in Australia motivated her to engage in school tasks even if she had a steadfast dislike for them:

> *Well, actually, I never like study…the thing of study. What I pursue more is what I get from study. I know if I study, I will get this and get that and it's like so many benefits. The overall goal for the whole high school was getting into Best University (Esther).*

Like Esther, Shirley perceived utility value in secondary school study as good results would enable entry to an esteemed university. Her comment shows that her family influenced her belief system and that she believes this perception of the utility value of education is widespread in her culture:

> *They [parents from my country] always want their children to go to a famous university but I think this is not a bad thing because the famous university are just like the best. And so, everyone wants their kids to go to the best university and have a good future (Shirley).*

Brandon’s reflection on engaging in tasks for their utility value showed the adoption of extrinsic outcomes of those with whom one shares a close relationship (Ryan & Deci, 2000). He described how his parents insisted he study piano and calligraphy daily for hours as a young child, promising his devoted study would bring rewards in the future. Brandon did not like the many hours he was forced to study these pursuits that he was not dedicated to and did not choose. He was extrinsically motivated to engage by the pressure applied by his parents. However, with the development of competence in these arts he adopted the value of studying hard and a love of artistic expression, becoming intrinsically motivated to engage in both pursuits as an older student. He chose both music and art in his senior school in Australia and believed the success he achieved in both subjects (his artwork was included in a state exhibition) were due to the many hours he devoted to his art as a child:

> *It’s hard to learn something new and you [parents] just have to force them. Parents play a really big role in deciding children’s pathway. They get to rule… force you to learn something. I was forced to play piano and I didn’t like it at all until, really, probably five or six years later I found that is quite interesting, now I know all this stuff, I can play what I want. I get to read and play what I want (Brandon).*

These findings align with previous studies that showed that teenage CHC students are motivated to engage in tasks that they perceive have utility value

(Kirkpatrick & Zang, 2011; Liem, et al., 2008), even if, as Hong et al.'s (2009) study showed, the students disliked the task. Brandon's reflection also has links with other studies that showed that students can adopt extrinsic outcomes that are important to people with whom they share a close relationship (e.g., Bao & Lam, 2008; Ryan & Deci, 2009) and that the development of competence aids intrinsic motivation to engage (e.g., Dawes & Larson, 2011; Jang et al., 2009).

Education Provides Opportunities for Future Employment

CHC students are motivated to engage in academic pursuits if they perceive doing so is useful for a future career (Sánchez et al., 2006; Shechter et al., 2011; Wang & Brown, 2014). Students who displayed behaviours typical of Self-determined Heroes pursued proximal rewards such as university entrance but were also motivated by the long-term prospect of a good job:

> *If I don't study, how will I find a job? Because in (home country) if you don't study, if you don't have a degree how can you find a job? (Charli).*
>
> *Sometimes I like to study because I know it will help me to find a job in the future (Christine).*
>
> *When I was in high school all I wanted was to get into a good university and finish uni and find a nice job (Dan).*

The perceived utility value of education identified by the students of this study aligns with findings in previous literature. Several studies found that CHC students were motivated to engage in and persist with their studies because of the perceived utility of this pursuit in increasing the likelihood of better employment options in the future (e.g., Sánchez et al., 2006; Shechter et al., 2011; Wang & Brown, 2014). Beyond the utility outcomes of education in general, the students involved in this study perceived utility value in gaining an international education.

International Education has Perceived Utility Value

Although there is little empirical research that investigates CHC teenagers' reasons for choosing to study abroad, studies conducted by governments, independent study groups, and media organisations suggest that an international secondary education has utility value in improving the prospect of being accepted into university in the host country (Australian Government, 2016c; Brennan, 2015; Farrugia, 2017). Overseas experience is perceived as having specific utility value for CHC international tertiary students for reasons such as improved employment prospects in the host country or back at home (Ashley & Jiang, 2000; Bodycott, 2009; Gareth, 2005) and increased chances of attaining permanent residency in the host country (Hung, et al., 2000; Zhou, 2014).

Students who displayed beliefs typical of Self-determined Hero students perceived utility value in an international secondary schooling in several ways. Two students identified that international education presented the opportunity to move permanently to the host country. In her second interview, Amy identified that permanent residency was her primary reason for pursuing international education. This response of Amy's presented an interesting juxtaposition with earlier comments she had made about the major influences on her motivation. In the first interview, she identified the two influences as the major drivers that underpinned her motivation. The first was the desire to study Psychology at university so that she might help others (perceived attainment/identified motivation). The second motivator was the strength and resilience of her sick and aging grandmother—Amy wanted to be like her grandmother and persist despite challenges faced (perceived attainment/identified motivation). I questioned Amy about the different responses she had provided to the same question. She explained that they were all equal in the power they had on her motivation to engage in and persist with her studies and that at different times and in different contexts, these influences would dominate. Amy's explanation is supported by findings from studies that showed the complex blend of influences that can motivate a CHC student to engage in study (e.g., Kember, 2000; Kember, et al., 2008; Lepper et al., 2005).

Like Amy, Belinda was also motivated to live in Australia after completion of university. She explained that she had a long-term goal to become a secondary school teacher and to live overseas:

> *I really want to become a teacher and work in Australia (Belinda).*

Several students suggested that their overseas experience would give them an advantage in the competitive labour market when they returned to their home countries. For example, Sarah perceived that living and studying in an English-speaking country for as much as seven or eight years would give her skills that employers would admire:

> *In (my country), we had lots of competition and if I have an overseas experience maybe it will help … and … lots of people they think if you have experience overseas you will be more independent. They might have skills knowing how to communicate with foreigners (Sarah).*

Another value in gaining education was to escape a more severe learning environment. Several students explained that attending secondary school in Australia, was a less stressful way to gain entry to a prestigious university. For example, May suggested attending school overseas can help secure a place in a top university for a student who would be unlikely to have this opportunity in their home country due to the fierce competition for admission. According to May, parents would only send their children overseas if entry to a good university in their home country was unlikely:

> *Overseas students study in Australia not because parents have international will or something, but more financial situation matters. All the rich people send their children to overseas because it is easier to get into uni. Like they don't want their child to get into a uni moderate school with people who are just moderate people. If you can get into a good uni some people would stay in (my country). I see that some parents send their first or second overseas, but their third child can get into a good uni in (my country) they won't send them overseas. They just want their child to get into a good uni (May).*

Findings presented here align with other studies on perceived utility value of international education. While only one student, Amy, identified permanent residency as a utility goal of overseas study, studies into the reasons tertiary CHC international students choose university in a foreign country suggest that an increased chance of permanent residency is a common lure (Hung et al., 2000; Zhou, 2014). Further, the perception that study overseas could increase their chances of employment when they returned to their home countries was similar to that of other studies (e.g., Bodycott, 2009; Gareth, 2005; Zhou, 2014). These findings also provide empirical evidence to support previous government, independent and media reports that completing secondary school in a Western country had perceived utility value as a study path into university in the West (e.g., Australian Government, 2016c; Brennan, 2015; Farrugia, 2017).

Although motivation to engage in or persist with pursuits purely for their utility value is considered to be the most externally sourced form of extrinsic motivation and therefore harder to sustain (Ryan & Deci, 2000), the Self-determined Hero students whose reflections are recorded in this section largely maintained a high-quality motivation to reach their goals and enjoyed wellbeing. This disjuncture can be explained by the possibility that although the students were motivated to engage in academic tasks for their perceived utility, the utility outcomes were not external to the students' value systems. These students had internalised these outcomes so that they aligned with their sense of self (Ryan & Deci, 2000). These Self-determined Hero students acted autonomously and were driven by internally sourced motivation rather than feeling controlled by external regulation (Wang, 2008) to pursue goals.

In contrast to the Self-determined Hero students, those who displayed beliefs typical of Hesitant Hero students perceived utility value in education but since they were motivated by extrinsic outcomes that were only partially internalised, these students expressed regret about their courses of study and felt somewhat controlled by others or potential outcomes. Several of the students in this study chose school subjects for their utility value over their intrinsic value. Belinda suggested that there was a tendency for international students' choice of subjects to be influenced by their perceived utility value, specifically, how different subjects would affect their tertiary entrance ranking. In her reflection, she created a distinction between international students and Australian students who she perceived chose subjects more for their intrinsic value. Belinda's decisions about subject choice were influenced by which would lead to a higher university entrance score and she said she did not greatly enjoy the subjects she chose. She expressed disappointment that she felt she had to choose challenging, less enjoyable courses of study to achieve enough marks for a place at university:

> *At first, I really don't know which one [subject] to choose. I think all the (CHC) student is the same. I don't know why we can't be like the Australian student 'I choose whatever I want. The ones that are interesting'. We have to consider will give us scale up and which ones are not that hard to learn (Belinda).*

Luke described how his choice of secondary school subjects and university undergraduate course was influenced by his mother's perception of their utility value. From the beginning of his time at school in Australia, Luke's mother guided him to pursue subjects that would lead him into a job in finance. He explained that he had an interest in studying subjects with an arts focus, but his mother and others advised against this choice. When speaking about arts-based learning opportunities, Luke spoke in animated tones. When he spoke of the importance of meeting specific responsibilities such as finishing university, getting a job and pleasing his parents, his tone was flat. His expression of his feelings suggest that he recognised the importance of securing his future through his current educational paths, but that he was autonomy-frustrated and acted against his intrinsic wishes:

> *I talk to my Mum about what I am going to do. My Mum says all these years I studied what they want me to study – commerce and stuff. All the things to get a lot of money and that's pretty popular thing. My Mum said I could study a year of the thing I really like. So, probably. I am going to do that or just go to work. It's really hard to decide because I have to work. ... I think 50/50 ...it's my choice, but if my parents didn't talk me into this [University Commerce degree] I wouldn't choose this. Maybe music production (Luke).*

Luke’s reflection indicates he undertook courses of study for their perceived utility value and that his decision was influenced by his parents. Having fulfilled his obligation to study subjects for their utility value to please his parents, Luke recognised that, on conclusion of his undergraduate degree, he would have the option to choose a course of study for its inherent interest and enjoyment: a decision he clearly struggles with. Although as a younger student he had a desire to choose creative subjects, now after many years of following a course of study dictated by others, he feels conflicted over whether he should choose the path of responsibility: ‘I have to work’, or to pursue his creative interests. Ryan and Deci (2017) suggested that individuals who are used to being controlled do not easily develop autonomy. Luke’s reflection also provides some support for the findings of Iyengar and Lepper’s (1999) study in that intrinsic interest may not be as strong a motivating influence for CHC students who may be influenced to engage in pursuits chosen by others important to them.

Wounded Hero students were motivated by utility goals that were external to self and suffered from compromised wellbeing. These teenagers were examples of the supposition inherent in SDT that it is harder to maintain motivation to persist with activities if the motivation to engage is external to self (Ryan & Deci, 2000). Pursuit of goals that are not congruent with one’s sense of self can lead to psychological stress and compromised wellbeing (Park et al., 2012; Ryan & Deci, 2017).

Sarah, who struggled academically and emotionally for much of her time in secondary school in Australia, identified that she had to succeed at school in Australia to have any chance of attending university. In her senior year she had lost any excitement she had originally felt about completing school overseas as a pathway to university. On review of her situation, she realised that after her many years in Australia, the chance of returning to her home country and being accepted into university was bleak. Her secondary education in Australia had utility value for her because it provided the only option of entry to university: ‘But then I realised I should go to uni here so then I thought I shouldn’t drop out.’ Sarah’s motivation was underpinned by a negative and external driver: a fear of failing to gain entry to university. She was no longer intrinsically motivated to complete secondary school in Australia, as she was in her early days, but perceived utility value in finishing school, because it provided a less painful option than returning to her home country.

Sarah’s perception that completion of secondary school in a Western country is a less stressful path into university for CHC teenagers was a view expressed by the students in Kim and Okazaki’s (2014) study. The fear of academic failure has also been shown to be a strong motivator for students in general (Covington, 1992; Wigfield, 1994) and a particularly strong influence on motivation of CHC students (Li, 2009; Park et al., 2012; Zhou, 2014).

This section has provided understandings about the complex nature of achievement motivation of CHC international secondary students. The following section will explain how the beliefs held by students, shaped by growing up in CHC societies, influenced the motivation of the teenagers of this study.

‘We Think we like to Study because it’s Still a bit like the Culture’: Beliefs Shaped by a CHC Upbringing

CHC children readily adopt the attitudes to filial piety and education that are valued by their families when they enjoy positive filial relationships with their parents (Chen, 2014). Students in this study had beliefs that had been shaped by their CHC upbringing that motivated them to engage in and persist with their studies.

'It's Just, like, the Thing we do': Study is a Duty

If a CHC child adheres to their filial responsibilities, they abide by the expectation to be diligent in study (Chow & Chu, 2007; Hui et al., 2011; Tao & Hong, 2014). Students who displayed beliefs typical of Self-determined Hero students were motivated to engage in their studies because they viewed studying as their role. This belief could be considered to be an extrinsic motivator because the students studied to comply with a societal norm or family expectation. However, the matter of fact way in which these Self-determined Hero students talked about this role, suggested that they had internalised their duty to study so that it was internally sourced and congruent with their sense of selves (Ryan & Deci, 2000). They exercised autonomy in engaging with their studies, rather than being controlled by an external force.

Luke explained CHC students engage in their studies because it is the accepted societal norm. He suggested that individuals who adhere to the norm will enjoy their studies:

> *We all just study a lot. It's just, like, the thing we do in (my country). We study really hard from Year 7. It's serious. Everyone study really hard. So, when we come to Year 11 the students are really serious with their study and stuff ... I actually enjoy the study when I was in (my country). I want to be in the same group. I really liked the group. We had a really good environment. So, it's just, like, everyone is studying, I should study as well (Luke).*

In his response, Luke not only portrayed an image of CHC youth readily accepting their filial responsibility to study: 'It's just, like, the thing we do', but his response links to one of the central tenets of SDT that posits that individuals can internalise important extrinsic outcomes that are promoted by people with whom they enjoy a supportive relationship (Ryan & Deci, 2000). Findings here largely support other studies that found when CHC children adhere to their filial responsibilities, they accept their duty to study (Chow & Chu, 2007; Hui et al., 2011; Tao & Hong, 2014). Clearly Luke's friends also valued education and therefore his internalisation of this important extrinsic outcome was reinforced through his relationships with his peers. Related to this belief, if students comply with the filial expectations common in CHC societies they will feel a responsibility to repay their parents for their sacrifices. Findings on the students' expression of this belief follows.

'I came here not just for Myself': Filial Responsibility

While some CHC students may feel pressure from parents to succeed (Kim & Okazaki, 2014; Li & Prevatt, 2008; Li, 2009), students who enjoy warm relationships with parents view parental pressure as care and concern (Yoon & Lau, 2008). These students readily internalise their parents' academic values (Chen & Ho, 2012) and do not experience the negative impacts, such as depression and anxiety, that can accompany parental expectation of academic success (Yoon & Lau, 2008).

The students who displayed beliefs and behaviours typical of Self-determined Hero students stated that they did not feel pressure from their parents to succeed:

> *They are very don't give me a lot of pressure (Kay).*

> *Every time what they [parents] say is 'Don't worry about marks. What you are doing, just studying, abroad is already successful'. They are very don't give me a lot of pressure (Christine).*

> *They [parents] were constantly saying, 'It really doesn't matter.' You can always try again. There are always more ways to get into university (Amy).*

Although these students did not perceive pressure from their families to succeed, they were autonomously motivated to persist with their studies to repay their parents for the sacrifices they had made in providing them with a good education. Most students identified family as the primary influence on their motivation to persist with their studies:

> *Because of them [parents], I can come to Australia. I came here not just for myself, so I have that idea to push me to move [to apply myself to my studies] (Kay).*
>
> *This kept me going at tough times ... My parents… because I know how much they sacrifice themselves for me. It's not easy to come Australia but it was also not easy for them to let me go. Whenever I feel sad or sometimes, I just want to give up, I just think of my parents and I keep going (Christine).*
>
> *I think I do have high expectations of myself. Even though my parents don't try to give me too much pressure. I understand how much it is… how much the cost to have me living here and the fact that we are living apart. That's a big sacrifice. So, I just feel like it's really…. I owe my family, myself, something to at least … I would at least give them good marks to so that I am achieving here. I didn't just come here for nothing (Amy).*

Other research showed similar results; CHC students willingly engage in study to achieve academic success to show gratitude to their parents for providing them with a good education (e.g., Hau & Salili, 1996; Hui et al., 2011; Tao & Hong, 2014). The findings on these Self-determined Hero students' attitudes suggest that, in line with other studies (e.g., Chen & Ho, 2012; Hui et al., 2011; Yoon & Lau, 2008), when students enjoyed supportive relationships with parents they did not perceive parental pressure to succeed, but rather willingly adhered to the tenets of filial responsibility. Their dedication to succeed for their families motivated them to engage with their studies.

Some Hesitant Hero students' motivation to persist was negatively impacted when they felt they had failed to adequately repay their parents for the sacrifices they had made. On completion of secondary school, Kay did not receive an offer of entry to her preferred university because of insufficient marks. Her use of the word 'guilty' in the following reflection suggests that Kay felt she did not adequately repay her parents for the support they had provided her. Kay explained that because she did not get into a perceived prestigious university, her motivation to continue with her studies in Australia was dampened. She seriously considered leaving Australia and returning home:

> *I want[ed] to go [to] top university. Yeah, but my ATAR [university entrance ranking score] only 72, so I did not have the chance to go, so it's really, mm, mm, guilty with that for my parents (Kay).*

Kay's reflection is evidence of the responsibility that CHC students feel to achieve academic success as part of their filial responsibilities (Chow & Chu, 2007; Hui et al., 2011; Tao & Hong, 2014), but also provides support for studies that show the importance that achievement of competence has on motivation to engage (e.g., Dawes & Larson, 2011; Jang et al., 2009). Further, Kay is an example of a student who displayed beliefs and behaviours of a Self-determined Hero in some instances: subject selection, she did not perceive parental pressure to study, and she autonomously chose to study to repay her parents. While, at other times, her beliefs and behaviours were more typical of a Hesitant Hero: her guilt at not repaying her parents sufficiently.

Wounded Hero students perceived pressure from others to succeed that negatively impacted their motivation to engage with their studies and compromised their wellbeing. While a students' perception of reciprocal filial piety leads to internalisation of parents' academic values and subsequent academic achievement, there is no such link when children perceive a controlling, authoritarian relationship with parents (Chen & Ho, 2012). Further, authoritarian filial piety negatively impacts CHC children's psychological health leading to anxiety and depression (Yeh, 2006). The students who displayed beliefs typical of Wounded Hero students did not perceive pressure to succeed from their parents but rather from close adult relatives who had a vested interest in the student's success. For example, Sarah described pressure from an aunt who lived in Australia. She explained that her aunt was highly critical when she told her about her academic results, which made Sarah feel depressed. She chose to avoid telling her aunt her results. In the reflection below, Sarah's reference to 'my family' is about her aunt's family in Australia:

> *I didn't really talked to my family about the problem that I had because I knew that if I told them I had problem they would just say 'Oh you should study harder', 'You should do work'. I knew I should do it, but I didn't know how (Sarah).*

Luke had a similar experience with an uncle residing in Australia who put pressure on him to study hard. Luke explained that the pressure his uncle put on him to apply himself to his studies had the opposite effect; when Luke felt pressured by his uncle, he chose to not study:

> *My uncle gave me a lot of pressure 'cause he feels he is the one in charge 'cause he talked my Dad in to sending me to Australia. So, he feel responsible*

> *for me, so he gave me a lot of pressure to study. Actually, my uncle he make me don't want to study. He make me don't want to study. Give me a lot of pressure. He wants me study on the weekend. When I think about it, I am just do study on the weekend, so I think I am just going to play and that, not do studying (Luke).*

Sarah and Luke's experiences provide further support for studies that showed that authoritarian filial relationships do not motivate students to engage in their studies or lead to better academic achievement (Chen & Ho, 2012) and can lead to poor psychological outcomes (Yeh, 2006; Yoon & Lau, 2008). The following section explores how the students fear of failure motivated them to persist with their studies.

'Just don't Fail': Fear of Failure

Dutiful CHC children wishing to fulfil their filial responsibilities to achieve academic success can be motivated to persist with their studies by the fear of academic failure (Li, 2009; Yoon & Lau, 2008; Zhou, 2014). The fear of failure, though associated with negative psychological outcomes (Park et al., 2012), and therefore a cost of engaging in study (Eccles et al., 1983), can motivate students to work hard (Covington, 1992; Li, 2009; Wigfield, 1994). Earning approval of parents can be a significant motivator for tertiary CHC students (Wang & Brown, 2014) and therefore avoidance of bringing shame on their family through failure can be a powerful motivator (Li, 2009; Yan & Berliner, 2011), which can lead to psychological distress for these students (Kim & Okazaki, 2014; Newman & Newman, 2009).

All of the students displayed beliefs of Hesitant Hero or Wounded Hero students in relation to fear of failure. All students were motivated to persist with their studies to ensure they would not disappoint their families or themselves; however, the effect of this fear on the students' beliefs, behaviours and wellbeing differed for Hesitant Hero and Wounded Hero students. The Hesitant Hero students' fear of failure caused a level of anxiety that motivated them to work hard, while the Wounded Hero students' motivation and psychological state was negatively impacted. For example, Luke's attitude was typical of a Hesitant Hero. While the potential for failure caused him anxiety, this negative feeling motivated him to study. Luke identified fear of academic failure as the greatest influence on his achievement motivation during his time at secondary school in Australia:

> *First thing that come to my mind I, 'You don't have to get high marks but don't fail. Just don't fail!'.... I just don't want to fail my parents. That is the main thing. Because my parents actually supported all these years. And I just don't want to fail. I want to finish high school, finish uni, finish Masters (Luke).*

Wounded Hero students suffered compromised wellbeing as a result of psychological distress that accompanied their fear of failure. Sarah explained that her inability to achieve enough marks to enable entrance to a particular university that she regarded as prestigious led her to feel a deep shame that she did not repay her parents adequately for providing her with an international education.

> *My family didn't ask me to get a high mark or anything. They didn't say you must go to top university, but I don't know why I feel ashamed I didn't get into top university (Sarah).*

Findings on this topic align with previous studies that showed that fear of failure can be a powerful influence on motivation for CHC students (e.g., Eaton & Dembo, 1997; Li, 2009; Zhou, 2014) and can cause students to feel psychologically distressed (e.g., Kim & Okazaki, 2014 ; Newman & Newman, 2009). The findings of

Park et al. (2012) on the interrelationship between marks, motivation and stress has parallels with the experience of several students, including Sarah. Poor marks caused her stress and motivated her to study harder to avoid further failure. The belief held by the students that concerted effort will lead to improved marks is covered in the next section.

‘I want to give my All’: Attribution for Success

Individuals raised in CHC countries typically link failure with insufficient effort and since they can control the amount of effort expended, they believe they can improve academic results by adjusting their behaviours (Lau & Lee, 2008; Mok et al., 2011; Wang & Brown, 2014).

All of the students in this study believed academic success is linked to effort exerted. All students displayed beliefs and behaviours typical of Self-determined Heroes in this regard and applied themselves to their studies to improve their marks:

I just don’t give up on studying (Victor).

I decided to work hard (Shirley).

I really tried my best to get fine mark (Belinda).

