

References

- Ainley, M.D. (1994). *Motivation and learning: Psychology and you* (3rd ed.). Victoria: Hawker Brownlow Education.
- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology, 32*, 665-683.
- Alison, J. (2005). *Teachers talk about NCEA*. Wellington: New Zealand Post Primary Teachers Association.
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*, 261-271.
- Anderson, A., Hattie, J., & Hamilton, R.H. (2005). Locus of control, self-efficacy, and motivation in different schools: Is moderation the key to success? *Educational Psychology, 25*, 517-535.
- Apple, M. (2001). *Educating the 'right' way*. New York: Routledge.
- Bishop, R., & Berryman, M. (2006). *Culture speaks: Cultural relationships and classroom learning*. Wellington, NZ: Huia Press.
- Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2007). *Te Kotahitanga Phase 3 Whānaungatanga: Establishing a culturally responsive pedagogy of relations in mainstream secondary school classrooms: Report to the Ministry of Education*. Wellington, NZ: Ministry of Education.
- Boekaerts, M., de Koning, E., & Vedder, P. (2006). Goal-directed behavior and contextual factors in the classroom: An innovative approach to the study of multiple goals. *Educational Psychologist, 4*, 33-51.
- Bogdan, R., & Biklen, S.K. (1998). *Qualitative research for education: An introduction to theory and methods* (3rd ed.). Boston: Allyn & Bacon.
- Brookhart, S.M., & Durkin, D.T. (2003). Classroom assessment, student motivation, and achievement in high school social studies classes. *Applied Measurement in Education, 16*, 27-54.
- Cavanagh, S. (2005). Finnish students are at the top of the world class. *Education Week*, March 16, 8.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage.
- Cheng, M. (1995). *Issues related to student part-time work: What did research find in the Toronto situation and other contexts?* Toronto: Toronto Board of Education.
- Church, M.A., Elliott, A.J., & Gable, S.L. (2001). Perceptions of classroom environment, achievement goals, and achievement outcomes. *Journal of Educational Psychology, 93*, 43-54.
- Cohen, J. (1992). A power primer. *Psychological Bulletin, 112*, 155-159.
- Creswell, J.W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- Deci, E.L. (1975). *Intrinsic motivation*. New York: Plenum.
- Deci, E.L. (1992). The relation of interest to the motivation of behavior: A self-determination of theory perspective. In K.A. Renninger, S. Hidi & A. Krapp (Eds.), *The role of interest in learning and development* (pp.43-70). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Dewey, J. (1913). *Interest and effort in education*. Boston: Riverside Press.
- Eccles, J. (2005). Subjective task value and the Eccles et al. model of achievement-related choices. In A.J. Elliot & C.S. Dweck (Eds.), *Handbook of competence and motivation* (pp.105-121). New York: Guilford Press.

- Eccles, J.S., Barber, B.L., Stone, M., & Hunt, J. (2003). Extracurricular activities and adolescent development. *Journal of Social Issues, 59*, 865-889.
- Eccles, J.S., & Wigfield, A. (1995). In the mind of the actor: The structure of adolescents' achievement task values and expectancy-related beliefs. *Personality and Social Psychology Bulletin, 21*, 215-225.
- Ecclestone, K., & Pryor, J. (2003). 'Learning careers' or 'assessment careers'? The impact of assessment systems on learning. *British Educational Research Journal, 29*, 471-488.
- Fredricks, J.A., & Eccles, J.S. (2006). Extracurricular involvement and adolescent adjustment: Impact of duration, number of activities, and breadth of participation. *Applied Developmental Science, 10*, 132-146.
- Fukui, M. (2006). *A comparison of fear of failure, achievement perceptions and causal attributions in New Zealand and Japanese students*. MSc Thesis, Victoria University of Wellington.
- Greenberger, E., & Steinberg, L. (1986). *When teenagers work: The psychological and social costs of adolescent employment*. New York: Basic Books.
- Guest, A., & Schneider, B. (2003). Adolescents' extracurricular participation in context: the mediating effects of schools, communities, and identity. *Sociology of Education, 76*, 89-109.
- Harris, J. (2007, 1 June). Government tweaks NCEA. *New Zealand Education Review*.
- Hattie, J., & Timperley, H. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research, 77*, 81-112.
- Hidi, S., & Harackiewicz, J.M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research, 70*, 151-179.
- Hipkins, R. (2005). The NQF/NCEA in the context of the "knowledge society" and national policy expectations. *New Zealand Annual Review of Education, 15*, 27-38.
- Hodis, F.A., Meyer, L.H., McClure, J., Weir, K.F., and Walkey, F. (2009). A longitudinal investigation of motivation and secondary school achievement using growth mixture modeling. Paper submitted for publication consideration.
- Holland, A., & Andre, T. (1987). Participation in extracurricular activities in secondary school: What is known, what needs to be known? *Review of Educational Research, 57*, 437-466.
- Hui, C.H., & Triandis, H. (1986). Individualism and collectivism: A study of cross-cultural researchers. *Journal of Cross-Cultural Psychology, 17*, 225-248.
- Li, J. (2006). Self in learning: Chinese adolescents' goals and sense of agency. *Child Development, 77*, 482-501.
- Mahoney, J.L., & Cairns, R.B. (1997). Do extracurricular activities protect against early school dropout? *Developmental Psychology, 33*, 241-253.
- Marsh, H.W. (1991). Employment during high school: Character building or a subversion of academic goals? *Sociology of Education, 64*, 172-189.
- Marsh, H.W. (1992). Extracurricular activities: Beneficial extension of the traditional curriculum or subversion of academic goals? *Journal of Educational Psychology, 84*, 553-562.
- Marsh, H.W., & Kleitman, S. (2005). Consequences of employment during high school: Character building, subversion of academic goals, or a threshold? *American Education Research Journal, 42*, 331-369.