Esther believed that a person’s attitudes and beliefs affect their behaviour. She explained that she initially thought that she did not have the ability to be successful in Chemistry, but she recognised that this attitude and its resulting inappropriate action, led her to receive a poor mark in an important exam. She explained how she then reassessed her perspective recognising that her perception of why she had failed the test was detrimental to her achieving positive academic results. She consciously adjusted her thinking to a more beneficial stance. Esther realised that with appropriately applied effort she could control her future academic outcomes:

> *I got like 60 per cent for half yearly and really low rank … I felt like I can't do it, but actually I could but that think leads to my low mark in the Trial … another 60. But in that time before the HSC I get to think 'That's not the end of everything. It is just a part of my mark. I still have time to work on it to improve it' (Esther).*

Esther identified a possible cause of her failure—incorrect choice of strategies and explained how her redirected efforts helped her achieve her academic goal:

> *At that time, I was able to reflect on what I did. Like maybe the learning strategy wasn't correct but I could fix that problem and I got 20 marks higher in the HSC. So, I ended up getting a Band 5 [second highest band] (Esther).*

Esther's reflection on the effect her beliefs had on her achievement motivation and her academic success aligns with the theories and research of others that showed the powerful influence beliefs have on academic achievement (e.g., Bandura, 1977; Elliot & Dweck, 2005; Marsh & Martin, 2011). Her adjustment of her beliefs to more positive conceptions influenced her willingness to persist with Chemistry (Zimmerman, 2002), her adoption of advantageous behaviours and eventually academic success (Cheng & Ickes, 2009). Esther's attitude and related behaviour aligns with findings of studies that showed CHC learners believe that effort over ability is the cause of success (e.g., Mok et al., 2011; Wang & Brown, 2014) and that a student who holds this belief can adjust their behaviours to help them achieve academic success (Hau & Salili, 1990).

The following section explores how beliefs held by students influenced them to adopt behaviours that helped them achieve academic success. Achievement of success then reinforced their motivation.

Behaviours

Propitious beliefs underpin advantageous behaviours (Cheng & Ickes, 2009) that aid academic success (Cheng & Ickes, 2009; Zimmerman, 2002). Achievement of academic success is likely to reinforce beliefs held by a student. This cyclical process of propitious beliefs, beneficial behaviours and academic success (see Figure 5.3) is likely to continue to bring rewards to the student, which strengthens their achievement motivation.

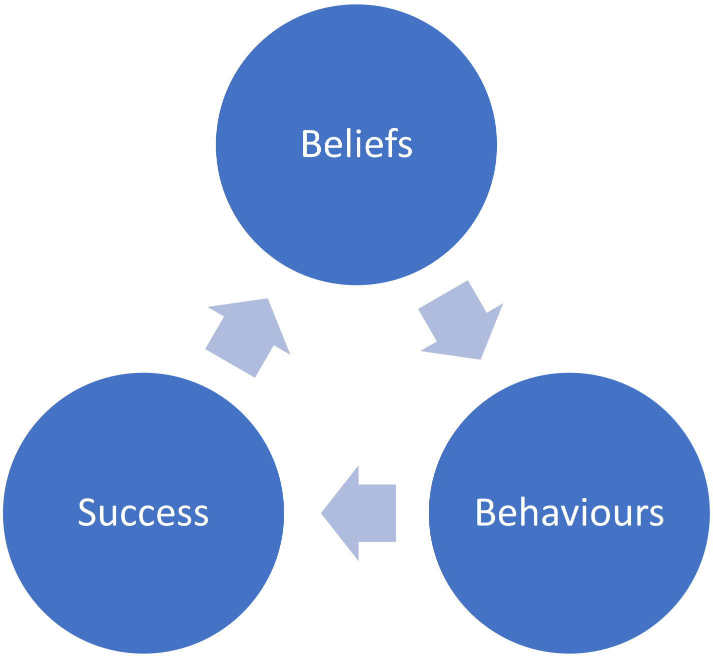


Figure 5.3. Interrelationship between beliefs, behaviours and academic success.

The cyclical relationship between beliefs, behaviours and academic success was identified by Shirley:

> *If you fail a test what you should do? You should try. You need to at least try. And most of the time after you try you realise the result is getting better you know everything is getting on track. And I think once you improve and you realise my results are getting better you decide to get to the top (Shirley).*

‘If I just keep Working, keep Studying, one day I will get it’: Advantageous Academic Behaviours

Beliefs held by CHC students lead to the adoption of advantageous academic behaviours such as persistence, attentiveness in class and diligence (Dandy & Nettelbeck, 2002; Mok et al., 2011). Motivated by a range of propitious beliefs, the Self-determined Hero students employed a variety of advantageous behaviours:

> *I was thinking of getting a tutor, but I was thinking I can do this myself. If it gets hard, I can ask others for help and if I just keep working, keep studying, one day I will get it (Christine).*

> *In class, I have to record what teachers said and when I go home to listen again. You record that and go home to listen again. That helps to do the review and do the practice. (Belinda).*

All students had times when their beliefs and behaviours were more typical of Wounded Hero students: they wavered in their beliefs and were not diligent. However, their dip in diligence was usually short-term. A common cause of interruption to their academic vigour was the experience of failure on a task. The following reflection from Esther explains how a failure in a test temporarily affected her ability to apply herself:

> *Like the ESL speaking exam. If you don't get to manage this at that stage, this affects how you perform later. That's a lot. Cause sometimes obstacles don't always contribute to…. they don't lead to work harder or make you feel more passionate. It sometimes leads to a negative outcome. You give up and you no longer want to work towards that thing (Esther).*

As explained in a previous section, Esther recognised the power she had to change her beliefs, apply herself to her studies and achieve academic success.

Girded by propitious beliefs, diligence and persistence the students employed effective behaviours that aided their achievement of academic success. These findings have links with results from previous studies which found that CHC students were typically diligent, attentive in class and spent many hours on their homework to ensure they understood work covered in class (e.g., Dandy & Nettelbeck, 2002; Mok et al., 2011). Not only were Self-determined Hero students diligent and persistent, but they also had a range of academic strategies that they effectively employed to aid their success.

'We can just get some Positive Things with both of them: Academic Strategists

Some CHC students are academic strategists, adept at choosing from a range of strategies to help them succeed (Mok et al., 2011; Tran, 2012; Wang & Brown, 2014). However, not all CHC students use effective behaviours, which can impede academic achievement (Mok et al., 2008; Ryan & Shim, 2012).

Students who displayed behaviours typical of Self-determined Hero students utilised a variety of academic strategies to help them achieve academic success. Some of these strategies were developed in their home countries, others were adopted when studying in Australia. For example, Shirley explained how she employed strategies she had learned in her home country and new ones she learned in Australia:

> *I think both the education system in (my country) and the Australian education system have their strengths but also have their weakness. We can just get some positive things with both of them and combine these things (Shirley).*

Other students identified a range of academic strategies that they employed:

> *I came up with my own study strategy with English and that applies to all my subjects (Esther).*
>
> *I would choose to do the past paper (Belinda).*
>
> *I search online how to make sure my essay perfect (May).*
>
> *I think I just read the questions many times to understand what the question was really asking and if I didn't understand I just went teachers or friends for help (Christine).*
>
> *I ask friends, classmate, ask teacher, and I kinda research online, and looked into same paper (model papers). That was the big individual work that is different from study method [in my own country]. So yeah, that was the part that I really had to do myself. Get into myself. Practice doing practice paper, doing [practice] exam (Dan).*

Christine and Dan's reflections identify another academic strategy that students employed to help them achieve academic success: effective help-seeking behaviours. This strategy is addressed more fully in Chapter 6—Allies: School, but these reflections indicate that Self-determined Hero students did not rely on a narrow range of strategies. Rather, they employed an array of skills including turning to others for help.

While all students spoke of working hard, the time spent in study was probably more effective for the Self-determined Hero students than the Hesitant Heroes. These students did not speak of adopting new strategies, but largely relied on strategies they had used in their home countries. Further, these students did not approach teachers or Australian students for help but largely relied on other international students for academic advice. While not an ineffective strategy, using a wider range of help would likely be a greater support for their academic development. For example, Charli had academic strategies more typical of a Hesitant Hero student. If she found a subject challenging, her plan of action was to drop that course and choose another:

> *If it's really hard… I really can't understand… if I can't… I try it… I can't work it out, I will quit it, I will cancel it, I will choose other one (Charli).*

When choosing subjects and when seeking advice on how to complete academic tasks, Charli's main source of advice was her international friends who spoke her language. Charli's choices, typical of a Hesitant Hero, are evidence of someone who was reluctant to take risks:

> *Choose a[n] [Asian language] class. You can meet so many classmates from [my home country]. Year 11 and Year 12 students sometimes they have same class so they can chatting. The Year 11 students can ask them some questions and they are happy to tell them (Charli).*

While the international students no doubt provided an important sense of connection for Charli, her reluctance to seek help from a wide variety of informed sources likely prevented her receiving the highest quality academic assistance, as studies by Mok et al. (2011), Tran (2012) and Wang and Brown (2014) showed, academically successful students employed a variety of academic strategies to help them achieve academic success.

The Journey So Far

The previous chapter outlined the various challenges students faced when studying in Australia that undermined their achievement motivation. This chapter has shown that students had a range of beliefs and employed behaviours that influenced their achievement motivation and aided them to engage in and persist with their studies despite the tests they faced. This chapter has shown that students, in fact, acted as an ally to themselves in holding beliefs and taking action that enabled them to sustain motivation to reach their academic goal of entry to university. In doing so, this chapter has provided further answers to RQ1—What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools? There were commonalities and differences in the students' beliefs and behaviours in different contexts that have been represented using the student hero models and will be briefly summarised here.

Self-determined Hero students were a high-quality ally to themselves. Their motivation to engage in and persist with their studies was influenced by high-quality, internally sourced drivers. Their motivation was underpinned by propitious belief and evident in their employment of a wide range of effective behaviours that led to academic success that increased their motivation to study. As these students were driven by internally regulated motivation and acted with autonomy, they enjoyed sound wellbeing.

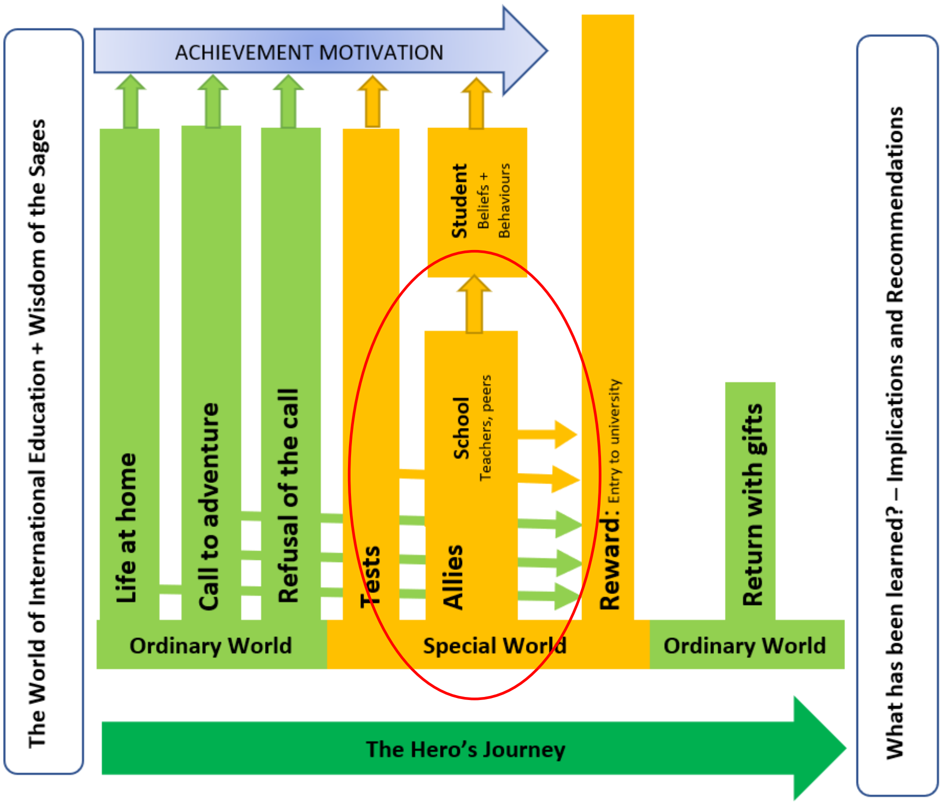
Hesitant Hero students' beliefs and behaviours meant they were a poorer quality ally to themselves. Although their beliefs motivated them to engage in and persist with their studies, the largely extrinsic, introjected influences on their motivation meant they operated with a poorer quality motivation. These students employed a narrower range of academic strategies than the Self-determined Hero, which may have impeded their achievement. As these students were driven by less internally regulated motivation and felt controlled by others and outcomes, it was harder for them to maintain their motivation to engage in and persist with their studies.

The Wounded Hero student was a poor ally to themselves. Although their beliefs and behaviours motivated them to engage in and persist with their studies, they were influenced by the extrinsic motivators of fear and punishment. These students employed a very narrow range of academic behaviours. Due to being driven by influences external to self, these students suffered from compromised wellbeing and struggled to maintain their motivation to persist.

The Self-determined Hero, the Hesitant Hero and the Wounded Hero students had beliefs and employed behaviours that helped them to maintain their achievement motivation. However, to succeed in reaching their goal of entry to university, these heroes needed learning environments that recognised their unique beliefs and behaviours. Chapter 6 will present findings on other allies—individuals within the school community—who influenced the students' achievement motivation.

Chapter 6: Allies—School

The previous chapter presented findings on the role the student played in sustaining their motivation to persist with their studies during their time in the Special World—at school in Australia. In doing so, Chapter 5 provided some answers to RQ1—What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools? This chapter examines data collected on the students' perceptions of how members of the school community influenced their motivation to engage in or persist with their studies. In doing so, this chapter provides answers to RQ2—What are the perceptions of academically successful CHC international secondary students about the role of the school in supporting their achievement motivation? The phase of the Hero's Journey framework presented in this chapter is circled in red in Figure 6.1:



The World of International Education + Wisdom of the Sages
ACHIEVEMENT MOTIVATION
Life at home
Call to adventure
Refusal of the call
Tests
Student
Beliefs + Behaviours
School
Teachers, peers
Allies
Reward: Entry to university
Return with gifts
Ordinary World
Special World
Ordinary World
The Hero's Journey
What has been learned? – Implications and Recommendations

Figure 6.1. Focus of this chapter: Allies—school.

The key finding presented in this chapter is that the students perceived that certain individuals in their schools played some role in influencing their achievement motivation. Members of the school community fostered the students' motivation by meeting their psychological needs for relatedness, autonomy and competence. In addition, the students perceived intrinsic value in their academic experiences at school in Australia that motivated them to engage in and persist with their studies. Conversely, when students perceived that their psychological needs were not met, they experienced periods of demotivation or poor wellbeing. There were commonalities in the students' perceptions on the role of the school in supporting their achievement motivation, but variations in individual perceptions existed. These commonalities and differences are explained in each section and summarised at the end of the chapter using the student hero models: Self-determined Hero, Hesitant Hero and Wounded Hero. Throughout Chapter 6, key reflections from students from individual and focus group interviews have been included as examples to support findings. Tables are included in Appendix Q that show the number of students that held a certain perception.

As identified in Chapter 5, the students' beliefs and behaviours influenced their motivation to engage in and persist with their studies. However, maintaining motivation to persist with learning is dependent on the combination of actions by a student and the supportive actions of their educational institution (Holley & Gardner, 2012; Wentzel, 1998). It is vital that students hold and act on propitious beliefs (Rao & Chan, 2010), but a student's perception that they are supported by their school plays an important part in motivating them to engage and persist (Cox & Williams, 2008; Sakiz, Pape & Hoy, 2012).

Supporting The Psychological Needs Of Students

Schools can play an essential role in supporting students' motivation to persist with their studies (Davis, 2003; Gage, et al., 2016) because learning environments that nurture the inherent strengths of students through meeting their basic psychological needs of relatedness, autonomy and competence foster students' motivation (Ryan & Niemiec, 2009). Through meeting a student's psychological needs, schools foster students' intrinsic motivation to learn and enable them to internalise important extrinsic educational outcomes such as academic success, thereby creating an environment that allows students to thrive (Ryan & Niemiec, 2009). The following section examines students' perceptions on whether or not their schools met their psychological needs for relatedness, autonomy and competence and therefore fostered or thwarted their achievement motivation.

A key finding was that the teenagers perceived that they did not have their psychological needs met through the individuals, programs and services in their schools which had been designed specifically to assist international students. For example, the international student advisor, international student welcome program or trips to students' families in their home countries by key school staff. During each individual interview, since the students had not identified any of the typical international student support services, I asked them whether the specific individuals and programs devoted to their care had been of assistance. Largely, the students did not know of these services or indicated that these programs had been of little or no support to them. Further, while not specifically focused on international student care, these teenagers did not perceive specific support from other key individuals in the school such as the Principal, Assistant Principal, Year Coordinator or Pastoral

Coordinator. This finding suggests misguided or misinformed programs that are not meeting the psychological needs for international secondary students.

When asked about the assistance provided by the Director of International Students in their schools, students replied:

> *Hmmm. I don't think there is such a guy in charge of international students (Luke).*
>
> *They didn't give me much support. Mentally or with my study. To be honest, no, what they do constrained you (Esther).*
>
> *Um. Honestly, she didn't help a lot (Shirley).*
>
> *Ha…those trips to [my country] to see our families they are just free trips for them, they don't help me (Sunny).*

The key people within the school environment who did meet the psychological needs for these students were those that they had contact with on a regular basis, for example, their teachers and other students.

'Walk Into my Heart': Meeting the need for Relatedness

Having the need for relatedness met fosters students' motivation and their wellbeing (Ryan & Deci, 2000). Some researchers argue that relatedness within the school confines is not imperative for CHC students to maintain motivation if this need is met by other means, for example by parents (Bao & Lam, 2008; Jang et al., 2009). In such a case, the need for individuals within the school community to fill this role may be lessened (Niemiec et al., 2006). Most students experienced support from a variety of relationships with individuals within the school community including teachers, boarding staff, international student friends and host nation friends. Their reflections on these relationships follow.

Relationships with Teachers

Different perspectives exist in the literature on the salience of teachers fulfilling CHC students' need for relatedness. Some researchers suggest CHC students do not need or expect to have their need for relatedness met by teachers (Bao & Lam, 2008; Jang et al., 2009), while other research suggests that positive relationships with teachers foster CHC students' intrinsic motivation (Pae, 2008), have a positive effect on their schooling experience (Gan, 2009; Li, 2010; Yang et al., 2013) and is an important factor in their wellbeing (Vansteenkiste, et al., 2006). Researchers agree that poor relationships with teachers thwart student motivation (Myers, 2002; Zhang, 2007).

Self-determined Hero students perceived that their psychological need for relatedness was met through positive relationships with teachers. This does not mean that every teacher met each students' need for relatedness. However, each student did speak of at least one teacher with whom they enjoyed a positive relationship and from whom they experienced emotional support that motivated them to persist with their studies. Overall, after the influence of family and utility value of education, the students identified teachers as the factor that positively influenced their motivation to persist with their studies:

> *The teachers in my school were fantastic. I loved them. They were fantastic. They help us. They just treat us equally. There is no discrimination (Victor).*

Students explained that the teachers with whom they felt a positive connection cared about their emotional state and showed interest in the non-academic aspects of their lives. Students felt a connection with teachers who recognised and respected that because they came from a non-English-speaking background and a different schooling system they could face challenges in their new school environment. Students appreciated it when these teachers gave them individual help or made adjustments for them to help them achieve academic goals:

> *During high school what really help was I could speak to any of my teachers about my problem and they would be helpful (Dan).*

Sunny spoke warmly of many of her teachers and explained how much she appreciated their concern for her academic progress and the personal aspects of her life. Sunny spoke of the many hours one teacher devoted to helping her to complete her major design assignment. Sunny explained that she and the teacher enjoyed many conversations while working on her major work and, as a result, she felt an emotional connection with her teacher:

> *In high school I find out it's very helpful for the teacher. They support you so much. Every day they talk to you like. 'Do you have problem with that?'. The major thing… like, we are quite different from other countries. But they are never knowing about what we are thinking so they are kind of caring about what we expect or what we feel about. My teacher do [helped me with] my dress and some language thing on the paperwork and we did talk about my life and my family. So, she is kind of walk into my heart (Sunny).*

Luke spoke warmly of teachers who provided academic help but were also encouraging in other arenas of schooling:

> *All my teachers are very helpful. They all have different personalities. I really liked my Physics teacher. He is also my soccer coach. I was always goalie at [my previous] high school and I really want to try to go on the pitch and play*

> *some striker or midfield. And he actually put me as a mid-fielder and really helped me. That's really nice I think* (Luke).

At times, students experienced unsupportive relationships with teachers that left them feeling like Wounded Hero students: demotivated and suffering from academic or psychological stress:

> *I think as an international student we can always feel the teacher's attitude of us. I think that's important. The Religion teacher… I don't really like her class (Sarah).*

> *I find the teacher is not my type. Can't really communicate a lot and I got so many questions… I couldn't do the exam well (Esther).*

Similar to other studies (e.g., Gan, 2009; Li et al., 2009; Pae, 2008), results here suggest that satisfying relationships with teachers had a positive influence on CHC students' academic engagement and motivation. This does not suggest that teachers met this need instead of parents (who were shown in Chapter 5 to still have a strong influence on their children), but it appeared that for these CHC international secondary students, positive relationships with teachers played an important role in helping them maintain motivation to engage in and persist with their studies. Further, these findings equate with previous research that showed that negative relationships with teachers negatively impacted student motivation (e.g., Myers, 2002; Zhang, 2007).

Relationships with Friends

Positive relationships with classmates help meet students' need for relatedness (Ciani et al., 2010; Martin & Dowson, 2009) and motivate teenagers to engage in school (Ladd et al., 2009; Nelson, & DeBacker, 2008).

‘I Came Here to Learn Australia Culture’: Friendships with Host Nation Students

International students who count host nation students as well as international peers as friends enjoy benefits (Glass et al., 2014; Hendrickson et al., 2011). Host nation students provide support in terms of familiarisation with the new culture, while other international students cater to their emotional and academic needs (Glass & Westmont, 2014; Yjng & Liese, 1994). Self-determined Hero students were motivated to move to Australia to make friends with local students. During their time in Australia their need for relatedness was met through a range of supportive relationships with a variety of peers including Australian classmates. For example, Shirley explained that when she arrived in Australia, she went to some effort to try to initiate friendships and explained how her desire to meet and befriend local students was a high priority for her:

> *How can I just playing with (my country) people all the time? ‘Cause I came here to learn Australia culture and I learn English and if I just stay spending all my time ... speaking (my language) all the time ... I’m feeling like not good (Shirley).*

Sunny spoke of the emotional support she received from an Australian friend and how this girl helped her to access academic and psychological help when she needed it:

> *I realise a girl she’s very helpful and we talk a lot for that. And she is also mature. I did have good friends in high school. So even this girl, when I got emotional, I talked ‘girl things’ to this girl. This girl would talk to [the pastoral care teacher] as well. And she would say she worry about me and this made me feel so good (Sunny).*

Victor explained that international students were his greatest support in his first days in Australia, due to their shared language background, but later when he felt more confident his social supports included Australian students:

> *When you first get in there [Australian school], it's easy to talk to [my home country] students … easier than other language. After that, I met Korean boys, Japanese boys, local kids, all kinds (Victor).*

The experiences of Shirley, Sunny and Victor align with findings of studies that showed that CHC international students who developed friendships with both host nation students and international students enjoyed benefits from a more diverse group of friends (e.g., Glass et al., 2014; Glass & Westmont, 2014; Hendrickson et al., 2011). The next section presents findings on students who found forging relationships with Australian students a challenge.

'It Was a Bit of a Shock to me': Challenges in Making Friendships with Host Nation Students

International students often struggle to make friends with host nation students (Gan, 2009; Kim & Okazaki, 2014). Reasons for this include cultural dissonance (Alexander, 2017; Gan, 2009), language difficulties (Kuo, 2011) and perceptions of discrimination (Kuo & Roysircar, 2006). These obstacles to developing friendships means that most international students form their closest relationships with other overseas students (Hendrickson et al., 2011; McFaul, 2016; Rienties et al., 2013). Most of the teenagers in this study, despite their efforts to establish friendships, faced difficulties in befriending Australian students, which sometimes left them feeling like Wounded Hero students. Many found their language skills were not sufficient to enable them to understand the fast-paced, colloquial-laden language of Australian teenagers. Even if they felt their language skills were adequate, the difference in cultural backgrounds meant that the students did not share a common teenage knowledge about movies, TV shows, sport and music. May explained this problem:

> *I still found it hard to make friends with local students. Not only about the language. The language is important. But also, I found we don't share similar topic that we can talk about. It might be the culture difference. Like the drama… the sports. We watch different stuff, that's what separates us (May).*

When lamenting that she only had a small social group in secondary school in Australia, May indicated that she wished her school had provided opportunities for her cohort to meet other international students in other schools:

> *So, I think our school should have event with other schools and this give us some chance to meet other international students in other schools (May).*

So dependent was she on her connection to teenagers from a similar cultural heritage that she would rather seek friendship with similar others outside of the school than forge friendships with the Australian students that she mixed with daily.

Christine explained her challenges in making friends with Australian students on arrival left her feeling disconnected. The arrival of more international students in the following year provided her with a greater sense of connection:

> *When I arrived I felt not included. No sense of belonging. Even if I had [Australian] friends in Year 10 when I just started, I didn't think I was communicating with them 100%. We are friends but we are just friends at school, we didn't really share much things, but they were nice. Sometimes we would say 'Hello' and ask some questions and then just keep going. We didn't really hang out. More International Students came in Year 10 then, in*

> *boarding house as well. I think because I had friends [who] were also International Students so that made me feel better. I wasn't alone studying abroad (Christine).*

Two students, Kay and Amy, who both had Australian friends, identified that some local students sometimes bullied international students. Kay explained how some Australian students had regularly taunted and stuck chewing gum on CHC international students' chairs:

> *[Australian students] not bully me but bully my friend. They use mean words [and] put chewing gum on the seat.*

While this action made her and her friends feel victimised, the actions of the teachers in response to the bullying made Kay feel that it was appropriately addressed and increased her trust in the teachers:

> *When we got bully, they [teachers] take important on it, not just pass away. So, it's helpful. [They] told it in a Year [group] meeting. [So] people will realise it is important and it hurt us (Kay).*

Amy, who attended a boarding school, was keen to make Australian friends. She was successful in making local friends who were day pupils, but she found the boarding school unwelcoming. Amy explained that while the students did not actually victimise her, they excluded her from joining in:

> *I really bought into the stereotype of Australians being really friendly and down to earth, which is still the case sometimes, but I think it was a shock when I went to the boarding school and the environment wasn't really that friendly. Because a lot of people has been there since Year Seven, they had formed different friendship groups and they just sort of exclude people that come from*

> *different places. So, it was a bit of a shock to me. I expected to be able to make friends with most people (Amy).*

Hesitant Hero students felt it was not possible to sustain friendships with both host nation students and international students because this was a sign of divided loyalties. International students who had a foot in each camp risked being ostracised. Despite Shirley's enthusiasm in the early months to make friends with Australian students, she recognised this was not as easy as she had hoped. In her later years in Australia, she found the greatest support came from her international student friends. As an example of the challenge of maintaining friendships with both groups, Shirley shared a story of a fellow international student who focused on making host nation friends and in the process lost her international friends:

> *Then she really want to make some local friends. Which she did. But maybe the balance between how you play with them and how you play with your international friends is really important to think about. 'Cause sometimes maybe ... at that time I felt like she didn't want to play with us. You really need to find a balance in between… I don't know how to say that, but I feel kind of sad. Sometimes just because we're from the same country you don't want to talk to me ... Trying to keep the balance ... so then it becomes difficult (Shirley).*

The findings presented here largely align with other studies that showed that international students struggled to make close friendships with host nation peers (e.g., Gan, 2009; Kim & Okazaki, 2014). The reasons that students failed to form close friendships with host nation students mirror findings in studies that showed that language challenges (Kuo, 2011), cultural differences (Alexander, 2017; Gan, 2009; Kim & Okazaki, 2014) and discrimination (Kuo & Roysircar, 2006) impede the development of friendships. Although most students did not count Australian students among their friends, they had their need for relatedness met through warm and supportive relationships with other international students.

'We are Closer': Friendships with International Students

Self-determined Hero students formed close and strong bonds with fellow international students. One student, Charli, identified international students from her own country as her major motivator during her time in Australia.

> *International students were my closest friends. My best friend was from Korean. We don't speak good English, but he can understand my English and I can understand his. Bad English … but we understand each other (Luke).*

One student, Belinda, identified her international student friends as the major influence on her motivation to persist with her studies:

> *Honestly, international students, we are closer. Yeah, the reason international students are closer is because we have the same background. We can say the same languages (Belinda).*

Several students, including Kay and Christine, identified the emotional and academic support other international students offered:

> *Yeah 'cause they (international students) are here and they like family, like your sister or your younger sister. Yeah, 'cause we have a group of (my country) people and we all sit together and do the job. It's helpful. It's like someone by your side and get the achievement (Kay).*

> *I think because I had friends who were also international students so that made me feel better. I wasn't alone studying abroad. You are more likely to stay with*

> *your international friends and someone who came from your own country (Christine).*

Facing challenges with language and culture, these students like previous studies on CHC international students, preferred the friendship of other international students (e.g., Hendrickson et al., 2011; McFaul, 2016; Rienties et al., 2013), which possibly denied them the benefits of having friends from various cultural backgrounds (Glass & Westmont, 2014; Yjng & Liese, 1994).

Wounded Hero students did not have their need for relatedness met by peers. For example, Esther identified challenging relationships as the most demotivating experience of her schooling:

> *The most upset time I had, well, they were about relationships with friends (Esther).*

Sarah failed to make a relationship within which she felt comfortable to share her woes. She spoke of superficial relationships with Australian students and other international students but failed to form a strong relationship with any peers. After explaining that she did not feel she could ask her parents, teachers or other adults for help, I asked if peers were a source of support. Her response indicated that she could not find a friend in Australia with whom to share her challenges:

> *No not really, it is even hard to talk to friends. Everyone, they have the HSC (final exam), so even if I talk to them, they have their stuff to do as well. Even though I feel at the time, I tried to get close to Frances (another student) and she is so organised …it's hard to have a talk with her… I feel like I have some regret because I took too much responsibility on myself (Sarah).*

When Sarah felt depressed or anxious during her final year at school, she isolated herself:

> *When I was really down, I didn't want to talk to anyone, I just wanted to stay at home. I really don't want to be with friend (Sarah).*

Sarah successfully completed secondary school in Australia indicating that she maintained motivation to persist with her studies. However, her inability to maintain supportive relationships with other teenagers likely played some part in her experience of stress and depression as warm relationships with peers play an important role in a meeting a student's need for relatedness (Ciani et al., 2010; Martin & Dowson, 2009) and their sense of wellbeing (Vansteenkiste et al., 2006). Further, her failure to make supportive relationships likely played some part in her reluctance to attend school because, as previous studies have shown, relatedness is an important factor in a positive school experience (e.g., Gan, 2009; Li et al., 2009; Yang et al., 2013).

Findings on the students' need for relatedness suggest that relationships with teachers and classmates play an important role in motivating students to engage in and persist with their studies. While several researchers argue that CHC students do not need or expect to have their need for relatedness met within the school environment (e.g., Bao & Lam, 2008; Jang et al., 2009), it is clear from the findings that relationships influenced the students' motivation to persist with their studies. Students also perceived that the school played some role in meeting their psychological need for autonomy, which fostered their motivation to engage in and persist with their studies.

‘We get to Choose’: Meeting the need for Autonomy

As identified in Chapter 4, all the students were autonomously motivated to move to Australia to study. This section explores the salience of this need for the students’ motivation when studying in Australia. Studies suggest that autonomy-supportive learning environments foster CHC students’ intrinsic motivation, academic success, wellbeing and autonomous behaviours (e.g., Chirkov et al., 2008; Jang et al., 2009; Zhou et al., 2009).

Self-determined Hero students explained that their schools provided autonomy-supportive environments that motivated them to engage in and persist with their studies. For example, Brandon explained how having the opportunity to exercise autonomy enhanced his intrinsic motivation to learn. He believed that his school encouraged autonomy and he enjoyed being the causal agent of his own learning:

> *The school let you make the choice. They respect you to make a decision (Brandon).*

Further, these student heroes identified that their schools created learning environments that invited students to exercise autonomy, which enabled them to develop maturity and independent decision-making behaviours:

> *But in here we have more time to think for by yourself. We need to plan our own study ‘cause the teacher is not going to tell you everything to do and the teacher is not going to check everything, every homework you do. ... I grow up a lot. I grow up a lot. Personality grows a lot in that period (Shirley).*

> *Teachers don’t push…you have to do it yourself. I guess when assignments came to you, you have to, you know, decide whether you are going to do it or not. It’s not like somebody is checking on you here. So, if I got assignment*

> *during weekend, I will do it. 'Cause yeah gotta get good marks ... keep going towards my goal (Dan).*

These findings suggest that expression of autonomy was a salient need for most of these students. Findings are congruent with previous studies that demonstrated that meeting a student's need for autonomy fosters motivation, enhances wellbeing and promotes expression of autonomy (e.g., Ryan & Niemiec, 2009; Ryan & Deci, 2017; Skinner et al., 2012). The argument by some researchers (e.g., Iyengar & DeVoe, 2003; Iyengar & Lepper, 1999; Markus & Kitayama, 2003) that autonomy is not as essential for CHC students does not find support in this study.

Hesitant Hero students expressed uneasiness with learning environments in Australia that encouraged more self-regulation than they were used to. In experiencing the more self-guided learning environments in Australia, these students felt overwhelmed. They would have preferred strict constraints around their schoolwork and homework tasks. For example, Kay felt overwhelmed at the freedom given to her in developing her own study plans. She did enjoy some aspects of her autonomy-supportive school, for example subject choice, but she also missed the strict study regimes provided by her school in her home country: 'Yeah. It's quite different. I love both*'*. She expressed disappointment that her teachers were not stricter with class tasks and homework expectations because she preferred the teachers to monitor her behaviours:

> *Sometimes you just love people to tell you what to do…Yeah. And then you just focus on that and keep moving (Kay).*

Yvonne, also preferred a more regulated learning environment and opted for more external control over her learning by moving from homestay to boarding school:

> *I'm not a person … a self-manager for study, so I found in high school, boarding school is better. We have study time in the night and the teacher always tell you 'Don't play your phone in the library (study period), just study' (Yvonne).*

Kay's statement that 'Sometimes you just love people to tell you what to do' and Yvonne's preference for a controlled learning environment suggest that in concordance with Iyengar and Lepper's (1999) study, CHC students can be highly motivated to engage in activities that have been chosen by trusted adults. Their willingness to engage in the study regimes chosen by others suggests that they were willing to act autonomously in endorsing the external outcomes chosen by others (Ryan & Deci, 2000). Kay and Yvonne's preference for the teacher-guided learning environment of their home country aligned with the study by Gao et al. (2008) that showed teacher-driven learning environments fostered the engagement and self-regulated behaviours of some students. Further, their wish to be controlled mirrors findings of the studies by Bao and Lam (2008) and Iyengar and Lepper (1999) that showed some CHC students exercised autonomy in choosing to act in a conformist manner.

Several teenagers shared stories of international students who failed to adapt in Australia and had to return home. A common thread in these stories was that the students, like Kay and Yvonne, preferred a more controlled schooling environment. When not forced to complete class and homework tasks by their teachers, these students chose to not study. This was possibly exacerbated because their families were powerless to force their children to study from afar. These students, in effect, acted autonomously in choosing to not apply themselves to their learning, but it was a choice that did not aid academic success in their new schooling environment. Dan explained that in the new learning environment, international students had to choose to self-regulate:

> *The study method in (my home country) wasn't appl[ied] here and no one was pressure them. They could do what they want. Teachers don't push. You have to do it yourself (Dan).*

Shirley reflected on the challenging process of learning to self-regulate after coming from a more teacher-guided learning environment in her home country. She explained that having to make decisions about her study was at times a frightening process with disastrous consequences—lower marks! She stated, though, that the attitudes and behaviours she developed as a result of having to manage her own study helped her to succeed. She, in effect, became self-determined. She stated that she came to prefer the autonomy-promoting schooling environment in Australia to the more controlled learning regimes in her home country:

> *Yeah… 'cause you might get low results when you start to make decision by yourself. Every single step you decide to do maybe will make some influence to the end of the result. Hmmm… and I feel like I need to control myself (Shirley).*

The recognition of the development of self-determined attitudes and behaviours, experienced by Shirley, that occurs with development of autonomy is a central tenet of SDT. When individuals have their psychological need for autonomy met their motivation to engage is fostered (Ryan & Deci, 2000).

While autonomy-supportive environments fostered Self-determined Hero students' motivation, Wounded Hero students experienced controlling environments that quashed their ability to exercise autonomy, frustrated them and negatively influenced their motivation and vitality. These autonomy-thwarting experiences were generally related to the perceived strictness of boarding school rules:

> *I don't think the boarding school suited me. Initially I thought it would be good to have a group of people who is came to a place, so I could be with them. So, I think for the first term or so it was good, but eventually I couldn't stand that it was too restrictive. So, there were many rules… we had to come back at a certain time in the day. We had to have dinner together… we even had to dinner tables were assigned so we had to sit with certain people. It was quite like …. I found it hard to make friends in the boarding school and on top of that I had to sit with people I wasn't really friends with every day (Amy).*

> *I feel like I don't have time to just sit with myself and do some self-reflection with myself. Just me and myself. I feel like there is no individual space for me (Shirley).*

> *In boarding school, we were only allowed to go out for five hours which is not enough for me. I know [the rule is] there for my safely ... I understand, but that frustrates me (Esther).*

Although these students did not link these autonomy-thwarting experiences to a lack of motivation to study, their experience of frustration and low mood aligns with findings of previous studies that showed that controlling environments can affect student psychological wellness (e.g., Hein et al., 2015; Patall et al., 2018). The next section explores how the students perceived the role of their schools in meeting their need for competence.

‘Teacher, like, Guide me through’: Meeting the need for Competence

The need for competence has high salience for CHC students’ positive school experiences (Jang et al., 2009). Further, achievement of competence aids in CHC international secondary students’ acculturation and wellbeing (Kuo & Roysircar, 2006; Leung, 2001). The role of the student themselves in developing competence was covered in Chapter 5, outlining the academic behaviours that aided students to reach their academic goal. This chapter will focus on the students’ perceptions of the role of the school in aiding their achievement of competence.

Driven by their propitious belief in the value of education in general and utility goals such as university entrance and future employment, Self-determined Hero students were motivated to achieve competence in their new schools. As their Australian secondary schools had different assessments and teaching methods to their schools in their home countries, the students, in addition to employing their own effective behaviours, sought help from various individuals within the school environment to help them achieve competence.

Teachers

When students perceive that teachers support them to master challenging tasks and provide effective feedback they are motivated to engage in and persist with their studies (Dawes & Larson, 2011; Hattie, & Timperley, 2007; Ryan & Niemiec, 2009). One strategy employed by resourceful students is effective help-seeking (Karabenick & Newman, 2009; Newman, 2008). Resourceful CHC students employ help-seeking behaviours (Mok et al., 2008; Taplin et al., 2001).

All students spoke of at least one teacher they felt confident to approach and who they perceived would provide them with the skills and knowledge to meet their need for competence. Students explained that the assistance provided by their teachers led to positive academic outcomes that motivated them to persist with their studies. These students perceived that certain teachers provided them with the required skills for mastery of tasks. For example, Esther's confidence that her teachers would provide helpful academic assistance motivated her:

> *If I don't know it, I just go straight to the teacher. I remember in Year 10, my Science teacher she taught me like how I do flow chart, how I do research, how I do improve. And I think I got medal for that. When I ask for help with you or others that is enough to keep going (Esther).*

Brandon reflected on how the teaching style in Australia helped him develop a deeper understanding of material covered in class. He described how the expectation to act autonomously, undertake independent research and apply his knowledge in new situations made learning more interesting and aided in the process of deep learning:

> *You have to do some research, some reading. You have to do your* own *work. You have to be creative and find the answer on the spot…like improvisation. You learn that better than memorisation ... just trying to cram. The process makes you actually get all the information in your head, so you actually know the material. When you memorise, it is something that is forced, but this way, because you enjoy it you remember it better (Brandon).*

Self-determined Hero students perceived teachers aided them in achieving competence because they were attuned to their academic ability. Supportive teachers were aware of their special needs and strengths as students who had come from a language background other than English and adjusted learning environments to optimise their success. For example, Victor and Belinda identified times when the teachers gave them individualised help:

> *My ESL teacher…she is really kind and patient and maybe the first time, my English is not so good and so, she listens so many times and gives me the questions again (Victor).*

> *I remember one subject, it's called Design and Technology, and that teacher is really nice. She thinks I cannot understand all of it and one day she called me to her office. I was like 'Did I do something wrong?' and she like just gave me the paper that she is giving to the class and she is like typing in the word. And to print it. And to translate to [my language]. But I think she put that into Google Translate ... Yeah, it was really funny but at least she do think I am the international student and I don't understand. That was really sweet (Belinda).*

However, just as with meeting the students' needs for relatedness, not all teachers could successfully meet the need for competence for the students. While the teachers may have been competent teachers, if a student perceived them as being unhelpful or unapproachable, the student would not ask them for help. Christine explained that while there were specific teachers she felt confident to approach, there were others who she did not seek advice from because she found them unhelpful:

> *No, not all the teachers. Some are not kind. I asked Miss Brown, the boarding supervisor. She read and correct and give me some help. I was able to ask English teachers. Also, my Chemistry teacher (Christine).*

The role effective teachers played in supporting the students' achievement of competence mirrors other studies (e.g., Dawes & Larson, 2011; Ryan & Niemiec, 2009). Further, the studies by Mok et al. (2008) and Taplin et al. (2001) that identified the effective help-seeking skills of CHC students is supported by the findings of this study. In addition to seeking help from teachers, resourceful students may seek help from peers, especially when tasks are challenging (Altermatt et al., 2002) or if they think classmates will provide a clearer explanation than teachers (Webb, 1991).

Australian Classmates

Self-determined Hero students sought academic assistance from Australian classmates and other international friends to meet their need for competence. Though most international students do not form close emotional or social connections with host nation students, academic relationships through peer learning in class aid international students to achieve competence (Campbell & Li, 2008). For example, Belinda explained how Australian students and international students shared their skills to complete academic tasks together:

> *When I choose Design and Technology, that was the same subject as her (Australian student) and she do help me a lot to write the reports, to write the essay (Belinda).*

Dan explained that he called on the help of a range of people drawing on the different skills they had:

> *So sometimes I ask the homestay, ask the teachers, ask my friends. I have a couple of friends. They are so kind ... from Malaysia ... from China .... Australian local and they will help me translate (Dan).*

International Student Friends

Many students perceived that other international students would best understand the unique academic problems they were experiencing and that they could work together towards achieving competence:

> *We sit together ... do homework. We go to library, help each other (Charli).*

> *We have a group of [my country] people and we will sit together and do the job [schoolwork]. It’s helpful ... it’s like someone by your side and [you]get the achievement (Kay).*

Luke explained how he and his international student friends in the boarding school formed study groups to work together out of school hours. The companionship motivated them to study together:

> *My friends and classmates we studied together on the weekend. We helped each other and competed and that was really good. We competed but it was very good. It was good (Luke).*

Self-determined Hero students called on a range of knowledgeable individuals to help them achieve competence including Australian and international student peers (Altermatt et al., 2002; Campbell & Li, 2008; Webb, 1991).

While Self-determined Hero students sought help from a variety of peers, Hesitant Hero students only approached other international students for academic assistance. Lacking confidence or language skills, the Hesitant Heroes did not seek help from their teachers or Australian students. For example, Kay perceived teachers as intimidating and only sought help from other international students. She explained that her fear of approaching teachers had begun in her home country, but it was a fear that she had not managed to quell. When asked if she sought academic help from teachers, she replied:

> *Not really, cause I’m afraid. When we’re in (my country), the teacher is so strict, so strict (Kay).*

Kay, who counted several Australian classmates as friends, did not turn to these students for academic help either, preferring assistance from international students who spoke her language:

> *I have a friend called Frances (an international student). She's really good in Math and every time, almost every time, she got first one [top marks]. So, she helped me in Mathematics. Yeah, she will taught me in [my language], to describe the question, so I think at that time she helps me a lot (Kay).*

Shirley, who also counted some Australian students as friends in her early months at the school, did not ask these peers for academic help. She also did not feel confident to ask for help from teachers. Shirley relied mainly on advice from other international students or bilingual Australian-born students:

> *Did you ask the teachers for help? (Me).*
>
> *Noooo! (Shirley).*

Like the students in studies by Ryan and Pintrich (1997) and Ryan and Shim (2012), these Hesitant Hero students displayed behaviours of less resourceful students; they felt more comfortable in seeking help from friends (Altermatt et al., 2002; Webb, 1991) rather than formal sources such as teachers or tutors.

Wounded Hero students did not source external help, or if they did, they could not effectively use the knowledge and skills shared with them. For example, Sarah asked little help of anyone to help her achieve competence. She acquired necessary academic proficiency largely through solitary perseverance. Sarah's reluctance to elicit help from others and her social isolation negatively impacted her vitality. She explained that, at first, she did ask other students and a tutor for help, but because she found her attempts ineffective, she no longer sought external help:

> *I would ask a classmate but sometimes it's difficult 'cause they are not teachers. They thought they understand what they have to do, but they can't explain to someone else. I tried…I think that's the reason I didn't ask for help. I tried to find a tutor. They helped me to mark my essay, but I think I was too much focused on my mark, so I didn't actually improve too much (Sarah).*

Sarah was also reluctant to ask teachers for help because she perceived that they would see her as unintelligent:

> *Most of the teachers think I am okay. But I am not. I don't really understand but pretend that you do so I don't want to look fool. Let people think that I don't understand. It is hard to ask somebody to translate to you every single word. So, lots of time at the class we (international students) would just pretend. Like even though I didn't understand, I couldn't ask them (teachers). I was too afraid teacher think I am stupid or something (Sarah).*

Sarah did not effectively employ the help of individuals in the school community to help her achieve competence. Even though Sarah sought help from classmates and an experienced tutor, her inability to utilise help effectively and her focus on achieving marks rather than mastery in the task mirrors findings of studies that identified that less resourceful students do not have effective help-seeking skills (Ryan & Shim, 2012). Her fear of being perceived as a 'fool' meant that she did not access help from formal sources that could have aided her on her path to achieve competence (Karabenick, 2003).

Findings largely support those of other studies into the help-seeking behaviours of CHC students. Like the study by Mok et al. (2008), most of the students sought help either from teachers or peers. Further, students largely employed help-seeking behaviours to achieve mastery goals. Comments by students such as Brandon: ‘You learn that better [using a Western style of learning] than memorisation’ and Sunny: ‘[they] help me a lot to write the reports, to write the essay’, suggest the students were focused more on achievement of skills than focused on their marks, with the understanding that development of skills would lead to better results. One student, Sarah, who admitted to seeking performance goals: ‘I think I was too much focused on my mark, so I didn’t actually improve too much’, was also a student who found her help-seeking ineffective and eventually stopped asking for advice. Further similarities with the studies by Mok et al. (2008) and Taplin et al. (2001) into the help-seeking behaviours of CHC students, is that the students sought help from a range of people including teachers, Australian classmates and international student friends. A point of difference between those studies and this one is that the students did not ask for help from family. Most likely, no doubt, because of their families’ unfamiliarity with the Australian school curriculum and lack of English skills: ‘None of my parents speak English … apparently they can’t help with my study’ (Esther). Unlike the studies conducted by Mok et al. (2008) and Taplin et al. (2001), students were not greatly concerned with taking their teachers’ valuable time. Possibly, due to the smaller class sizes (in comparison to these two studies), or the fact that these students had less sources of help (no family), they were not concerned that their asking for help was an impingement on their teachers’ time.

Students perceived that individuals within the school community played some role in fostering their motivation to engage in and persist with their studies by meeting their needs for relatedness, autonomy and competence. As well as having their psychological needs met, the students were motivated to engage in and persist with their studies because they perceived that the learning environments in their schools had intrinsic value.

Engaging Learning Environments

Students are motivated to engage when learning environments are perceived as having intrinsic value (Chen & Liu, 2008; Pae, 2008; Wang & Guthrie, 2004). All of the students recounted enjoyable experiences during their time in school in Australia, and in this regard, all students were Self-determined Hero students.

Enjoyable Lessons

For most students, the experience of learning in Australia was predominantly a pleasurable time. Although every lesson or task may not have held intrinsic value, on balance the students perceived their lessons as enjoyable and they were motivated to engage.

Shirley and Charli shared stories of the pure enjoyment of certain classes. They both expressed how much they looked forward to these subjects:

> *I was doing music… the best subject… aah I love music. And in that I got A and I think I am the second [top mark] in the class (Shirley).*
>
> *I love cooking. Every class we can make. The teacher provide us some recipe and then we make dessert or something, every country foods. It was great! (Charli).*

Perceived Intrinsic Value of Academic Tasks

Amy explained that certain academic tasks held intrinsic value. Doing many humanities subjects, her workload involved writing many lengthy essays. She reflected on how the different components of essay writing evoked different levels of interest or enjoyment for her. It appeared that if a task incorporated some element of perceived intrinsic value, completion of the task was less onerous:

> *When you are writing essay, it's more about just controlling the structure. It's a bit tedious. It's not about the big ideas, it's just about structuring something and getting it in on time. I don't really enjoy that time. But when it is more creative like when I get to present my own ideas, then I can really enjoy it (Amy).*

Similar to other studies on the influence that perceived intrinsic value has on motivation, the students' enjoyment of classes fostered their motivation to engage in and persist with their studies (e.g., Chen & Liu, 2008; Pae, 2008; Wang & Guthrie, 2004).

This section has shown the influence individuals within a school can have on student achievement motivation through support of their psychological needs and by providing intrinsically motivating learning environments. In support of the studies by Holley and Gardner (2012) and Wentzel (1998), this study has shown that in addition to a student's own effective beliefs and behaviours, student motivation is dependent on the supportive action of their schools.

The Journey So Far

This chapter has identified that academically successful CHC international secondary students perceived that their schools influenced their achievement motivation. There were commonalities and differences in the students' perceptions of whether and the degree to which their schools supported their needs and provided intrinsically appealing learning environments. These commonalities and differences are summarised below using the student hero models.

Self-determined Hero students perceived that individuals within their school supported them to engage in and persist with their studies by meeting their psychological needs for relatedness, autonomy and competence. These students sought out and enjoyed a variety of relationships with a wide range of individuals including teachers, Australian students and other international students. These individuals from the school community met the emotional and social needs of the student. The Self-determined Hero students perceived their school as autonomy-supportive and acted with autonomy. These students were adept at recognising the knowledge and skills members of the school community had to offer and approached these individuals for help to aid them in achievement of competence. In addition to this, these hero students enjoyed class and perceived interest in academic tasks that motivated them to engage in their studies.

The Hesitant Hero students perceived that individuals within the school supported them to engage in and persist with their studies by meeting their psychological needs for relatedness, autonomy and competence. The Hesitant Hero student, though, relied on a smaller network of support than the Self-determined Hero student. As these students were reluctant to talk to teachers, other school staff and host nation students, the Hesitant Hero student chose to befriend only other international students. This student recognised that their school was autonomy-supportive but struggled to self-regulate at times, preferring the more teacher-guided, controlled learning environment that they were used to in their home country. The Hesitant Hero student did not have effective help-seeking skills; they recognised the knowledge and skills individuals within the school had to offer to help them achieve competence, but they did not feel confident to approach certain people, or if they did they could not effectively use the advice given. Hesitant Hero students relied on other international students for academic advice.

The Wounded Hero student did not have their psychological needs for relatedness, competence and autonomy met sufficiently and, as a result, was demotivated and suffered compromised vitality in the form of stress, depression or anxiety. The Wounded Hero student struggled to maintain satisfactory relationships that provided them with needed social support. This student felt autonomy-frustrated and worked alone to develop competence. The Wounded Hero student's autonomy was thwarted. This student recognised the knowledge and skills individuals within the school had to offer to help them achieve competence but did not have effective help-seeking skills or was not in a sound psychological state to approach others for aid. The combination of not feeling supported by the school community and holding less than propitious beliefs meant that this student suffered poor psychological wellbeing manifested through stress, anxiety or depression.

This chapter has explored findings on the student heroes' perceptions of how individuals within their schools met their needs for relatedness, autonomy and competence and provided academic experiences that held intrinsic value. This chapter, therefore, provided answers to RQ 2—What is the perception of academically successful CHC international secondary students on the role of the school in supporting their achievement motivation? Using the findings presented in Chapters 4, 5 and 6, Chapter 7 will present a summary and discussion of these results and provide recommendations for schools who host CHC international secondary students.

Chapter 7: Discussion, Implications And Recommendations

—The End Of The Hero's Journey?

The previous chapters presented findings and discussions on the nature of achievement motivation of academically successful CHC international secondary students and their perceptions on the role of the school in supporting their achievement motivation. This chapter presents the final phases in the Hero's Journey: The Reward—Entry to University and return to the Ordinary World—Home, recognising that while the parameters of investigation of this study have been reached, the students, today, continue on their journey. Additionally, this chapter outlines contributions that have been made to knowledge and theory and identifies implications from the knowledge gained for schools who host CHC international secondary students. Further, this chapter provides some key practical recommendations for schools on how to best support the achievement motivation of these students. Finally, originality of the research is outlined, limitations of the study are identified and recommendations for future research are suggested. The foci of this chapter are circled in Figure 7.1.

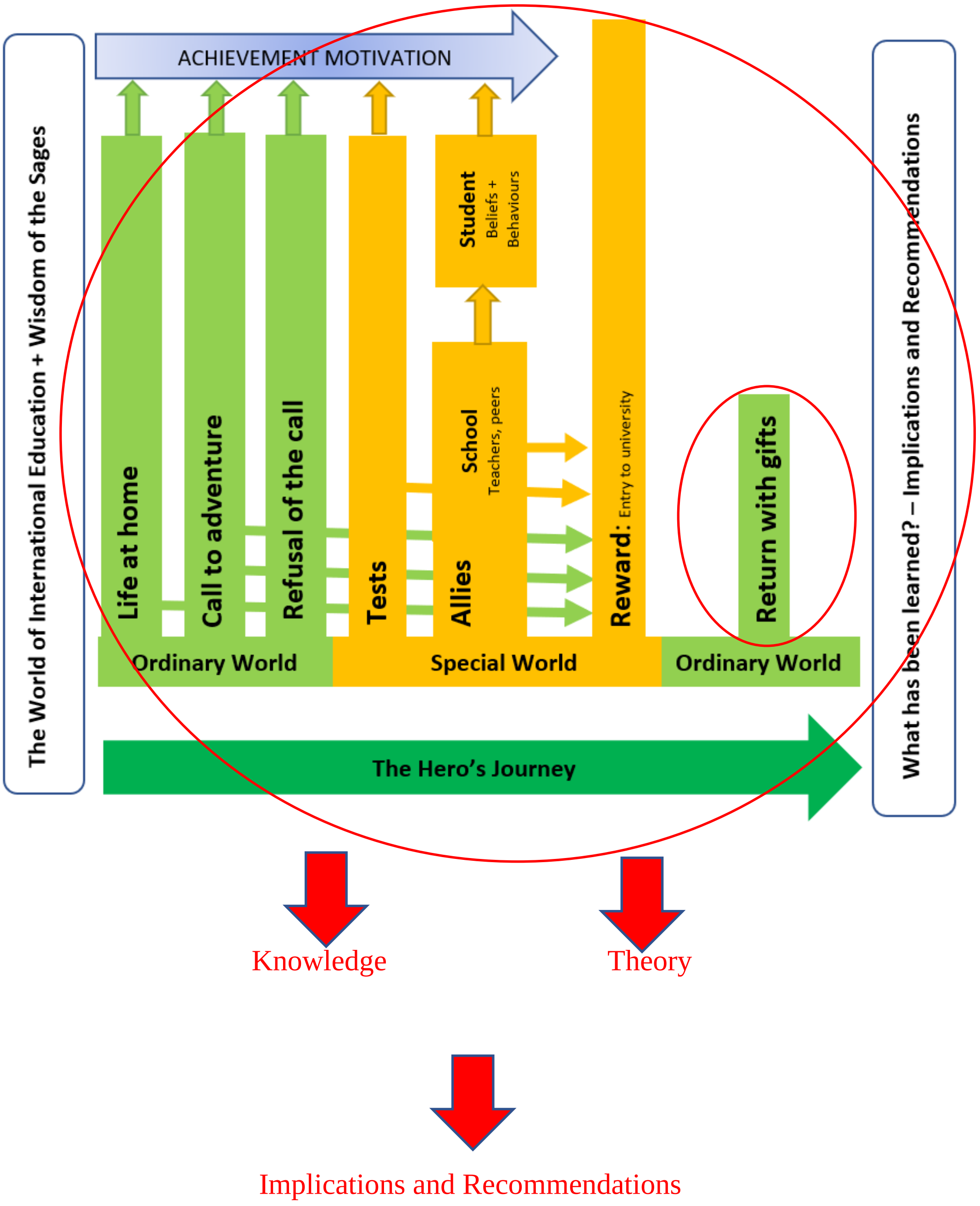

ACHIEVEMENT MOTIVATION
The World of International Education + Wisdom of the Sages
Life at home
Call to adventure
Refusal of the call
Tests
Student
Beliefs +
Behaviours
School
Teachers, peers
Allies
Reward: Entry to university
Return with gifts
Ordinary World
Special World
Ordinary World
The Hero's Journey
What has been learned? – Implications and Recommendations
Knowledge
Theory
Implications and Recommendations

Figure 7.1. The foci of Chapter 7.

Figure 7.1 represents the foci of this chapter. The red oval denotes the first focus of this chapter: to report on the students' current phase in the Hero's Journey—Reward: Entry to University. This focus includes speculation on the students' journey back to the Ordinary World: Home, identifying the gifts that the students will take with them as a result of their years spent studying in Australia. The large red circle and red arrows indicate further purposes of this chapter: to present contributions to knowledge and theory gained from this study and identify implications and recommendations from gained knowledge and theory.

Reward: Entry To University

Though it is not a focus of this research project to examine the experience of the students in the tertiary phase of their education, the Hero’s Journey framework would feel unfinished if this part of their journey was not addressed. So, included here is a brief description of the current phase of the students’ continuing journey.

Due to their inherent strengths and the aid of allies, these students overcame the many challenges faced and maintained their motivation to reach their goal: successful completion of secondary school and have earned their reward: entry to university. This section provides a brief overview of the students’ current phase of their journey. Findings here are from my most recent contact with students. The students are still completing the undergraduate degrees they started after Year 12. Belinda, Brandon, Charli, Christine, Dan, Esther, Kay, Sarah, Shirley, Sunny, Victor and Yvonne have not decided on their next step while others have firmer ideas. For example, Amy, Luke and May are planning to do a Masters’ degree upon completion of their undergraduate courses.

Certain students have made various changes to their courses of study. Amy changed her undergraduate degree at the end of her first year driven by the desire to help others but also to increase her eligibility for a Permanent Residency Visa in Australia. To explain, certain occupations and length of residency in Australia increases likelihood of visa approval. Amy has changed to an undergraduate degree that will give her qualifications in an in-demand occupation (Australian Government, 2019c) and combined with the years spent living in Australia while completing secondary, tertiary and postgraduate studies, Amy is hoping she will be eligible for permanent residency. Sarah has transferred to part-time study, finding the challenges of a full-time tertiary course detrimental to her mental health.

All of the students stated that they were glad they had attended school in Australia. They perceived that the knowledge and skills gained at secondary school made the transition to university smoother than for those international students who enrolled post completion of their secondary studies in their home countries. They also perceived that the newer arrivals struggled more with the challenges of acculturation combined with the heavier academic demands of university. However, despite the recognition of the benefits they gained by attending secondary school in Australia, the students acknowledged that they still faced tests. The difficulties they encountered included new academic challenges, making friends with Australian students at university and managing the workload of tertiary studies while balancing part-time work and managing a household. No doubt, the beliefs and behaviours that influenced their motivation during secondary school play some role in motivating them still. The students also identified a range of new allies: tutors, other international students and counsellors who are helping them navigate the challenges of university.

Return To The Ordinary World: Home

As outlined in Chapter 3, this phase of the journey sees the hero return to the Ordinary World a much wiser and more capable person who brings wisdom to those who stayed in the Ordinary World. At the time of writing this thesis most students had not made plans about when or if they would be returning permanently to their home countries. Two students had clear plans: May, heeding her parents' wishes, will return home on completion of her studies, while Amy plans to stay in Australia and apply for permanent residency. If the plans of students who participated in this study align with a recent report on migration of international students into Australia in recent years (Birrell, 2019), approximately 20 per cent of them may apply to become permanent residents.

As stated, the Hero’s Journey recognises that the hero returns to their country a more mature, stronger and wiser person bringing gifts to those who stayed at home. Although the journey is not over for these students, reflections shared in interviews indicated that they recognised their growth into that much wiser and more capable individual. The following reflections identify how students perceived their international secondary school education helped them to develop. Several students recognised they had grown in independence and confidence. For example, Charli recognised that she had become a much more outgoing person:

> *I used to be a shy person when I was in (my home country). Australia helped me too [so] much… I keep growing (Charli).*

A few students commented that their relationships with their parents had improved as a result of their attending secondary school in Australia. Sunny was one of those students. One of her motivations to study overseas was to escape her difficult relationship with her parents. It seems the time away helped both parents and child develop a greater fondness or respect for each other:

> *[In these] three years my relationship with my parents, it got closer. When we talk to each other we share our experience and we are more like friends (Sunny).*

Many students expressed they had developed skills in Australia that they had not previously had such as managing diets, doing paid part-time work, managing study timetables, cooking and finding tutors. Belinda explained the positive experience of having a part-time job and how it helped her develop her English skills and her ability to relate to people. She believed that people in her home country would admire the skills she had developed:

> *My job helps me relating to people. I really like having a job in Australia. I really like it when I go back to (my home country) and I tell my friends and they say, 'You got a job! That must be good!' (Belinda).*

As for the gifts students will take back to their families and society, it is hoped the knowledge and skills gained from at least six years living and studying overseas will make them learned, experienced people who can share their wisdom and maturity with their family, friends and societies.

Though this exploration of their educational journey ends, the students continue their campaign. It is hoped that what has been learned in studying the achievement motivation of these students and what aided them to sustain their motivation despite the challenges they faced can benefit future students and all stakeholders who are involved in providing international education to secondary school students. The next section summarises the contributions to knowledge gained from this study's investigation into the achievement motivation of the academically successful CHC international secondary students who took part in this study.

What Has Been Learned?

There are several findings generated from this research that broaden the knowledge of the field of international education, theories of motivation and qualitative research.

Contribution to Knowledge of the Field of International Education

This study has broadened the available knowledge of the experience of CHC international secondary students in respect to their achievement motivation and their perceptions of the role of their school in supporting their motivation. This is significant because although there is a considerable body of research focused on the experiences of CHC international students in tertiary education, there is a paucity of literature on the experience of CHC international students in secondary school. The knowledge gained from this study could be used by stakeholders who are involved in the provision of international secondary education to CHC students to create learning environments that foster their achievement motivation. For example, with the knowledge that family plays an important role in underpinning student motivation for CHC international secondary students, schools could consider creating opportunities for students to connect regularly with their families.

Contribution to Understandings about the Nature of Achievement Motivation

Knowledge about the nature of achievement motivation was revealed through the analysis of data gathered for RQ1—What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools? Findings on the nature of achievement motivation of these students is presented here.

Achievement Motivation is Complex and may vary with Context and over time

Data analysis revealed that the nature of achievement motivation of academically successful CHC international secondary students is complex and unique to the individual. Further, a student's motivation to persist with their academic pursuits may be impacted by a range of influences which are dependent on context and may change over time. For example, the influences on Shirley's motivation changed during her time in Australia. During her early years, Shirley completed academic tasks to gain approval from parents and teachers: an extrinsic motivator. Over time her drivers changed. The autonomy-supportive learning environment combined with the perceived utility value of academic tasks and perceived intrinsic value of learning environments led to her being motivated more by intrinsic influences such as choosing to do academic tasks because they were important to her and enjoyable.

Achievement Motivation is Influenced by a Student's Beliefs

The students' achievement motivation was influenced by a range of beliefs. These included a belief in the intrinsic, attainment, or utility value of education in general and in gaining an international education. Additionally, the students were motivated by the belief that study is a young person's duty and that academic success is linked to effort expended. Students were motivated by one or several beliefs at different times throughout their journey. For example, Sarah's belief in the perceived intrinsic value of overseas study motivated her to move to Australia. Later, in her senior school years, Sarah's belief in the perceived utility value of attending university in Australia (because it was her only option) motivated her to persist. Achievement motivation was positively influenced when a student's beliefs aligned with their intrinsic values. In contrast, achievement motivation was low when a student's beliefs were linked to external outcomes that did not align with their values, or if they were compelled to act against their beliefs.

Motivators that are internally sourced are easier to sustain and foster wellbeing

Engagement and persistence in academic pursuits was easier to sustain when a student's motivation was internally sourced. Further, intrinsic motivation to study fostered wellbeing. For example, Brandon found the inclusion of challenging yet achievable tasks made Art classes intriguing and enjoyable. Conversely, when students felt controlled by extrinsic motivators their studies were burdensome and their wellbeing was impaired. For example, the pressure to study, that Luke felt from his uncle, demotivated and depressed him.

Extrinsic motivators may be internally sourced

Some students reported being motivated by extrinsic motivators, which typically, according to theory (Ryan & Deci, 2000), are harder to sustain and potentially injurious to wellbeing. However, these students pursued these external goals with vigour while maintaining positive wellbeing. In such instances, the extrinsic motivator had been internalised by the student, so that it, in effect, emanated from their sense of self. The motivation to pursue the external goal in such cases was internally sourced and it was therefore easy for the student to sustain motivation and maintain wellbeing. In this study, determining the source of motivation for seemingly extrinsic motivators required careful examination. An example of this was Amy's motivation to be accepted into a 'prestigious' university. This driver could be considered to be pursuit of an extrinsic outcome and status-seeking behaviour. However, Amy wished to gain entry to a prestigious university because she perceived the courses would be of higher quality and therefore better prepare her to become a psychologist so that she could help others: an outcome that she had internalised and that aligned with her values.

Beliefs Underpin Behaviours that Affect Students' Academic Success

The beliefs held by students influenced their adoption of behaviours. For example, students who perceived that education held value, that study was a duty and that effort led to academic success were diligent and employed a range of academic strategies. For example, Esther perceived that academic success and effort expended were inextricably linked. Therefore, when she received disappointing marks on a mid-year test, she increased her effort to improve her marks. Some students adopted new behaviours during their time of study in Australia, others did not. Luke joined other students in weekend study groups to help him achieve academic competence, something he had not done in his home country. Dan attended weekend classes put on by his teachers to develop skills in English. Conversely, Kay relied on the study habits she had used in her previous school. Whether students adopted new behaviours or not appeared to be related to several factors such as the perceived value of behaviours, feelings of support from the school and competence in English.

Perceptions of the role of the School in Supporting their Achievement Motivation

Knowledge about students' perceptions of support from their schools for their achievement motivation was revealed through the interpretation of findings related to RQ2—How do academically successful CHC international secondary students perceive the role of the school in supporting their achievement motivation? Findings on the students' perceptions of the role of the school in supporting their achievement motivation follow.

Students' perceptions of support from their schools varied with the individual, over time and were dependent on context. Some students felt greatly supported by schools that they perceived recognised the unique nature of their achievement motivation and supported their motivation by meeting their psychological needs. Other students felt little support and succeeded largely by their own efforts. In addition to this, students perceived differing degrees of support for their psychological needs in different contexts and at different times. For example, Esther felt her psychological need for relatedness was met by teachers but quashed by boarding staff. The students' perceptions of support throughout their schooling also varied. For example, some students such as Dan and Amy felt more support during their last year of study than in previous years, whereas other students, such as Sarah, felt more support on arrival and perceived little support in later years. Finally, students' perceptions of types of support varied. Some felt their psychological need for competence was well met by the school community, while their need for relatedness was predominantly met by individuals external to the school community. An example of this was Shirley who felt her competence needs were well met by the school but whose emotional needs were largely met by her mother. Some students perceived that their need for autonomy was met, while others expressed frustration at controlling environments. Brandon found the autonomy-supportive school environment fostered his intrinsic motivation to learn, while Esther found the strict rules around study imposed by the boarding school thwarted her choice of how and when to study.

It is appropriate to include here a caveat to these findings. This thesis does not claim that growing up in a culture that has been based on Confucian principles is the only influence on a student's beliefs and behaviours. Individuals' beliefs and behaviours can be influenced by a range of factors including birth order, political systems, socio-economic indicators to name a few. Further study would be required to determine the exact degree of influence one's philosophical, religious, cultural, socio-economic, physical, demographic influences affected one thoughts and behaviours.

The Schools' role in Meeting the Need for Relatedness

The students' perceived that different individuals within the school community, as well as individuals external to the school, met their need for relatedness. Within the school community, some students enjoyed a wide range of warm relationships with teachers, Australian classmates and other international students. Luke was one of these students. Others, such as Yvonne, only mixed with a small group of international students. One student, Sarah, in her later years, did not have her need for relatedness met by any individuals within the school community. Individuals external to the school who met the students' needs for relatedness included family, friends in the students' home countries, peers from other schools, homestay families, girlfriends and boyfriends. The number of individuals with whom a student enjoyed warm relationships and who those individuals were, was not of consequence in relation to the students' motivation. If the student felt that their need for relatedness was met, it did not matter who met that need.

The key adults within the school who met the students' need for relatedness were teachers. Many students expressed appreciation and gratitude for the warmth that teachers showed them and explained how the teachers' care and interest in their lives motivated them to persist with their studies. Teachers, though, could also negatively influence students' motivation; Amy and May shared stories of perceived covert racism of boarding staff and teacher indifference to the students' unique needs. Less than positive experiences with teachers did not necessarily thwart students' motivation. If they enjoyed a secure relational base with others, the negativity of one teacher did not impact their motivation.

The school counsellor, for several students, played an important role in meeting the students' need for relatedness. Amy, who suffered with anxiety and depression, spoke of the warmth and understanding her counsellor showed her and explained how the counsellor played an important role in sustaining her motivation especially when facing challenges.

Most students struggled to make lasting, meaningful relationships with Australian classmates, even though this was one of their goals in coming to Australia. Most students expressed how hard it was to connect with local students. The reasons for this included inadequate language skills, a disconnect in popular cultural knowledge and discrimination.

Students' perceptions of if their need for relatedness was met varied with contexts. Most students said their need for relatedness was met by teachers and peers in their classes; however, in some classes, students felt isolated. For boarders, some students: May, Luke and Shirley, felt a strong sense of connection to their boarding school and enjoyed relationships with other students and supervisors that greatly motivated them to persist with their studies. For others, such as Esther and Amy, boarding school was perceived as a controlling and ultimately demotivating context.

Students' perceptions of if their need for relatedness was met varied over time. Initially, students' needs for relatedness were met by family and friends in their home countries, homestay families and friends external to the school community met through language school or other connections. Students kept up connection with these people through social media or phone. Over time, students' connection patterns changed. All students developed friendships within their new school, largely with other international students and teachers who met their need for relatedness.

While not an initial focus of this study, this research has revealed that students perceived that a range of individuals outside of the school community played an important role in meeting their need for relatedness. Foremost, family still played a very important role in meeting students' need for relatedness despite the distance, time difference and infrequency of physical meeting (some students did not see family during their years in secondary school in Australia). Friends in the students' home country also provided emotional support for them. With the availability of inexpensive forms of communication such as Skype, Facetime and WeChat and a convenient time zone difference between Asia and Australia, the students' need for relatedness was met through regular connection with people from their home countries. Additionally, homestay individuals and families were counted by students as very important emotional, social and academic support; Charli described her homestay as her second family. Finally, international students external to the school, that the students met through language school or through friends provided important social connection for these students. The many and varied connections experienced by students played some part in influencing their achievement motivation while in Australia.

The Schools' role in Meeting the Need for Autonomy

This study has made contributions to knowledge about how students perceived the role of the school in supporting their achievement motivation by meeting their need for autonomy. Most students enjoyed the autonomy-supportive environment of their schools in Australia. Students found having choice in subject selection and academic tasks a motivating influence. For example, Amy explained that she felt more motivated to engage in subjects that she had chosen to study. Brandon explained that the autonomy given him in his studies enabled him to develop a love of learning while in Australia, a perspective he had not experienced in his home country. Shirley and Kay found the extra responsibility that came with acting autonomously a challenge. Having come from learning environments that they perceived as controlling, they perceived intrinsic value in being able to make choices for themselves but recognised that making important decisions about subject choice and how and when to do assignments could be overwhelming. Kay and Yvonne identified that they would rather be schooled in a more controlling schooling environment because it gave them security knowing that important decisions about study and homework were made by their teachers.

Students' perceptions of relatedness and perceptions of autonomy-supportive environments showed links. Students who perceived their need for relatedness was met expressed greater confidence in exercising autonomy. For example, when students enjoyed warm and supportive relationships with a teacher, they acted with volition in engaging in tasks set by the teacher. These students also felt they could take risks with their learning, knowing their teacher would support them as they exercised autonomy.

Students' experiences of autonomy-thwarting environments coupled with a perception that their need for relatedness was not met by this person. For example, Shirley and Esther expressed dislike for one of their boarding supervisors whose controlling nature hampered their expression of choice.

The Schools' role in Meeting the Need for Competence

This study has revealed findings about how students perceived the role of the school in supporting their achievement motivation by meeting their need for competence. Students had a strong psychological need to achieve competence in their schools in Australia so that they could reach their goal of entry to university. As all students reached their goal of university entrance, they all achieved requisite competence.

However, the methods employed by students and their perceptions of the role of the school in meeting their need for competence were unique to each individual.

Initially, all students relied heavily on teachers and others within the school community to help them become competent in the new and unfamiliar academic environment. Although students had academic skills that had been effective in their home countries, the demands of their new schools and the relatively short period of time (sometimes just one year) to prepare for major final examinations, meant the students needed to quickly develop the required knowledge and skills to succeed. During this time students sought help from class teachers, other international students and Australian peers. For example, Brandon explained how his art teacher devoted many hours to helping him develop his understanding of art history. As the need for competence could not be met by others, such as family and friends at home and most homestay families, this is an area in which the school played an important role in supporting students' achievement motivation.

Students also achieved competence through the application of effective academic strategies. For example, during their time in Australia the students employed and adopted a range of effective strategies that led to academic success that further inspired them to persist. One effective strategy employed by students was seeking help from teachers and others who could teach them the skills to achieve competence. Students' help-seeking behaviours and range of effective academic strategies varied with each individual. For example, some students did not feel confident approaching teachers because of their poor language skills or because they lacked confidence, while others were adept at selecting from a range of knowledgeable individuals to seek help and judiciously employed a range of effective strategies.

Relatedness and attainment of competence are interrelated. Students sought help from teachers and peers with whom they enjoyed good relationships. For example, Sarah who felt isolated in her final year, approached no teachers or peers for help and achieved competence through individual application and diligence. In contrast, Amy, who enjoyed relationships with a variety of individuals sought help to achieve competence from Australian peers, other international students and regularly asked for help from her teachers. The students' schools played an important role in helping meet their psychological need for competence.

The students perceived their schools played a role in supporting their achievement motivation by meeting their psychological needs for autonomy, competence and relatedness. When students felt their needs were well met, they thrived. Conversely, student motivation was negatively impacted when they perceived their needs were not met. Students' perceptions of the role their schools played in supporting their achievement motivation by meeting their psychological needs varied with each individual.

Intrinsically Motivating Learning Environments

Students perceived support for their achievement motivation in schools that provided engaging and intrinsically motivating learning environments. All students preferred the style of teaching and learning in their new schools rather than, what they described as, the more controlled, high-stakes, assessment-focused learning environments in their home countries. Students enjoyed the interaction between teachers and students and the variety in assessment tasks, which made classes and tasks interesting and engaging. A second point of difference identified by students was the expectation that they employ skills of higher order thinking, which some students indicated was challenging but made tasks more interesting. For example, Brandon found that he liked academic tasks that demanded higher order thinking skills because they were intriguing and led to better retention of content. The students' enjoyment of classes intrinsically motivated them to engage in and persist with their studies.

Although the students' perceptions on the role of the school in supporting their achievement motivation was unique to the individual, data analysis revealed that there were commonalities and differences in the students' perceptions.

The Hero Models

In investigating the nature of achievement motivation of the students and their perspectives on the role of the school in supporting their achievement motivation it became clear that there were commonalities in students' perspectives in different contexts. The recognition of these commonalities led to the development of models that have been used to group and represent similar understandings or behaviours of students in the different phases of their secondary schooling in Australia. The commonalities of perspectives have been represented throughout the findings chapters by the three following student hero models: the Self-determined Hero student, the Hesitant Hero student and the Wounded Hero student. The following section presents the summaries of these student hero models that were developed from the analysis of data.

The Self-determined Hero

Nature of Achievement Motivation

The Self-determined Hero acted with autonomy and had a range of propitious beliefs and behaviours that underpinned her motivation to achieve her academic goal of university entrance. While living in her home country, the Self-determined Hero decided that she would like an overseas study experience because she imagined that it would be interesting and enjoyable. Her autonomy-supportive parents approved of her choice and she moved to Australia, intrinsically motivated to complete secondary school and gain entry to university. Being intrinsically motivated and making an autonomous decision to move to Australia were important elements in her ability to persist with her studies while overseas.

This hero had a range of beliefs that underpinned her motivation to engage in learning in her new school. She valued education highly; in particular, she valued having an international educational experience. The Self-determined Hero valued education because it held intrinsic value; she liked the challenge of various school assessments and she perceived her classes as enjoyable and interesting. The Self-determined Hero also perceived that education had attainment value; she believed that education could develop her spiritually, morally and holistically. Another of this hero's beliefs was that education had utility value because it could help her to achieve goals that were important to her such as university entrance and good employment later in life.

Some of the Self-determined Hero's beliefs are common among young people from her home country. She recognised that these beliefs have been shaped by her parents and her society, but she adopted them into her value system so that they emanated from her sense of self. These beliefs included that her role as a young person was to study. This was not an onerous role, but one that she willingly accepted because she recognised the benefits that education could bring. Further, she believed that by being academically successful she could reciprocate the generosity and support her parents showed her in providing her with a good education. This was not a burdensome relationship, but something she chose of her own volition because of love and respect for her parents. Another belief this hero harboured is that hard work and academic success are inextricably linked; she would not blame others for her failures but recognised her control over her own outcomes. With appropriately applied hard work she knew that she could improve her performance in a subject. The Self-determined Hero was steadfast in her beliefs and acted in accord with them. She made autonomous decisions about her schooling based on her underlying belief system and did not let others influence her to act against her values.

The Self-determined Hero's beliefs underpinned a range of effective academic behaviours that increased the likelihood of her academic success. For example, due to the high value she placed on education, her perception that study was her role and her wish to show gratitude to her parents through academic achievement, she was motivated to devote many hours to study. Her attention to her studies, while demanding, did not diminish the Self-determined Hero's motivation, because she saw the rewards that came from her hard work. The benefits included that she achieved academically, she developed holistically, and she could see she was moving towards her goals of university entrance and a good job.

The many hours the Self-determined Hero put into her study were productive because she carefully chose a course of study that suited her and she had effective academic strategies that helped her achieve academic success. The Self-determined Hero was adept at planning her course of study; she chose subjects for their high intrinsic value or strategically chose subjects for their utility value. Whatever her choices, what was most important was that this hero acted with volition in designating her path of study. She did seek advice from others, but ultimately, she chose her own study path. She knew that she would be more motivated to persist with her studies if she was doing subjects that she had chosen and that were interesting or enjoyable. The

Self-determined Hero had a range of advantageous academic strategies that she learned in her home country. Some of these strategies still served her well in her new school in Australia, but others were no longer effective because of the different academic expectations and academic tasks in her new school. She, therefore, judiciously discarded outdated strategies, adapted functional skills and adopted new approaches to help her achieve academic success. This was one of her greatest strengths: recognising the demands of the new academic context and adapting her behaviours to master the subject. One of the Self-determined Hero’s new strategies was to seek advice from the individuals in her new school community who could best help her achieve her academic goals. She chose judiciously between these individuals, knowing which ones could best help her in different contexts.

Perceptions of the Role of the School in Supporting her Motivation

The Self-determined Hero perceived that her school supported her achievement motivation by meeting her psychological needs and by providing engaging and interesting learning environments that fostered her intrinsic motivation to learn. The Self-determined Hero enjoyed a variety of warm relationships with individuals in her school community. She enjoyed positive relationships with teachers who she perceived cared about her emotional state as well as her academic endeavours. The Self-determined Hero perceived that her teachers recognised and respected her unique learning needs and gave her individual support. The Self-determined Hero enjoyed warm relationships with peers who played an important role in meeting her emotional and social needs. This hero was proactive in making friendships with several Australian students and other international students. While living in Australia, the Self-determined Hero’s need for relatedness was also met by family and friends in her home country. She did not depend on their support but knowing they were supportive of her gave her confidence and a sense of security.

The Self-determined Hero's good relationships within the school aided her in achieving competence in her new school. She was confident that her teachers could provide her with the required knowledge and skills she needed to achieve academic success. She perceived that her teachers were attuned to her academic ability, were aware of her special needs and strengths and would adjust their teaching to help her achieve success. The Self-determined Hero recognised that the assistance provided by her teachers led to positive academic outcomes that further motivated her to persist with her studies.

The Self-determined Hero also developed competence with the help of Australian peers and other international students who helped her understand the academic expectations and different academic tasks that she had to master. This hero found these relationships with her classmates were reciprocally beneficial; she shared her knowledge and skills with peers who then did the same for her. The Self-determined Hero perceived that her school recognised her drive to achieve academically and aided her achievement of competence by providing apt, timely academic support and helpful feedback. Just as she adopted the value of education fostered in her family because of her close relationship with them, the Self-determined Hero's positive relationships with teachers meant that she adopted the positive academic outcomes that were important to them. Her internalisation of these academic outcomes into her value system meant that she approached her studies with a high-quality form of motivation that was easier to sustain.

The Self-determined Hero perceived that her school supported her need for autonomy and provided opportunities in which she could exercise choice. The school recognised her determined nature and encouraged her to study when and how it suited her. The autonomy-supportive environment of the school helped motivate her to engage in and persist with her studies. The Self-determined Hero enjoyed her classes at school in Australia; she enjoyed the different style of learning where teachers and students interacted to construct learning together. She found the academic tasks challenging, varied and interesting and that motivated her to engage with them. The Self-determined Hero largely enjoyed her time at secondary school in Australia; however, like all students, she faced challenges. She did not falter for long because her propitious beliefs, advantageous behaviours and the support she received from her school, enabled her to quickly regain her motivation to engage in her studies.

The Hesitant Hero Student

Nature of Achievement Motivation

The Hesitant Hero was motivated to achieve her academic goal of entry to university, but she did not always act in accord with her beliefs or employ the best behaviours to help her achieve her goal. When the Hesitant Hero's parents suggested that she might like to complete secondary school in Australia, she was perturbed at the idea. She did not want to leave her support network of family and friends and was concerned that she would struggle with the academic expectations in Australia. The Hesitant Hero thought the losses she would face in moving overseas would far outweigh any gains. The Hesitant Hero, therefore, arrived in Australia not greatly motivated to engage, potentially affecting her ability to maintain motivation.

The Hesitant Hero had a range of beliefs that underpinned her motivation to persist with her studies in Australia; however, these beliefs were largely extrinsic influences related to pleasing others. For example, The Hesitant Hero did not choose subjects for their intrinsic value, but rather because others suggested them. Further, she was motivated to work hard to avoid academic failure so as not to disappoint her parents. The Hesitant Hero was motivated to study because she perceived utility value in education. Good results in secondary school would increase her chances of being accepted into a course in university and securing a high paying job in the future in a field that was valued by her parents. The Hesitant Hero knew that these outcomes were important to her parents and this motivated her to pursue them. Since the Hesitant Hero was influenced by external, poorer quality forms of motivation, that did not align with her value system, it was harder for her to sustain her motivation.

Some of the Hesitant Hero’s beliefs are common among young people from her home country and she recognised that these beliefs had been shaped by her parents and her society. These beliefs included that she perceived her role as a young person was to study. The Hesitant Hero, wanting to please her parents and repay them for the sacrifices they had made to give her a good education, willingly accepted this role. However, she put pressure on herself to succeed and when she did experience failure, felt ashamed that she had failed to adequately repay her parents. The Hesitant Hero felt she should do better to please her parents; this motivated her to work harder. Another belief the Hesitant Hero had was that hard work was the key to academic success; however, she did not employ the best behaviours to achieve academic success and she realised her efforts were not always fruitful. Although the Hesitant Hero had a range of beliefs, she was not steadfast in her convictions and was easily influenced by others. When she made decisions, according to the beliefs of others rather than her own, she found it harder to sustain motivation, felt controlled by others and expressed regret at her decisions.

The Hesitant Hero’s beliefs underpinned a narrow range of academic behaviours. She was motivated to study for many hours due to the high value she placed on education, her perception that study was her duty and the pressure she put on herself to repay her parents for their sacrifices. However, she relied on strategies that served her well in her home country and did not adopt new strategies to help her succeed with the different academic expectations of her new school. Although the strategies she employed were not the most effective, her timidity in approaching Australian classmates and teachers meant that she did not learn new strategies. The Hesitant Hero did seek help from others who were more knowledgeable and skilled than she was; however, these individuals were other international students. Although some international students had effective learning strategies to share, employing a wider range of individuals to help in different learning contexts would have been preferable.

The Hesitant Hero struggled to maintain motivation to study because she did not choose a course of study that aligned with her values, rather, her subjects were chosen, or at least influenced, by others. The Hesitant Hero perceived intrinsic value in certain subjects. However, when choosing her course of study, her decision was heavily influenced by her parents and other international students. These individuals influenced her to choose subjects that would potentially maximise her marks, or that would lead to a certain line of work in the future. Since the Hesitant Hero studied subjects that were chosen by others, she was not intrinsically motivated but rather pursued these subjects for their utility value: extrinsic outcomes. In studying subjects for external outcomes, she found it hard to sustain motivation.

Perceptions of the Role of the School in Supporting her Motivation

The Hesitant Hero perceived that her school somewhat supported her achievement motivation by meeting her psychological needs for relatedness, autonomy and competence to some degree. She perceived her learning environments as relatively interesting; however, she was reluctant to engage because of her lack of confidence in her English and because she felt shy. The Hesitant Hero's need for relatedness was met largely by other international students. She did not enjoy warm supportive relationships with teachers because she found them intimidating and was too shy to approach them. The Hesitant Hero found teachers did not support her in class and so she did not enjoy their classes. The Hesitant Hero's attempts to make friendships with Australian students failed due to cultural differences and her insufficient language skills, so her entire emotional and social support within the school community came from the other international students. The Hesitant Hero achieved competence in her new school by listening attentively to her teachers, working hard and turning to her international student friends for help. As the Hesitant Hero did not feel confident to approach teachers or Australian students it was only her international peers that she could turn to when she needed academic help.

The Hesitant Hero perceived that her school was autonomy-supportive; however, she did not feel confident in practising autonomy. She wished that her school made the challenging decisions about her study for her. The Hesitant Hero longed for her teachers to dictate how and when to do homework and to follow up to ensure that it was done. She did not feel comfortable with the freedom to choose that the school encouraged because she did not feel like she had the self-control to make big decisions about her study.

The Hesitant Hero found academic tasks challenging and she did not like the learning environment in the Australian classroom that she saw as noisy and undisciplined. She wished the students would not call out and she did not enjoy the group work tasks the class had to do because she felt that she was a burden on others because of her limited language skills. The Hesitant Hero felt more support from her international student friends, her family and her friends in her home country than she did from her school.

The Wounded Hero Student

Nature of Achievement Motivation

The Wounded Hero suffered from compromised wellbeing manifested in bouts of depression and anxiety. She was motivated to reach her academic goal of university entrance, influenced solely by the most externally sourced extrinsic motivators. The Wounded Hero acted with volition in choosing to come to Australia to finish secondary school, but her choice was not intrinsically motivated; she came to Australia to escape difficult circumstances in her home country. Throughout her schooling, the Wounded Hero's motivation was underpinned by beliefs that were not conducive to wellness. Despite being influenced largely by negative beliefs, they motivated her to persist with her studies, even when she was faced by challenges.

The Wounded Hero did not enjoy life in her home country. She felt neglected by her parents who worked long hours. When she did see them, she and her parents often fought. She had no friends at school and found the high-stakes, competitive nature at school stressful. The Wounded Hero found her home country restrictive and controlling. She could see no way out of her difficult life until her father suggested she might like to finish secondary school in Australia. The Wounded Hero was keen to leave her home country to escape her difficult life. She was not intrinsically motivated to study in Australia but was motivated to escape the punishing living environment of her home country.

The Wounded Hero had several beliefs that underpinned her motivation to persist with her studies in Australia and they were all related to her major motivator: the fear of academic failure. Her fear of failure made her feel pressured, anxious and depressed. She was motivated to persist with her studies because of the threat that if she failed academically, she would have to go back to her home country. Another belief that drove the Wounded Hero was that a secondary education in Australia had utility value for her because it provided the only option of entry to university. After the amount of time she had spent in Australia, she believed that she could not compete with her peers back in her home country for a university place. Therefore, she was motivated to persist with her studies, because it was her only option for tertiary study. The Wounded Hero's motivation was underpinned by these negative and external drivers: the fear of having to return home and the fear of failure to gain entry to university.

Some of the Wounded Hero's beliefs were common among young people from her home country and she recognised that these beliefs were shaped by her parents and her society. These beliefs were reinforced by extended family members that lived in Australia. These beliefs included that her duty as a young person was to study. She had to work hard to achieve good marks to repay her parents for the sacrifices they made to provide her with an international education. In addition, she felt she had to meet her family's high expectations for academic success. She felt much pressure from her family to achieve better marks and they were angry with her when she failed. The controlling, authoritarian family members had a negative effect on the Wounded Hero and the more she felt pressured and controlled, the less she studied, which then had a negative impact on her marks. Further, as the Wounded Hero’s self-worth was linked to her academic success, she felt psychological distress when she failed to achieve the academic goals expected of her. Each failure further compromised her wellbeing.

The Wounded Hero understood that to succeed she had to work hard. She did not blame others for her failures and recognised that only she could control her own academic outcomes. Due to this belief she put many solitary hours into her study. The Wounded Hero found the help-seeking behaviours she used in the past futile and so she did not ask others for help. Her attempts to engage a tutor or ask other students for assistance were ineffective because she did not understand their responses to her questions, or because she did not know how to use the help that they gave her to improve her performance. Her family members told her repeatedly that she had to work harder, but she did not know how to do this effectively. Therefore, the Wounded Hero worked tirelessly alone.

When the Wounded Hero had to make decisions about her schooling, such as subject selection, her family (both overseas and in Australia) and other international students told her what subjects she should study to get the best marks or a good job in the future. Succumbing to pressure, she did as they told her. Doing subjects that she did not choose and that she did not enjoy, the Wounded Hero found her studies tiresome and found it hard to maintain motivation. This hero had a narrow range of strategies that she used when studying. Like all students, The Wounded Hero faced challenges that impacted her motivation to persist. With each test confronted, the Wounded Hero’s motivation was negatively affected and her wellbeing further compromised, but her fear of failure and its implications motivated her to continue.

Perceptions of the Role of the School in Supporting her Motivation

The Wounded Hero perceived meagre support from her school for her achievement motivation because it did little to meet her psychological needs for relatedness, autonomy and competence. Worse, she perceived individuals within the school community quashed her motivation to pursue her studies.

The Wounded Hero did not enjoy warm relationships with individuals in her school community. She perceived experiences of covert racism from teachers and boarding supervisors and bullying from Australian classmates. All of these challenging interactions demoralised and demotivated her. Initially she felt there were individuals who met her social and emotional needs, but over time, these relationships failed, so she perceived there was no one within the school to support her. As the Wounded Hero did not have friends in her home country and her relationship with her family was fractured, she perceived no support at all. The Wounded Hero was unaware of the support services available in the school and therefore could not get help from the school counsellor or other dedicated services. The Wounded Hero’s isolation negatively impacted her mental health.

The Wounded Hero did not consult teachers or other students for help to achieve competence because she perceived they were too busy with their own lives. This student did not perceive her school as autonomy supportive. Rather, she felt controlled by her schoolwork and others, feeling that she had little freedom of choice. She studied subjects chosen by others and felt pressure from her family to excel in subjects that she did not enjoy, which left her feeling controlled by outcomes, rather than feeling control over them.

The Wounded Hero did not enjoy her classes at school. She felt neglected by her teachers and ignored by the Australian students. She was driven to attend class and complete activities because she saw no viable alternative for gaining entry to university. The challenges that she faced deepened her depressive state.

Suggestions for application of these models is presented in the section on implications and recommendations in this chapter.

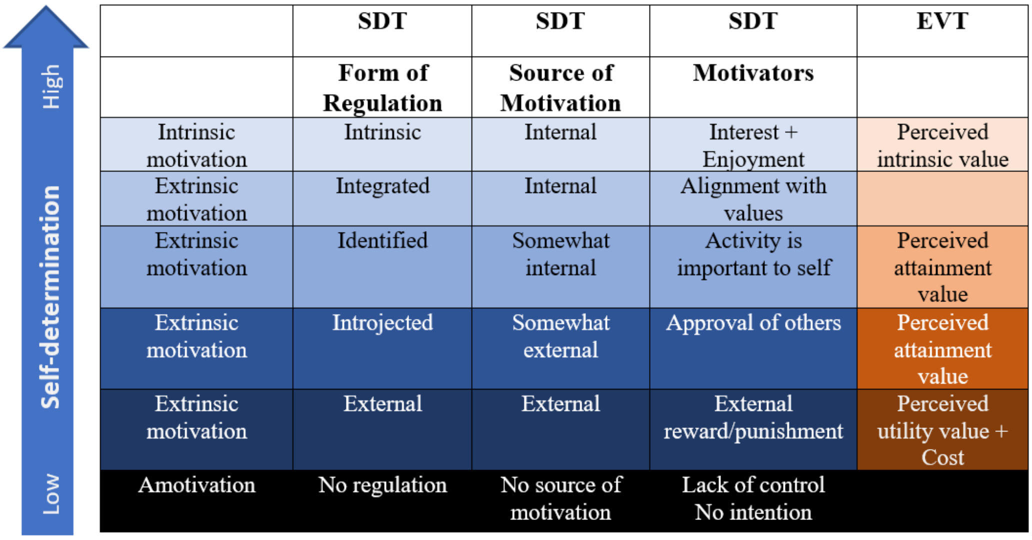
Contribution to the Field of Study of Motivation

This research has generated new theory about the nature of achievement motivation and the influences that sustain motivation for secondary CHC international students. These students' beliefs and behaviours influence their motivation and when students perceive support for their psychological needs they are motivated to persist. The findings of this study can be applied to other spheres to identify if similar influences sustain motivation for individuals in other sectors of education.

Further, this study has contributed a unique theoretical framework for exploring motivation. In analysis of data, I utilised two theories of motivation (EVT and SDT) and embedded them within a metaphorical narrative template (Hero's Journey). The combination of these three components within the framework created an effective means by which to explore the complex nature of motivation of the students.

First, the two motivational theories, EVT and SDT, provided scope to identify and explain the different influences on the unique nature of each student's motivation. When exploring RQ1—What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools? EVT was effective in enabling a detailed explanation of the beliefs of the students. In particular, what values motivated them to engage in and persist with their studies. When exploring RQ2—What are the perceptions of academically successful CHC international secondary students about the role of the school in supporting their achievement motivation? SDT was effective in enabling a detailed explanation of the ways in which the students perceived their schools influenced their motivation by meeting or failing to meet their psychological needs.

These theories, though, added additional benefit in exploring the students' motivation. The different values embedded within EVT (intrinsic value, attainment value, utility value and cost) seamlessly aligned with the different sources of regulation identified on the continuum of motivation within SDT (intrinsic regulation, identified regulation and external regulation) as shown in Figure 7.2. Therefore, an influence on a student's motivation could be examined and explained using the two theories. While both theories of motivation can be used independently and successfully to study the motivation of individuals, combining these theories allowed a clearer definition of the aspects of drivers that motivated these students. The successful combination of these two theories into one theoretical lens provided a useful example of how viewing complex problems through multiple perspectives can expand approaches to research.


High
Self-determination
Low

	SDT	SDT	SDT	EVT
	Form of Regulation	**Source of Motivation**	**Motivators**	
Intrinsic motivation	Intrinsic	Internal	Interest + Enjoyment	Perceived intrinsic value
Extrinsic motivation	Integrated	Internal	Alignment with values	
Extrinsic motivation	Identified	Somewhat internal	Activity is important to self	Perceived attainment value
Extrinsic motivation	Introjected	Somewhat external	Approval of others	Perceived attainment value
Extrinsic motivation	External	External	External reward/punishment	Perceived utility value + Cost
Amotivation	No regulation	No source of motivation	Lack of control No intention	

Figure 7.2. Alignment between self-determination theory and expectancy-value theory.

This study has also validated the application of these two theories, developed by Western theorists, in studying individuals from CHC countries who reside in Western countries. The constructs that make up the components of these theories were effective in exploring the motivation of teenagers from CHC countries. In particular, the continuum of motivation that is a tenet of SDT theory, enabled a careful exploration of the nature of the students’ motivation. The continuum facilitated an examination of whether an influence could be considered to be an extrinsic motivator, or if it had been internalised by the student and emanated from their sense of self. This was particularly important in determining the distinction between CHC students’ pursuit of external goals and examining whether these outcomes could be considered to be an extrinsic motivator or whether motivation was more internally regulated. The utilisation of these two theories of motivation within a qualitative approach made them highly effective in studying the drivers that motivated the students. Therefore, this study has contributed to the body of knowledge about the effectiveness and application of EVT and SDT to study motivation.

The motivational theories employed in this study (EVT and SDT) encompass aspects which make them particularly valuable to study the motivation of CHC students. The different values embedded within EVT (intrinsic value, attainment value, utility value and cost) enabled exploration of how CHC students assign value to different academic pursuits, and whether the value assigned aligned or not with tenets of Confucianism. The SDT continuum of motivation (intrinsic regulation, identified regulation and external regulation) enabled exploration of the internally or externally sourced nature of their motivation. This was particularly valuable in studying CHC students because of the disagreement in the literature about whether CHC students are actually motivated primarily by extrinsic motivators. The Hero's Journey Framework was valuable in examining the motivation of CHC students because it prioritised the agency of these students and it was beneficial when exploring how CHC students' motivations can change when studying in a foreign country for an extended period of time.

Contribution of the Hero's Journey Narrative Framework as a Device to Study Motivation

The final component of the theoretical framework employed to investigate the motivations of the students was the Hero's Journey narrative template. This framework proved a valuable tool in examining the students' motivation for several reasons. First, the Hero's Journey structure enabled a longitudinal study of the students' motivation, recognising that influences on motivation can change over time. For example, what drove a student's motivation at the beginning of their time in Australia may or may not have been an influence in the latter stages of their schooling. This longitudinal nature of the Hero's Journey template, in effect, enabled a reading of the influences on a student's motivation over time.

Further, the distinct phases of the Hero’s Journey framework provided an effective tool by which to examine the influences on the students’ motivation at different times in their schooling. For example, the phase Tests, provided an opportunity to explore the events that hampered students’ motivation. The green arrow in the conceptual framework (see Figure 7.1) represents the longitudinal aspect, indicating that though tests were explored in one portion of this thesis, challenges were faced by students throughout their time in Australia. The Hero’s Journey framework enabled the representation of the different influences on the students’ motivation at any one time. The placement of the phases within the continuum of the journey (Figure 7.1) made it possible to represent that at any one time, a student’s motivation may have been influenced by a number of factors. The effectiveness of the Hero’s Journey framework in representing that influences on motivation could change over time and were dependent on context, enabled the development of the different student hero models. These models: the Self-determined Hero, Hesitant Hero and Wounded Hero effectively presented the unique and complex nature of achievement motivation of the students.

The Hero’s Journey framework seamlessly enabled incorporation of the theories of EVT and SDT into phases of the journey. Both theories were utilised in the exploration of the students’ motivation before they arrived in Australia. EVT and SDT were employed to examine the students’ nature of motivation at the beginning of their time in Australia. EVT was incorporated in exploration of the student self as ally and SDT was incorporated in exploring the allies that supported the students’ motivation throughout their educational journey.

The combination of these two theories of motivation, EVT and SDT, within the Hero’s Journey narrative framework was an effective way to explore and explain the achievement motivation of the students over the period of time that they studied in Australia and can be applied elsewhere to study the longitudinal changes in, and contextual intricacies of, the nature of motivation.

Contributions to Qualitative Research

To date, no known qualitative study has explored the nature of achievement motivation of international students in secondary schools. It was considered that this approach had several benefits. First, it prioritised the voice of the students recognising them as the central player in their own experience. Further, a qualitative approach allowed a careful exploration of the complex views held by the students, recognising that multiple views of reality could exist. In addition, the design enabled an in-depth exploration into each individual's perspectives and allowed the time and means to explore the students' understandings of the constructs embedded in the theories of motivation. Semi-structured individual interviews and focus group interviews provided time to ensure the students' understanding of constructs was clear. Using a qualitative approach that encouraged the students to speak freely about areas of interest uncovered confronting findings such as the failure of the school to meet various needs of some students. A qualitative approach ensured that the focus was on what the students wished to prioritise, not what I expected to hear.

The methods employed throughout the study to analyse data and control researcher subjectivity are evidence of how qualitative research can be robust and resulting findings credible while still prioritising the views of the students. The rigorous procedure employed in the analyses of data ensured that the findings reported in the study are trustworthy representations of the students' perspectives. The methods employed to keep the researcher honest were many and varied, reinforcing that the students' views were represented in a credible manner. The comprehensive findings from this study attest to the strength of qualitative research in exploring student perspectives in relation to motivation, but no doubt in many fields.

Originality And Significance Of The Research

This study is original and significant in several ways. This exploration is the first to examine the achievement motivation of international secondary students and their perceptions of the role of their school in supporting their achievement motivation. The experience of this cohort has received little attention in the literature, especially in Australia. This study expands the literature base on the experience of these young and potentially vulnerable students living in a foreign country without family. Literature that has explored the experiences of international secondary students largely focused on the challenges faced by these students. This study fills a void, providing understanding of the influences that help these young students to maintain their motivation despite the challenges encountered.

The research is significant because it has developed student models, that represent the commonalities and differences in the achievement motivation of CHC academically successful international secondary students in different contexts and over time. These models present accessible understandings of the different beliefs and behaviours of students and their perceptions of the influences that impact their motivation.

This study is original because of the unique theoretical framework developed to explore the achievement motivation of students. The combination of theories of motivation (SDT and EVT) and the Hero’s Journey narrative template is an original theoretical framework that enabled exploration of the complex nature of motivation for different individuals in various contexts over time.

This investigation is significant because it provides key practical recommendations for host schools to implement effective support for the achievement motivation of CHC international secondary students. The introduction to this thesis acknowledged the growth in international secondary education for the major English-speaking providers of international education and the plan by some governments to expand this sector (Australian Government, 2016a). In providing findings on the achievement motivation of these students and key practical recommendations on how to support these teenagers, this study provides real benefit to host nations on how to support international secondary students to ensure growth in this area is successful.

This study has revealed a host of new understandings that broaden the knowledge of the field of international education, theories of motivation and qualitative research. Implications of these findings and recommendations for host schools to aid them in providing quality educational experiences for their CHC international secondary students is outlined in the following sections.

Implications Of Findings For Host Schools

The findings reported in the previous section signal challenge for host schools in how they may recognise and support the achievement motivation of their CHC international secondary students. Results from this study present an opportunity for schools to address how they can best help these students achieve academic success while maintaining wellbeing. Findings from RQ1 and RQ2 indicate that secondary schools can expect enrolment of students from CHC countries who, though sharing the same cultural heritage, may have unique natures of motivation and different perspectives on how well their school supports their achievement motivation. Further, these unique perspectives may be dependent on context and change over time. Schools can expect to host students who are self-determined, others who are hesitant and others who struggle greatly to maintain motivation and may have compromised wellbeing. An additional challenge for schools is that international students generally arrive in the final years of senior school. This is a time when institutions and their staff feel pressure to help their learners develop competence quickly because of looming high-stakes external exit assessments.

The challenge for schools is to identify individuals, either within or external to the school, who have the expertise, resources and time to explore and understand the specific drivers that motivate each student and monitor students' perceptions of support throughout their time at the school. Individuals who have the capacity and time to design, manage, monitor and adjust individualised programs that meet the students' specific relatedness, autonomy and competence needs. This challenge can be complicated because some schools host a relatively small number of students within their large school population, so the allocation of time and funding towards the needs of this student group must be weighed against competing needs within the school.

Following on from these implications, recommendations for schools on implementation of policy and practice to best support the unique nature of achievement motivation of each CHC secondary international student is given.

Recommendations For Host Schools

This study has contributed findings on the achievement motivation of academically successful CHC international secondary students, suggesting implications for schools that host students from CHC countries. Considering the findings and their implications, the following recommendations are made to schools to help them recognise and support CHC students' achievement motivation. As this study was guided by two research questions, the recommendations for schools are presented in response to findings to these questions.

Findings Related to Research Question 1: What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools?

It was found that the achievement motivation of the students:

- was complex and unique to the individual
- could change over time
- was dependent on context
- was underpinned by a complex range of beliefs and behaviours
- was linked to wellbeing
- was manifested in higher quality or lower quality types of motivation that may affect students' ability to sustain motivation and wellbeing.

Therefore, it is recommended that schools hire or train staff and give them designated time and resources to dedicate to understanding the nature of achievement motivation of the CHC international secondary students in their care. Since international students often pay substantially for their education, it seems appropriate that a portion of these funds could be devoted to programs that provide academic and psychological support for this group. These staff members can coordinate, manage and monitor individuals within and external to the school who can assist them to understand the nature of achievement motivation of the students. Recommendations for practice include:

Conducting individual interviews with students throughout their time in the school to discover the drivers that underpin their motivation at different times and in different contexts. Part of these interviews should be an exploration of the beliefs and behaviours` that underpin the students' motivation to determine if their beliefs and behaviours are advantageous and conducive to wellbeing. Information gathered from these interviews could be charted to measure the student's level of motivation and wellbeing (see Appendix R). Charting the results could provide an immediate visual summary of the student's motivation over time. Students' beliefs and behaviours could be summarised as being in alignment with one of the hero types and therefore indicate to the staff appropriate action to be taken. For example, if a student's chart indicates a gradual trend towards beliefs and behaviours typical of a Wounded Hero, appropriate actions should be taken to help the student develop beliefs and behaviours more conducive to self-determination and wellbeing.

1. The dedicated staff member can coordinate and manage a range of key individuals within and external to the school community such as counsellors, teachers and careers advisors to help them determine the influences on student motivation.
2. Development of Information Sessions that educate staff members on the unique nature of motivation of their students.

A detailed understanding of the unique nature of achievement motivation of students is the starting point for providing customised support programs for students to help them to maintain motivation to achieve their academic goals. Dedicated staff members and other key individuals can work with students to develop propitious beliefs and advantageous behaviours thereby increasing the possibility of higher quality forms of motivation and therefore wellbeing.

Findings Related to Research Question 2: What are the perceptions of academically successful CHC secondary students on the role of the school in supporting their achievement motivation?

It has been found that students' perceptions of support for their achievement motivation:

- were complex and unique to the individual
- changed over time
- were dependent on context

and that:

- meeting the need relatedness fostered student motivation
- most students failed to create warm and lasting relationships with Australian students
- autonomy-supportive relationships fostered student motivation
- some students, especially those who came from more controlled learning environments did not feel comfortable exercising autonomy
- schools played an important role in fostering students' achievement motivation by meeting their needs for competence
- intrinsically motivating learning environments encouraged students to engage in and persist with their learning.

Therefore, it is recommended that schools hire or train staff and give them designated time and resources to dedicate to understanding the perceptions of students on how well the school is supporting their achievement motivation to reach their academic goals. These individuals can coordinate, manage and monitor individuals within and external to the school to assist them in determining students' perceptions of support. Andrade (2006) argued that educational institutions have a responsibility to discover and cater to the specific needs of their international students. Institutions must identify and accommodate these needs, which are different to those of domestic students, in order to support overseas students to achieve their academic goals with sound wellbeing. Recommendations for practice include:

1. Conducting interviews with students on arrival and throughout their schooling, to understand their perceptions of whether the school is supporting their motivation. The dedicated staff members could coordinate key individuals within and external to the school such as curriculum coordinators, year coordinators, directors of overseas students, counsellors and select teachers to assist them in determining students' perceptions and development of support plans leading from information gained. Uvaas and McKevitt (2013) suggested that a comprehensive transition program for new students which recognises and caters for students' procedural, academic and social needs, could alleviate the stressors often associated with changing schools.

   Content of meetings with students could determine:

   - which individuals play the most important role in meeting the student's need for relatedness and ways in which the school could ensure these relationships are fostered
   - if students perceive their needs for relatedness are being met and how best to foster development of supportive relationships
   - if students are making connection with host nation students and if not, trying to foster these relationships in class, through social events, or through extra-curricular activities

- students' perception of autonomy-supportive environments and students' level of autonomy
- students' strengths and learning needs
- whether students are developing competence in their new school
- whether students perceive intrinsic value in classes and academic tasks.

Information gathered from these interviews could be charted to measure the student's level of motivation and wellbeing (see Appendix R).

2. Create opportunities for students to have contact with individuals who most meet their need for relatedness, recognising that these individuals may be external to the school community. Schools should instigate numerous opportunities for students to make connections with new peers and teachers (Coffey, 2013). An important part of this implementation is to develop and continue methods of effective connection with parents.
3. Connect with international students before they leave their home country. A variety of online platforms can be utilised to foster connection between teachers, host nation students, other international students and the new student, to prepare students for what to expect in their new country. Pre-arrival programs which help students to prepare for their international experience, including elements of intercultural communication, preparation for integration and language study, can be highly valuable in the students' acculturation (Goldoni, 2015).
4. Create regular opportunities for international students and host nation students to interact in the hope that friendships will develop. Leask (2009) insisted that educational institutions have a responsibility to foster connection between

international students and host nation peers by implementing a range of interventions, both in and outside of the classroom.

5. Create learning environments that:
    - are autonomy supportive
    - are supportive of students' individual learning needs
    - help students develop skills required to complete academic tasks common in the host school
    - provide individual support during class time
    - appeal to the students' interests, are challenging and yet achievable
    - provide opportunities for international students and host nation students to share knowledge and skills, recognising the reciprocal benefits for both parties.

This list, clearly, has benefits for all learners; however, schools have a responsibility to be attuned to the specific needs and interests of their international students (Andrade, 2006; Ku, Lahman, Yeh & Cheng, 2008) and build into their curriculum interventions that encourage academic interaction between international students and host nation students (Arkoudis et al., 2013).

6. Provide English lessons if required, specifically in relation to academic terminology used in secondary schools.
7. Provide mentors such as teachers or careers advisors who can advise students on subject selection. Ku et al. (2008) identified the important role caring advisors have in supporting international students to achieve academic success.

8. Use staff meeting sessions to inform the school community of students' perceptions of support and ways in which to best foster these students' achievement motivation.

A detailed understanding of the students' unique perceptions of whether their school is supporting their achievement motivation, and the way in which the school can do this, is the starting point for providing customised support and learning programs for students to help them to maintain motivation to achieve their academic goals. In meeting the students' needs for relatedness, autonomy and competence, the school will foster the students' achievement motivation and wellbeing and provide students with the knowledge and skills needed to help them reach their goal of university entrance. Leading from recommendations presented above, Table 7.1 presents a checklist for schools to use to guide investigation of international students' unique achievement motivation and actions to be implemented to support students.

Table 7.1

Checklist for Action for Schools

Goal	**Task**
To understand what underpins the achievement motivation of our international students.	Individual interview with student at regular intervals to understand unique drivers. ☐ Pre- arrival, ☐ During orientation period ☐ 3 months ☐ 6 months ☐ 9 months ☐ 1 year ☐ Ongoing

	What value does the student perceive in education and international education? ☐ Intrinsic value ______________________________ ☐ Attainment value ______________________________ ☐ Utility value ______________________________ ☐ Academic strategies ______________________________ ☐ Information sessions to inform staff of outcome of individual meetings with students.
To support each international student's achievement motivation.	

To meet the need for relatedness	☐ Pre-arrival connection program
	☐ Transition program
	☐ Foster connection with students most important relationships
	    ☐ Family
	    ☐ Other international students
	    ☐ Other school students
	☐ Foster connection between international students and other school students

	☐ Extra-curricular activities ☐ Buddy system ☐ Foster connection with school staff ☐ Mentor teacher for each student
To meet the need for autonomy	☐ Provide autonomy-supportive learning environments for students ☐ Monitor students’ autonomy seeking needs + challenges.
To meet the need for competence	☐ English language lessons ☐ Colloquial ☐ Academic terminology ☐ Academic Skills Lessons ☐ Academic tasks ☐ Academic strategies ☐ Subject selection counselling ☐ Assessment of individual learning ☐ Strengths ☐ Needs ☐ Group tasks with local students ☐ Information sessions to inform staff of students’ needs, strengths, concerns, + effective teaching strategies
To provide intrinsically motivating learning environments	☐ Identify students’ interests ☐

	Engaging learning environments. interests ☐ Variety of teaching styles ☐ Variety of tasks ☐ Group interaction

Limitations

While this research has contributed to knowledge, there are limitations to this study. First, this study was limited to CHC international secondary students. Although they are by far the largest cohort of international secondary students in Australia (76.9% of all international students) (Australian Government, 2019a), and other English-speaking nations who invite these students to their schools, this study did not consider the nature of achievement motivation of students from other cultures.

A second limitation is my relationship with the students. Being a teacher and, in fact, being a teacher for several of the students who participated, I was aware of the possible power imbalance between the students and me. CHC students traditionally hold much respect for their teachers and as one student shared, found them 'intimidating'. I was aware of this limitation before the study began and implemented measures to address this imbalance so that the students could freely share their perceptions (see Chapter 3). I was aware of the possibility that students might try to give me answers that pleased me. However, I believe the warm, confidential and professional context created within the interviews elicited rich data that included positive but also very negative comments about their experience of school in Australia.

These honest and sometimes harsh comments about work colleagues and schools in which I had taught, were a measure of the freedom with which students expressed themselves.

Another measure taken to address the imbalance was that invitations to take part in the study were distributed through email by former teachers or friends of the students. Students could easily ignore the email without feeling as though they were pressured to take part. Therefore, students who did take part were willing to share their perspectives. A measure of the students' choice of participation is evident in the fact that two students who had participated in individual interviews declined to participate in the focus group interviews.

Language barriers were considered to be a further potential limitation to this study; however, measures were undertaken to address this issue. First, students were offered translators if they thought it would be necessary. None of the students requested this service. Since all students had been learning English in their previous schools, had been studying in Australia for at least two years and had adequate English proficiency to be accepted into university, all students stated they felt confident in participating in interviews in English. Further, to lessen potential problems with language, two practice interviews were conducted with students from CHC countries of different language backgrounds and different levels of English proficiency. Further, data collection materials were constructed and edited in consultation with a teacher researcher who works with teenage CHC international students. Feedback from practice interviews and my colleague informed editing of questions to improve clarity.

Miscommunication due to cultural barriers was also considered as a potential threat to trustworthiness of the study, but several measures were taken to reduce this potential limitation. First, as I have worked with teenage students from CHC countries in a capacity as teacher, counsellor and in pastoral care for over 15 years, I have had many years to familiarise myself with cultural understandings of these students. Using this knowledge and experience, questions were crafted to ensure clarity of understanding and to show respect to students. The two practice interviews conducted with previous students of mine provided an arena in which I could test whether cultural misunderstandings would be offensive to students or limit findings. Finally, a qualitative approach was chosen to allow ample opportunity for the students and me to explore any confusion that arose during interviews due to language difficulties or cultural barriers. Rather than being detrimental, trustworthiness of the findings was increased because of the special nature of the relationship between the students and me. The specialised nature of my understanding of international secondary school education, combined with my relationship with the students uniquely positioned me to make sense of the reflections shared by the students and identify any inconsistencies in their reflections.

A final limitation of this study was the potential for researcher bias. To reduce the potential for bias several methods were employed throughout the research process. To avoid bias in data analysis and coding, actions were implemented prior to analysis and a detailed, thorough and careful review of methods was undertaken throughout the research process. This process was reported in Chapter 3.

Recommendations For Further Research

Reflections shared by students and analyses of data revealed several issues that merit further exploration. First, the finding that some students struggled with motivation and compromised wellbeing during their time in Australian secondary school warrants research into how secondary schools can better support the achievement motivation and wellbeing of all CHC international students. Ideas for further research include examination of ways in which richer relationships can be formed between the students and their teachers and Australian classmates. Additionally, further investigation into the complex constructs of autonomy and self-regulated learning for CHC international secondary students is warranted as findings in this area suggest some of these students struggle with autonomous motivation in areas that require self-regulated learning. Further, an investigation into ways to increase international students' engagement with curriculum and learning environments in Western countries would be beneficial, especially because these students must develop academic competence in a relatively short space of time in unfamiliar learning environments in a second language.

This study has shown that individuals external to the school community, such as family and friends in the home country and homestay families, played an important role in meeting the need for relatedness for international secondary students. Further exploration of the role these individuals play in meeting the students' needs for relatedness and how schools can support these links warrants exploration to further improve the experience of international secondary students while living overseas.

As interviews with the students were conducted as they progressed through university, their reflections on their experience of tertiary education raised questions that merit exploration. The students felt fortunate to have studied secondary school in Australia in preparation for university rather than beginning university after completing school in their home countries. They explained that the students they knew who had come straight from their home countries into university experienced a more challenging and stressful acculturation period than they had. They said this was because the nature of tertiary institutions meant that students often got less individual support. Thereby, recently arrived students had to adjust to the challenges of the Western style of learning when the pressure for success was much higher without the supports that a school offers. In addition to this, the students commented that because of the large numbers of CHC students in their university courses, the newer arrivals rarely mingled with students from Australia and other countries which meant they were not enjoying a truly international experience. Study into the acculturation period of students starting university after completing secondary school in the same country compared to those who come straight from their own country merits investigation. Since the enrolment of international students into secondary schools has been prioritised by the Australian Government (2016a), it is important to understand if this earlier arrival is more advantageous for students and the host country.

Chapter 8: Conclusion

The findings of my research have provided me with answers that will inform my practice on how to better support the achievement motivation of all my students, but especially those who are struggling with motivation and are in danger of dropping out. Beyond benefit to me, this study has contributed knowledge to the field of international education, theories of motivation, qualitative research and has identified implications and provided practical recommendations for secondary schools on how best to support the motivation of their CHC international student population.

Recognising the benefits international students bring, the Australian government and schools have prioritised an increase in the number of international secondary students. However, in order to encourage and facilitate future growth of this education sector, it is necessary to not only focus on attracting more interest, but to properly care for those who are already studying in Australia. It has been shown in this study that CHC international teenagers can graduate from school with adequate academic results, but with severely compromised wellbeing. If schools are to invite these teenagers to join their student body, they have a responsibility to address the academic and wellbeing needs of these young people. It is a duty of care and responsibility of the government and schools that welcome these students to ensure that they are provided with high-quality education, care and support so that they can sustain their motivation to reach their academic goals and maintain sound wellbeing.

It is critical that schools take action to develop an understanding of what underpins the achievement motivation of the CHC international students under their care and explore what these students perceive as the most effective means to support their motivation. Having a sound understanding of the influences that drive these students and ways to support their motivation, schools can fulfil both their fundamental responsibility to help international students achieve their academic goals and their duty of care to address student wellbeing. Paying attention to the needs of international students is not just a legal responsibility. Recognising each students' unique motivations, goals, strengths and challenges shows that schools are truly committed to embracing the many benefits that international students can bring to their school population and that they are not simply welcomed as a means to supplement the school's budget.

If Australia wishes to boost their share of the international student sector by increasing the number of students welcomed into their secondary schools, they must prioritise that each international student perceives that they are receiving a high-quality educational experience. Each student must feel that the school recognises their unique motivations, strengths and challenges and is truly committed to aiding them to achieve their academic goal of entry to university.

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Appendices

Appendix A. Email Invitation

Dear Student,

Congratulations on your great achievement of being accepted into university in Australia! As a teacher of international students, I understand the hard work that you have put into achieving your goal.

As well as being a teacher of international students, I am also a researcher at University of Southern Queensland and I am writing to invite you to participate in my Doctor of Philosophy (PhD) research study.

I am conducting the study to learn more about the experiences of international students from Confucian Heritage Culture countries at secondary schools in Australia. In particular, I want to learn about what has motivated the students to achieve their academic goals and how their schools have supported and encouraged them.

As you have recently completed Year 12 in Australia, have been accepted into an Australian university and are from a Confucian Heritage Culture country, I would like to invite you to take part in this study. Your perspectives are greatly valued and your insights may well result in real benefits for future international students.

If you agree to take part in this project, I will invite you to participate in an individual interview (approximately one hour) with me at a suitable location (e.g., on your university campus) at a time that fits in with your schedule.

If you would like to take part in this project, please click on the link: https://www.surveymonkey.com/r/53G7Q5S or copy and paste this URL into your internet browser.

When you click on the link, you will be invited to record your first name and email address. I will then contact you with more details about the project and your participation.

This research has been approved by the Human Ethics Advisory Group at Southern Queensland University (Ethics ID 2017-322E).

Thank you for your time.

Kind regards,

Helen Sheehan
PhD Candidate
Southern Queensland University
Springfield Campus
37 Sinnathamby Boulevard
Springfield Central Qld 4300
PO BOX 4393
Raceview LPO Raceview QLD 4305
T: 0400 803 143
E: u1112687@umail.usq.edu.au

Appendix B. Participant Information Letter

PARTICIPANT INFORMATION LETTER

PROJECT TITLE: What we need to succeed: Recognising and supporting the achievement motivation of international secondary school students
ETHICS APPROVAL NUMBER: H18REA157
CHIEF INVESTIGATOR: Helen Sheehan
PRINCIPAL SUPERVISOR: Dr Stewart Riddle
STUDENT'S DEGREE: Doctor of Philosophy

Dear Participant,

Thank you for agreeing to participate in this research project. As you have expressed interest in participating in interviews and/or focus group interviews, this letter will provide further information for you about the research project.

What is the project about?

The research project investigates the motivation of international students from Confucius Heritage Culture countries to achieve their academic goals. The aim of the research project is to understand what helped motivate these students when they attended secondary schools in Australia to achieve their goal of entering university. Alongside this, the research project aims to understand how these students view the role of the school in supporting their motivation to achieve their goal of entering university.

By participating in this project, participants will provide their views on the factors that helped them succeed and their views of how schools helped them to remain motivated to achieve their academic goals.

In understanding these factors, I hope to be able to advise educators on how best to support the achievement motivation of Chinese Heritage Culture international students in their secondary schools.

Who is undertaking the project?

This project is being conducted by Helen Sheehan and will form the basis for the degree of Doctor of Philosophy at University of Southern Queensland under the supervision of Dr Stewart Riddle (PhD).

Are there any risks associated with participating in this project?

This project contains no foreseeable risks for participants beyond the inconvenience of the time required to share their experiences with the researcher. To avoid excessive inconvenience, the researcher will minimise the amount of time each participant is involved in data collection. Further, each participant may voluntarily withdraw at any time if the project causes a level of inconvenience that is not acceptable to the participant. If the participant is emotionally affected as a result of being involved in the project, the researcher will ensure the participant is directed to help from a professional in the field of psychology at the participant's university. (Contact details for counselling services are provided on the last page of this letter).

What will I be asked to do?

The project will involve the participant in the following ways.

- *Individual interview*

The interview will take a maximum of one hour and be held at a location that is convenient for the participant. The interview will be held in a public place, such as a University Library or public space. The questions in the interview will be about what motivated the student to continue their studies when they were at secondary school in Australia and the role of the school in supporting their achievement motivation. The interview will be voice recorded to aid analysis of the interview at a later date.

- *Focus group*

The focus group interview will involve you and approximately four or five other international students from Confucius Heritage Culture countries. The focus group interview will take a maximum of one hour and will be held at a public location that is mutually convenient for all participants. Notes will be recorded by the researcher during the focus group interview to aid analysis of the focus group interview at a later date.

What are the benefits of the research project?

Participants may benefit by having the chance to share their experience with the researcher and to meet other international students who have had the same experience of attending secondary school in Australia (if they participate in the focus group interview). Despite there not being any great benefits to the participant, it is not expected that the project will cause the participant any risk beyond inconvenience. The participant will receive a movie voucher to compensate them for time given for the interviews.

The project is expected to benefit understanding of the experience of Confucius Heritage Culture international students at secondary schools in Australia and the ways in which secondary schools in Australia can best support their international student body.

Can I withdraw from the study?

Participation in this study is **completely voluntary**. You are not under any obligation to participate. If you agree to participate, you can withdraw from the study at any time without adverse consequences.

Will anyone else know the results of the project?

The study will be published and kept at the University of Southern Queensland Library. Results from the study may be summarised and appear in publications or may be provided to other researchers in a form that does not identify the participants in any way. During the project, data will be kept as Word documents and PDFs on the researcher's computer, on USQ storage and a hard drive. All data will be password protected and only accessible to the researcher. Any data that is in paper form will be kept in a locked cabinet. The data will be identifiable to the researcher however confidentiality will be maintained as codes will be used instead of participants' names. Participants will not be identified in publications.

Will I be able to find out the results of the project?

A summary of the results of the project will be emailed to participants.

Who do I contact if I have questions about the project?

If you have questions about the project, please contact the Principal Supervisor (Dr Stewart Riddle) or Student Researcher (Helen Sheehan) in one of the following ways.

Dr Stewart Riddle	Helen Sheehan
Email: stewart.riddle@usq.edu.au	Email: u1112687@umail.usq.edu.au
Phone: 61 7 3470 4262	Phone: 0400 803 143

What if I have a complaint or any concerns?

The study has been reviewed by the Human Research Ethics Committee at University of Southern Queensland (review number H18REA157). If you have any complaints or concerns about the conduct of the project, you may contact the Manager of the Human Research Ethics Committee of the University of Southern Queensland,

Manager
Human Research Ethics
University of Southern Queensland
Toowoomba, QLD, 4350
Ph: 07 4687 5703 / 07 4631 2690
Email: human.ethics@usq.edu.au

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

I want to participate! How do I sign up?

If after reading this letter, you are still interested in taking part in an interview and/or focus group, reply to the email from Helen Sheehan and a convenient time and place will be organised for an interview and/or focus group. To participate in the research project, you will be asked to sign a consent form. If it is convenient to you, Helen will bring this form to the initial interview. If you would like to receive the consent form by email, please include this information in your email to Helen.

Thank you for your time,
Kind regards,

Helen Sheehan
PhD Candidate

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Counselling Services

Australian Catholic University

Counselling.strathfield@acu.edu.au

Counselling.northsydney@acu.edu.au

Australian National University

https://www.anu.edu.au/students/health-safety-wellbeing/counselling

Macquarie University

Counselling and Psychologic Contact Campus Wellbeing

16 Wally's Walk (Building C8A Level 2)

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Sydney University

Counselling and Psychological Services (CAPS)

Phone +61 2 8627 8433
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Email: caps.admin@sydney.edu.au; cumberland.cs@sydney.edu.au

Address: Level 5 Jane Foss Russell Building G02

University of Canberra

Ph: 02 6201 2351.

UC Medical and Counselling Centre in Level B in Building 1.

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T: +61 (2) 9385 5418
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Phone: (02) 8204 4220
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UTS

Phone: +61 2 9514 1177
Fax: +61 2 9514 1172
Email: student.services@uts.edu.au
Location: CB01.6 (Level 6) Building 1, 15 Broadway, Ultimo

Western Sydney University

Email: counselling@westernsydney.edu.au
Phone: (02) 9852 5199

Telephone Counselling Services:

Lifeline: 13 11 14

Beyond Blue: 1300 22 4636

Appendix C. Consent Form

CONSENT FORM

TITLE OF PROJECT: Achievement motivation of international secondary students
ETHICS APPROVAL NUMBER: (H18REA157)
CHIEF INVESTIGATOR: Helen Sheehan
PRINCIPAL SUPERVISOR: Dr Stewart Riddle
.... *(the participant)* have read and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate in the following elements of the research project (check one or two boxes).

☐ An individual interview that will take up to 60 minutes of my time. A focus group interview with up to five other participants. I understand that because the focus group will be conducted with other international students that my anonymity is not protected in the focus group interview. The focus group interview will take up to 60 minutes of my time.

I realise that I can withdraw my consent at any time without adverse consequences. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

NAME OF PARTICIPANT: ....
SIGNATURE:..

DATE:................................

SIGNATURE OF PRINCIPAL INVESTIGATOR (or SUPERVISOR):

DATE:

……………………………….

SIGNATURE OF STUDENT RESEARCHER:

DATE:……………………….…….

Helen Sheehan
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Appendix D. Development Of Semi-structured Interview Questions And Prompts

(Original questions sent to supervisors, critical friend and CHC students for feedback)

Questions for individual semi-structured interviews.

The opening stage of the individual interviews are planned to set the participant at ease and to gather demographic data.

The questions for this section are in Section 1. Following this, the interview questions/prompts have been formulated to elicit student responses that answer the research questions that guide the study. Namely,

Research question 1: What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools?

Research question 2: What are academically successful CHC international students' conceptions about the role of their secondary school in Australia in supporting their achievement motivation?

The questions in Section 2 have been formulated from knowledge gained in the review of literature and shaped by the motivational theories that provide the framework for studying the achievement motivation of the student participants: expectancy-value theory (Eccles, 1983 et al.) and self-determination theory (Ryan & Deci, 2000). The tables in Section 2 outline: :

a. The research question that guided the formulation of the interview question
b. The literature informing the question
c. The theoretical framework/aspects of the theoretical framework informing the question
d. The questions/prompts to be used in the interview

Section 1

Thank you for agreeing to participate in this research project.

Congratulations on being accepted into university.

What course are you doing? Are you enjoying it so far? Are you finding it very different from secondary school? Why/how?

During the interview today, I would like to find out about your time at secondary school in Australia and a few details about you. Does that sound okay?

Where do you come from? How old were you when you arrived in Australia?

What school did you go to? What year group did you start in at secondary school in Australia? Did you live with your family in (home country)? Do you have brothers or sisters?

Section 2

For the next part of our interview, I am really interested in hearing about your experience of studying at secondary school in Australia and what encouraged you to keep going with your studies.

Research question 1: What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools?

Literature: Inconsistencies exist in the literature about the nature of achievement motivation of CHC students (Biggs, 1998; Chen and Wong, 2014; Hau and Salili, 1996; Salili, 1996; Salili and Lai, 2003; Wang, 2008; Watkins, 2000; Zhou, 2014).

Theoretical framework: EVT and SDT

Interview questions/prompts:
Why did you to come to Australia to study in secondary school? Was it your decision?
Tell me about what it was like when you first started at your school here?
***If the student experienced negative incidences* – That sounds hard – what helped you to get over that feeling/experience and keep going?**
***If the student experienced positive incidences* – That's great. Tell me more about who/what made it such a positive experience for you?**

Research question 1: What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools?

Literature: Due to their CHC upbringing, CHC students place **high value on education** (Hau & Salili, 1996). They adopt the Confucian cultures high priority on education as their own (Chen and Wong, 2014; Hau and Salili, 1996; Salili and Lai, 2003).

Theoretical framework: EVT (Intrinsic value of education) and SDT (Intrinsic motivation)

Interview questions: Would you say you enjoyed your studies in secondary school in Australia? If '*Yes'* – Do you generally enjoy studying? If *'No'* – So, if you didn't enjoy your studies, what helped you to get to where you are today – at uni?
Some people say that students who come from China/Korea/Japan… are really hard-working students who love to study, would you say that is true about you? Tell me more about that.

Research question 1: What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools?

Literature: Students can be **extrinsically motivated** by feelings of **pride** (Ryan & Deci, 2000)

Theoretical Framework: SDT (introjected regulation)

Interview question: Did you feel proud of yourself when you succeeded in your studies at secondary school? Is that feeling of pride in yourself something that will encourage you to keep going especially if your studies are difficult?

Research question 1: What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools?

Literature: The **utility value** of a Western education is a strong **extrinsic motivator**: Zhou (2014); Zhou (2015)

Theoretical framework – EVT (Utility value)

Interview question: How important for your future is it to have successfully completed secondary school in Australia? Is going to university in Australia important for your future?
***'Yes'*. Can you explain how/why it is useful?**
***'No'*. Then, what are the reasons you decided to attend university in Australia?**

Research question 1: What is the nature of achievement motivation of academically successful CHC international students who study in Australian secondary schools?

Literature: CHC students' achievement motivation is influenced by **extrinsic** motivators such as a duty to succeed and the **cost** of not wanting to bring shame on their family: Hau & Salili, 1996; Li, Chen & Duanmu, 2009; Wang & Neihart, 2015; Zhou, 2014; Zhou, 2015. CHC students enrolled in universities in Western countries felt strong pressure from family to succeed. Zhou (2014; Li et al., 2009).

Theoretical framework – SDT (Extrinsic motivation – external regulation). EVT – (Extrinsic motivation – cost)

Interview question: Tell me about the role your family plays in your education.
While you were at secondary school was it important to you that you succeed to make your family proud?
Do you feel you needed to succeed for their sake?
How interested were they in your results at school?

Research question 2: What are academically successful CHC international students' conceptions about the role of their secondary school in Australia in supporting their achievement motivation?

Literature reviewed suggested that **supportive schools enhance students' achievement motivation**. (Gage et al., 2016; Ryan & Deci, 2000; Wang & Eccles, 2013)

Theoretical framework – SDT EVT

Interview question: **I'd like to ask you questions about your secondary school here in Australia and if you feel they supported your studies.**
Can you tell me if the school played some role in encouraging you and supporting you?
Can you tell me more about this, how did the school support you?

Research question 2: What are academically successful CHC international students' conceptions about the role of their secondary school in Australia in supporting their achievement motivation?

Literature Supporting a student's **psychological need for autonomy** enhances their achievement motivation. (Bao and Lam, 2008; Cherney & Shing, 2008; Jang et al., 2009; Lu, 2008; Nie, Chua, Yeung, Ryan, & Chan, 2015; Niemiec, et al., 2006; Popadiuk, 2010; Ryan & Niemiec, 2009; Ryan & Deci, 2017; Skinner, Chi & As, 2012; Ward & Parker, 2013; Zhou, Ma & Deci, 2009).
While others argue that the psychological need for autonomy is not strong in students who come from CHC countries (Iyengar & DeVoe, 2003; Markus & Kitayama, 2003).

Theoretical framework – SDT

Interview question:
Now, I'd like to ask you some questions about whether you felt you had the freedom to make choices for yourself while you were at secondary school in Australia?
Were you able to make your own choices about what you studied?
Did you feel pressured to make choices or do things the way other people thought they should be done?
Tell me more about this.

Research question 2: What are academically successful CHC international students' conceptions about the role of their secondary school in Australia in supporting their achievement motivation?

Literature: Literature reviewed suggested CHC students are motivated to learn when their **psychological need for competency** is met (Dawes and Larson 2011; Jang et al. (2009); Ryan & Deci, 2009)

Theoretical framework – SDT (psychological need for competency)

Interview question:
Now, I'd like to ask you about how you learned all of the things you needed to learn to be able to complete the HSC successfully.
How did you develop the knowledge and skills to succeed?
Who helped you the most to develop your knowledge and skills?

Did you feel confident when teachers gave you tasks to do that you would eventually be able to do them? Why/why not? **Did people tell you that you were doing well?**

Research question 2: What are academically successful CHC international students' conceptions about the role of their secondary school in Australia in supporting their achievement motivation?
Literature: Schools that meet a student's **psychological need for relatedness** enhance motivation Kuo and Roysircar, 2006; Tran & Pham (2015). Vansteenkiste, Lens, Soenens and Luyckx (2006); Wang and Eccles; 2013
Theoretical framework: SDT (relatedness) EVT (relationships)
Interview questions: I'd like to learn about the people who have helped you the most over the last few years while you have been studying at secondary school in Australia. Who would you say was a great support to you? **What did they do?** **Did you get along with the teachers and students at school?** **Did people at school seem to care about you?** **How did you connect with your family during this time?** **Of all of the people you have talked about today, which ones would you say played the biggest part in helping you to achieve your goal of making it to university?**

Appendix E. Semi-structured Interview Questions and Prompts

(Questions after modification from feedback sessions).

Questions for individual semi-structured interviews.

NOTE: The questions in Section 2 will not be asked in the strict order/format in which they are set out. These questions give an overview of the topics that will be covered, but it is expected these questions and the order and wording of them will be adjusted according to the flow of the interview and the topics or focus that the student prioritises.

Section 1

During the interview today, I would like to find out about your time at secondary school in Australia and a few details about you. Does that sound okay?

Thank you for agreeing to participate in this research project.

Congratulations on being accepted into university.

What course are you doing? Are you enjoying it so far? Are you finding it very different from secondary school? Why/how?

During the interview today, I would like to find out about your time at secondary school in Australia and a few details about you. Does that sound okay?

In which country were you born? Did you live in any other countries before you came to Australia?

Did you live with your family in (home country)? Do you have brothers or sisters?

How old are you?

What school did you go to? Which year group did you start at in school in Australia? So, how many years did you complete in school in Australia?

Section 2

For the next part of our interview, I am really interested in hearing about your experience of studying at secondary school in Australia and what encouraged you to keep going with your studies.

Why did you to come to Australia to study in secondary school? Was it your decision? Tell me about what it was like when you first started at your school here?

Would you say you enjoyed your studies in secondary school in Australia? Do you generally enjoy studying? Some people say that students who come from China/Korea/Japan… are really hard-working students who love to study, would you say that is true about you? Tell me more about that.

Were you confident you would be able to do the work the teachers gave you in school in Australia? Did you ever think you may not be able to achieve your goal of finishing secondary school and making it to university? What helped you to keep going when it was difficult?

How important for your future is it to have successfully completed secondary school in Australia? Is going to university in Australia important for your future?

Tell me about the role your family plays in your education. While you were at secondary school was it important to you that you succeed to make your family proud? Do you feel you needed to succeed for their sake? How interested were they in your results at school?

I'd like to ask you questions about your secondary school here in Australia and if you feel they supported your studies. Can you tell me if the school played some role in encouraging you and supporting you? Can you tell me more about this, how did the school support you?

Now, I'd like to ask you some questions about whether you felt you had the freedom to make choices for yourself while you were at secondary school in Australia? Were you able to make your own choices about what you studied? Did you feel pressured to make choices or do things the way other people thought they should be done?

Now, I'd like to ask you about how you learned all of the things you needed to learn to be able to complete the HSC successfully. How did you develop the knowledge and skills to succeed? Who helped you the most to develop your knowledge and skills? Did you feel confident when teachers gave you tasks to do that you would eventually be able to do them? Why/why not? Did people tell you that you were doing well?

I'd like to learn about the people who have helped you the most over the last few years while you have been studying at secondary school in Australia. Who would you say was a great support to you? What did they do? Did you get along with the

teachers and students at school? Did people at school seem to care about you? How did you connect with your family during this time?
Of all of the people you have talked about today, which ones would you say played the biggest part in helping you to achieve your goal of making it to university?

What advice would you have for a young international student who is starting their study in Australia. What advice would you give them to help them reach their goal of entry to university?

Thank you so much for your time today. What you have shared will hopefully help schools to understand the best way to support international students during their time at secondary school. Please contact me if you have any questions or anything you want to add about what we have talked about here today.

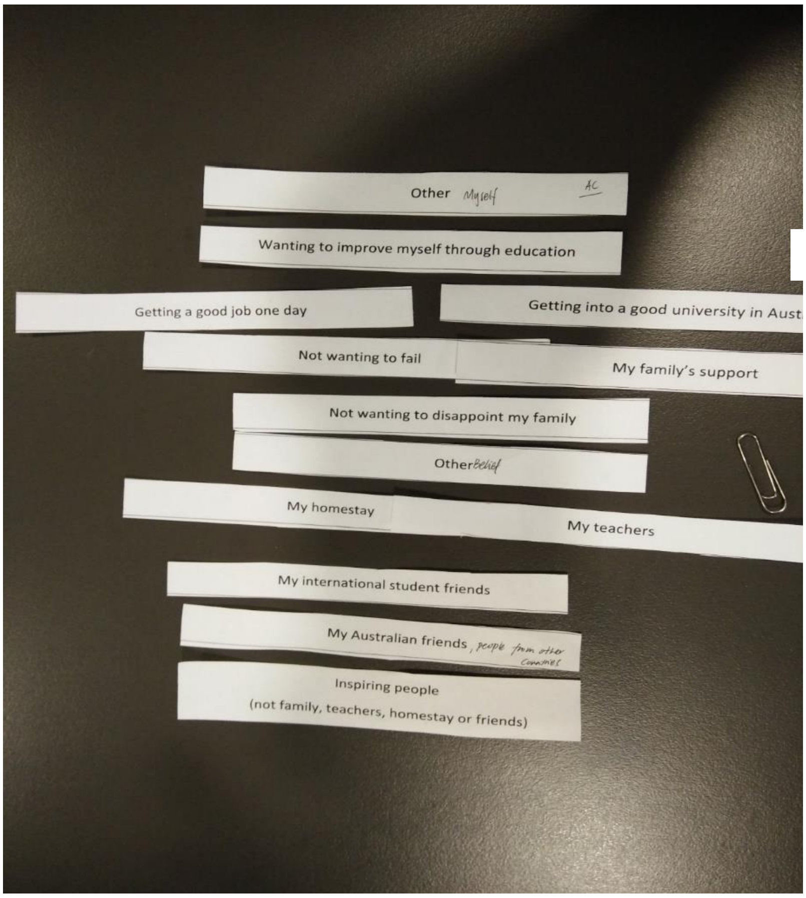
Appendix F. Focus Group Interview Prompts

What was the person or thing that motivated me the most to keep going at secondary school in Australia?

My family’s support
Wanting to improve myself through education
My teachers
My Australian friends
My international student friends
Getting into a good university in Australia

Not wanting to fail
Not wanting to disappoint my family
My homestay
Inspiring people (not family, teachers, homestay or friends)
Getting a good job one day
Other
Other
Other

Appendix G. Sample Of Student Arrangement Of Influences


Other Myself
AC
Wanting to improve myself through education
Getting a good job one day
Getting into a good university in Aust
Not wanting to fail
My family's support
Not wanting to disappoint my family
OtherBelief
My homestay
My teachers
My international student friends
My Australian friends, people from other Countries
Inspiring people (not family, teachers, homestay or friends)

Appendix H. Questions For Focus Group Interviews

1. Some international students told me it is best to keep other international students as your best friends, while other students said it is really important to meet local students. What do you think?
3. Some students said their teachers were very helpful, but others felt some teachers could have helped them more. Do you have anything to add to that?
4. Many students said that their family was their number one motivator when they were studying in Australia. Can you tell me more about how your family supports you when they are so far away?
5. I would like to ask you more about when you asked for help from others. When do you go to others for help? As soon as you get the task from your teacher?

Appendix I. Sample Critical Reflection

Situation/Reading	How will I know if and show evidence that, the Western motivation theories of EVT and SDT chosen are suitable to explore the motivation of CHC individuals in this study?	**Date 28/10/18**	**Project PhD - HS**
Content/events/ observations	I chose the two theories of motivation for this study (SDT and EVT) after much reading of literature because they seemed to be the best theories to explore the motivation of the CHC teenagers in this study. But, how can I show that the Western understanding of the constructs inherent in these theories match with the students' meaning and interpretations of these same constructs? (Kumar & Maehr, 2007). Stress the vital need to understand the meaning and interpretations individuals hold about motivational terminology.		
Analysis	Experienced researchers have used these Western theories to explore motivation of CHC students - SDT (Jang, Reeve, Ryan & Kim, 2009; Vansteenkiste, Zhou, Lens, & Soenens, 2005, Yamauchi & Tanaka, 1998). EVT - (Chen & Liu, 2008; Eccles et al., 1993; Lau & Chan, 2001; Liem, Lau & Nie, 2008; Liu, Cheng, Chen & Wu, 2009; Lu et al., 2011; Wigfield, Tonks & Eccles, 2004). Various theorists argue that motivation is so highly individual that there are no discernible differences that can be attributed to cultural background. Trumbull and Rothstein-Fisch (2011) assert that study of achievement motivation must not be tethered to cultural generalisations, as a student's motivation cannot be inferred by his or her cultural background. EVT and SDT theories recognise that CHC cultural heritage can influence the nature of one's nature motivation (EVT - Eccles, 1984, 19, 1993; Eccles et al 1983; Wigfield & Eccles 2000, 2002)		
Reflection	I feel that substantial support for using these theories is provided by the fact that experienced researchers including the theorists who developed EVT and SDT have used these theories repeatedly in studies of the motivation of CHC youth. If they have used them with CHC youth I feel that provides justification that the participants understand the constructs inherent in the theories It gives additional assurance that using a qualitative approach allows me time and opportunity to explore students' understanding of the terminology used in these		

	theories. It is a basic premise of emic research that individuals' conceptions of constructs may vary from culture to culture and from individual to individual and it is the capacity of emic research to invite sharing of different conceptions that guided the choice of this approach for this study. I will have an opportunity to double check interpretation of terminology and meanings expressed about motivation through member checking, thereby providing verification of trustworthiness of findings. I noticed in the interviews that students used terminology that was used within SDT and EVT theories. For example, one student spoke of how because she was given more **autonomy** in her secondary school in Australia, she felt more motivated to stick to her studies. The importance of meeting an individual's psychological need for autonomy in fostering motivation is a basic tenet of SDT. Other students spoke of choice and freedom, synonyms for autonomy. It may be that as these students have been educated in a Western school environment for at least three years, they have developed a sufficient understanding of Western terminology and constructs of motivation.
Impact/significance	It is vital to show that the students' understanding of the constructs used within SDT and EVT align with the Western understanding of these constructs.
Forward action	Within interviews/focus groups I will continue to probe participants' understanding of key terms they use to explain their motivation as a way of determining degree of alignment with Western understanding of the same concept. Member checking to ensure that student's understanding of concepts/constructs align with the meaning inherent in the Western theories of motivation.

Appendix J. Sample Notetaking During Transcription

Why did you want to leave [your country]?

Um I probably I have to go into more about [my country] as a country. I didn't feel like I fit in there. (Rel??) Which is quite extreme when you are in such a big country you could find somewhere you belong but it was like it was for me. As a society I don't think I just didn't like how society functions in xx… how restrictive it was because of government restrictions… on top of that I wasn't having a great time living with my mum…so it was a personal story as well. (7:20) COSTS

When you first arrived did you like it?

It was a bit of a shock. I came here expecting. I really bought into the stereotype of Australians being really friendly and down to earth. (Rel??) Which is still the case sometimes, but I think it was a shock (repeats) when I went to the boarding school and the environment wasn't really that friendly it wasn't as friendly as I expected. Because a lot of people has been there since year 7 they had formed different friendship groups and they just sort of exclude people that come from different places. So, it was a bit of a shock to me. I expected to be able to make friends with most people. (Rep 'shock'…negative terminology…)

They excluded you?

The local girls. Yeah

Did you end up making any local friends?

Um not in boarding school but definitely during day school. I still talk to a lot of my friends from high school but in the boarding school I don't think I made any good friends.

I think it is a personal preference. If you don't like that environment it is horrible. (9:50) (Rel…negative terminology)

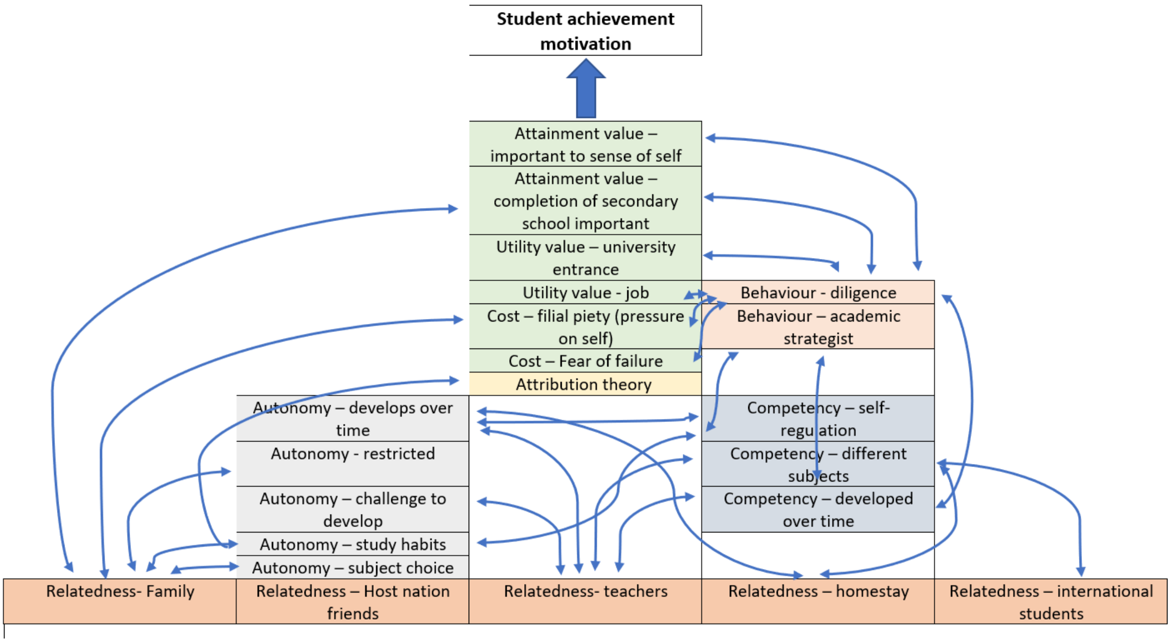
Appendix K. Sample Of In Vivo Coding Of A Focus Group Interview

Yvonne: Language is the most important thing.	Language is the most important
Researcher: How can the school help with that?	
Yvonne: Maybe give some chance to the teacher reading something. Something to read in class. The teacher read in class and then the student read. It help the pronunciation. Maybe some audio for them practise in home.	Give…something to read Teacher read in class and then the student read Help the pronunciation Practise in home
Brandon: Letting the subject coordinator know there are international students in class.	There are international students in class
May: Yes	
Sarah: Yeah. That's important!	That's important!
Researcher: You think some of the teachers don't know you're international students?	
Brandon: Yeah, it's hard for them to assume.	It's hard for them to assume.
Sarah: Yeah, I remember in Year 10 it was hard for me to write essay, and Geography assignment. When I ask teacher, they say 'I can't give you too much help because it's not fair for another student'. But, I think if we don't know how to write it….. They just say 'Look at the marking criteria'. But, I literally don't know how to write it!	It was hard for me to write essay I ask teacher they say 'I can't give you too much help We don't know how to write it But, I literally don't know how to write it!
Brandon: Ha ha. Yeah	
Yvonne: Ha ha. Yeah	
Sarah: We should be able to ask for help. I didn't understand anything at that time and no one tell me what to do. It was very hard	We should be able to ask for help I didn't understand anything at that time No one tell me what to do. It was very hard
May: Another problem is social skills. I notice a lot of girls when they left school they have no connection with schools. The international girls number at our school was so small so our friends are not many. We are in the minority. So I think our school should have event with other schools and this give us some chance to meet other international students in other schools. That would be helpful.	Another problem is social skills international girls number at our school was so small We are in the minority our school should have event with other schools give us some chance to meet other international students
Brandon: Yeah. It's a problem meeting others.	It's a problem meeting others
Sarah: Yeah	
Brandon: I think the assignments are very difficult. Like they are so different to what we are used to.	assignments are very difficult. so different to what we are used to.
May: Yeah, so much harder than English centre. What we are learning in English centre is so much easier so we don't have skills for high school. In the English centre we are just judged on our English skills, so we don't learn much. The only benefit from English centre is the friends I made.	so much harder than English centre. English centre is so much easier so we don't have skills In the English centre … we don't learn much. only benefit from English centre is the friends

Appendix L. Sample Of Colour Coding Of In Vivo Codes From A Focus Group Interview

Yvonne: Language is the most important thing. Researcher: How can the school help with that? Yvonne: Maybe give some chance to the teacher reading something. Something to read in class. The teacher read in class and then the student read. It help the pronunciation. Maybe some audio for them practise in home. Brandon: Letting the subject coordinator know there are international students in class. May: Yes Sarah: Yeah. That's important! Researcher: You think some of the teachers don't know you're international students? Brandon: Yeah, it's hard for them to assume. Sarah: Yeah, I remember in Year 10 it was hard for me to write essay, and Geography assignment. When I ask teacher, they say 'I can't give you too much help because it's not fair for another student'. But, I think if we don't know how to write it….. They just say 'Look at the marking criteria'. But, I literally don't know how to write it! Brandon: Ha ha. Yeah Yvonne: Ha ha. Yeah Sarah: We should be able to ask for help. I didn't understand anything at that time and no one tell me what to do. It was very hard May: Another problem is social skills. I notice a lot of girls when they left school they have no connection with schools. The international girls number at our school was so small so our friends are not many. We are in the minority. So I think our school should have event with other schools and this give us some chance to meet other international students in other schools. That would be helpful. Brandon: Yeah. It's a problem meeting others. Sarah: Yeah Brandon: I think the assignments are very difficult. Like they are so different to what we are used to. May: Yeah, so much harder than English centre. What we are learning in English centre is so much easier so we don't have skills for high school. In the English centre we are just judged on our English skills, so we don't learn much. The only benefit from English centre is the friends I made.	Language is the most important Give…something to read Teacher read in class and then the student read Help the pronunciation Practise in home There are international students in class That's important! It's hard for them to assume. It was hard for me to write essay I ask teacher they say 'I can't give you too much help We don't know how to write it But, I literally don't know how to write it! We should be able to ask for help I didn't understand anything at that time No one tell me what to do. It was very hard Another problem is social skills international girls number at our school was so small We are in the minority our school should have event with other schools give us some chance to meet other international students It's a problem meeting others assignments are very difficult. so different to what we are used to. so much harder than English centre. English centre is so much easier so we don't have skills In the English centre … we don't learn much. only benefit from English centre is the friends

Appendix M. Visual Representation Of Interconnectedness Of Themes


Student achievement motivation
Attainment value – important to sense of self
Attainment value – completion of secondary school important
Utility value – university entrance
Utility value - job
Cost – filial piety (pressure on self)
Cost – Fear of failure
Attribution theory
Behaviour - diligence
Behaviour – academic strategist
Autonomy – develops over time
Autonomy - restricted
Autonomy – challenge to develop
Autonomy – study habits
Autonomy – subject choice
Competency – self-regulation
Competency – different subjects
Competency – developed over time
Relatedness- Family
Relatedness – Host nation friends
Relatedness- teachers
Relatedness – homestay
Relatedness – international students

Appendix N. Critical Reflection: Examination Of Bias

Situation/Reading	Researcher bias – preconceived ideas
Content/events/observations	I conducted pilot interviews with two former students. I was very surprised to discover that one of the students found that the school that they attended and at which I taught, was largely unsupportive of their needs. This made it clear to me that I had preconceived ideas about their experience of secondary school. I was surprised at my reaction as I thought I had an open mind to what I might hear. Obviously, their reflection on the quality of the support in the school cut too close to the bone!
Analysis	Re-reading of Guba (1981), Guba and Lincoln (1989), Miles and Huberman (1994), Shenton (2004) on trustworthiness in qualitative research – researcher bias.
Reflection	Revisiting these readings helped me to reflect on my reaction and to recognise that researcher bias is inevitable but must be addressed and managed in a way that it does not impact the integrity of the findings. Re-reading of passages of the texts listed in the **Analysis** section inspired me to reflect on my preconceptions and to revisit the importance of ongoing subjectivity in qualitative research. I was reminded of what an important function this journal fulfils in prompting me to record and reflect on my subjectivity. I recognise in this early stage of data collection the vital need for the researcher to state their predispositions. Reflection on these readings reinforced for me the need to ensure that findings from this study are truly reflective of participants' perspectives rather than 'the characteristics and preferences' of the researcher (Shenton, 2004, p. 72).
Impact/significance	This event has made me recognise my preconceptions and bias. It was a very important event in that it was a strong reminder of how important it is to recognise my biases and ensure that they do not muddy my data collection, analysis, or interpretation of data. This event has played a significant part in reminding me of the importance of stating my predispositions, so that I am aware of them.

Forward action	Regular journal writing to ensure I am reflecting on my preconceptions and minimising bias. Especially at critical stages throughout data collection process, data analysis and interpretation.

Critical Reflection: Decision to transcribe interviews.

Situation/Reading	Decision to transcribe interviews	**Date** **25/03/18**	**Project** **PhD -HS**
Content/events/ observations	One of the supervisory panel members at my Confirmation of Candidature suggested that I should consider transcribing my own interviews, because it was a valuable process. I remember hearing it at the time and thinking it was a crazy idea. I thought it would be a tedious task that would take hours and that it was not something that most researchers did. When I had completed my pilot interviews, I contacted a transcription service asking them for the cost and process of transcribing 15 – 20 interviews (the final number I expected). They explained that the cost would be around $200 per hour of interview and more if the speakers had heavy accents. As some of my participants' have heavy accents, I estimated that the cost per interview for transcription made it an unreasonable cost. Further, I was not comfortable with sending interviews to a company as the participants had named schools, teachers and friends. Additionally, I would still need to read through the interviews while listening to my recordings to ensure that the interview had been transcribed without error. I decided to transcribe the first pilot interview myself to see if it would be possible to do myself. It took me a little while to develop the skills to transcribe well, but by the time I had done three interviews I found out why the member of the supervisory panel had suggested that I do it. I found it added much to the qualitative research process.		
Analysis	There is a paucity of literature that explores the advantages and disadvantages of researcher-transcribing. However, Fraser (2004), Kvale (1996) and Lucas (2010) identify that researcher transcription is an invaluable tool in qualitative research.		
Reflection	Transcribing the interviews myself was beneficial for a number of reasons. First, I found that the transcription process was far from just an administrative task but it enabled me to reflect deeply as I transcribed. The reflection process enabled me to come to a much greater understanding of the participants' experience.		

	Transcribing the interviews enabled me to listen without interruption to the participant’s reflections. The interview setting brings with it a myriad of distractions; people moving around, researcher thinking ahead to the next question; public announcements etc. Listening to the participant’s stories without these distractions enabled a deeper appreciation of and empathy for the participant’s experience. Though evident in the interview, re-listening enabled me to really concentrate on the student’s telling of their story; tone, hesitation, volume, silences, laughter, bringing me to a closer understanding of the student’s story. I found transcription valuable because I found that as I typed, I undertook initial analysis of the data. I made notes on a second document as I went; noting significant events, most transforming experiences for the students, grouping of ideas and comparing students’ comments on different topics. I also found this process beneficial because transcribing the interviews myself enabled me to put in notes for future reference. I put some words in bold if the student had emphasised them or if they were used repeatedly, or they seemed to be a recurring theme. Sometimes I made note of the exact time of the utterance to make it easier to find at a later date. After doing the first three interviews, I made sure to transcribe subsequent interviews as soon as was possible. This enabled me to rehear the student’s stories and reflections and make links to other interviews and emerging ideas.
Impact/significance	Transcribing the interviews enabled me to come closer to the students’ stories; added another layer of reflection; and enabled initial analysis of data.
Forward action	Subsequent interviews and member checking will be transcribed by me.

Appendix O. Table Of Responses For Chapter 4

In some sections the total number per row exceeds 15 students because students adopted behaviours and beliefs of different hero types depending on the context.

Construct	Self-determined heroes	Hesitant heroes	Wounded heroes
Exercised autonomy in making decision to move to Australia	15/15 All students made the choice to study in Australia		
Perceived intrinsic value in studying in Australia before leaving home	13/15 Most students perceived that schooling in Australia would be enjoyable	2/15 Two students were frightened at the many challenges that moving to a foreign country would entail	
Experienced physical tests which were demotivating			3/15
Experienced social tests which were demotivating			11/15
Experienced psychological tests which were demotivating			15/15
Experienced academic tests which were demotivating			15/15

Appendix P. Table Of Responses For Chapter 5

In some sections the total number per row exceeds 15 students because students adopted behaviours and beliefs of different hero types depending on the context.

Student Beliefs and Behaviours

Construct	Self-determined hero	Hesitant hero	Wounded hero
Intrinsic value guided subject selection	4/15		
Attainment value guided subject selection	4/15 Four students chose subjects because they aligned with their sense of self (intrinsic motivator)	3/15 Three students chose subjects to gain approval from others (extrinsic motivator)	
Utility value guided subject selection	13/15 Utility value had been integrated so that it emanated from self	2/15 Two students chose subjects motivated by extrinsic outcomes that were only partially internalised. These students expressed regret about their courses of study and felt somewhat controlled by others or their decisions	2/15 Felt pressure to choose subjects and were demotivated as a result
Study is a duty	15/15 Students expressed autonomy in choosing to study. They did not view this as an external motivator		2/15 Two students felt pressured to study by a family member which caused anxiety and was demotivating

Relationships with family motivated student to study	13/15 Experienced autonomy supportive relationships	1/15 Felt some pressure to study by family which motivated her to study harder	2/15 Felt pressure from family which was demotivating
Fear of failure was a motivation to study		11/15 Fear of failure encouraged student to study harder	2/15 Fear of failure caused anxiety and depression
Effort lead to success	15/15		
Employed effective academic strategies	15/15	3/15 Students did not employ a wide range of strategies or did not seek help from a wide range of individuals	1/15 Strategies employed by student were ineffective
Adopted new strategies	11/15	3/15 Stuck to strategies from previous school	1/15 Adopted new strategies which failed.

Appendix Q. Table Of Responses For Chapter 6

In some sections the total number per row exceeds 15 students because students adopted behaviours and beliefs of different hero types depending on the context.

Relatedness

Construct	Self-determined Hero	Hesitant Hero	Wounded Hero
Relationships with teachers motivated student to engage with their studies	15/15		3/15 Perception that teacher was unhelpful/racist or ignored them negatively impacted student motivation in that class
Enjoyed close relationships with Australian students	4/15	9/15 Most students found language skills and cultural differences made it hard to form close relationships.	2/15 Two students felt bullied/excluded by Australian students
Students enjoyed close relationships with other international students	15/15		1/15 For one student, a poor relationship with an international peer caused great anxiety

Competence

Construct	Self-determined Hero	Hesitant Hero	Wounded Hero
International students were a source of academic help for international students	15/15		
Australian students were a source of academic help to	5/15 Most students did not feel confident, or felt their		

international students	language skills inadequate to seek help from Australian students		

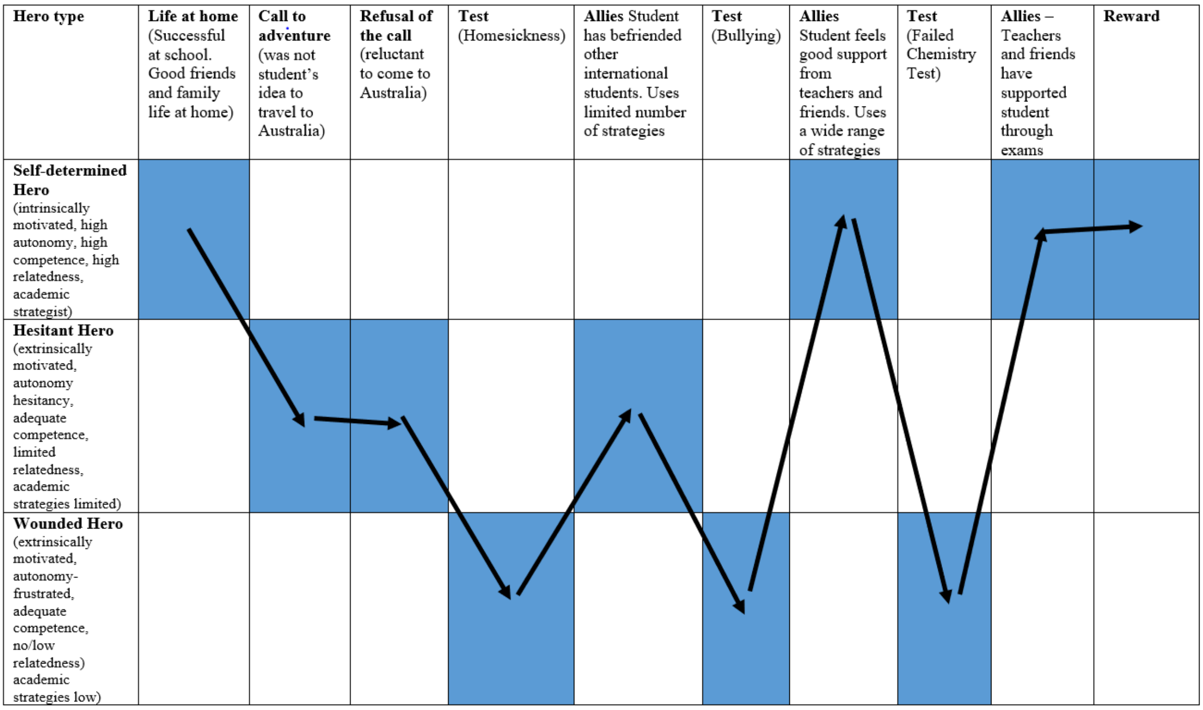
Autonomy-supportive learning environments

Construct	Self-determined Hero	Hesitant Hero	Wounded Hero
Students experienced autonomy-supportive environments	15/15	2/15 Two students felt overwhelmed having to make decisions about their own schooling	2/15 Autonomy frustrating environments negatively impacted the wellbeing of two students

Intrinsic value of learning environments

Construct	Self-determined hero	Hesitant Hero	Wounded Hero
Students perceived intrinsic value in learning environments	15/15		

Appendix R. Example Of Chart Of Student Motivation Throughout Her Journey Aligned With Student Hero Models



Hero type	**Life at home** (Successful at school. Good friends and family life at home)	**Call to adventure** (was not student's idea to travel to Australia)	**Refusal of the call** (reluctant to come to Australia)	**Test** (Homesickness)	**Allies** Student has befriended other international students. Uses limited number of strategies	**Test** (Bullying)	**Allies** Student feels good support from teachers and friends. Uses a wide range of strategies	**Test** (Failed Chemistry Test)	**Allies** – Teachers and friends have supported student through exams	**Reward**
Self-determined Hero (intrinsically motivated, high autonomy, high competence, high relatedness, academic strategist)	▨						▨		▨	▨
Hesitant Hero (extrinsically motivated, autonomy hesitancy, adequate competence, limited relatedness, academic strategies limited)		▨	▨		▨					
Wounded Hero (extrinsically motivated, autonomy-frustrated, adequate competence, no/low relatedness) academic strategies low)				▨		▨		▨		