- Martin, A.J. (2006). Personal bests (PBs): A proposed multidimensional model and empirical analysis. *British Journal of Educational Psychology*, 76, 801-825.
- Martin, A.J. (2007). Examining a multidimensional model of student motivation and engagement using a construct validation approach. *British Journal of Educational Psychology*, 77, 413-440.
- Martin, A.J. (2008). Enhancing student motivation and engagement: The effects of a multidimensional intervention. *Contemporary Educational Psychology*, 33, 239-269.
- Martin, A.J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of Educational Research*, 79, 327-365.
- McCaslin, M. (2006). Student motivational dynamics in the era of school reform. *The Elementary School Journal*, 106, 479-490.
- McClelland, D.C. (1961). *The achieving society*. Oxford, UK: Van Nostrand.
- Meece, J., Wigfield, A., & Eccles, J.S. (1990). Predictors of math anxiety and its influences on young adolescents' course enrolment intentions and performance in mathematics. *Journal of Educational Psychology*, 82, 60-70.
- Meyer, L.H., McClure, J., Walkey, F., McKenzie, L., & Weir, K. (2006). *The impact of the NCEA on student motivation: Final Report to the Ministry of Education*. Wellington: Ministry of Education and Victoria University.
- Meyer, L.H., Weir, K., McClure, J., Walkey, F., & McKenzie, L. (2007). *Longitudinal research on the relationship between the NCEA and student motivation and achievement: Final Report to the Ministry of Education*. Wellington: Ministry of Education and Victoria University.
- Meyer, L.H., McClure, J., Walkey, F., Weir, K.F., & McKenzie, L. (2009). Secondary student motivation orientations and standards-based achievement outcomes. *British Journal of Educational Psychology*, 79, 273-293.
- Meyer, L.H., McClure, J., Weir, K., Walkey, F., & McKenzie, L. (2008, 4 July). Endorsement encourages NCEA motivation. *New Zealand Education Review*, 13(25), 5.
- Ministry of Education (1999). *Achievement 2001: Report from the Secondary Schools Sector Forum*. Wellington: Author.
- Ng, D., McClure, J., Walkey, F., & Hunt, M. (1995). New Zealand and Singaporean attributions and achievement perceptions. *Journal of Cross-Cultural Psychology*, 26, 276-297.
- Nicholls, J.G. (1999). *The competitive ethos and democratic education*. Cambridge, MA: Harvard University Press.
- Nicholls, J.G., Cheung, P., Lauer, J., & Patashnick, M. (1989). Individual differences in academic motivation: Perceived ability, goals, beliefs, and values. *Learning and Individual Differences*, 1, 63-84.
- O'Mara, A.J., Marsh, H.W., Craven, R.G., & Debus, R.L. (2006). Do self-concept interventions make a difference? A synergistic blend of construct validation and meta-analysis. *Educational Psychologist*, 41, 181-206.
- Payne, J. (2003). The impact of part-time jobs in Year 12 and 13 on qualification achievement. *British Journal of Educational Research*, 29, 599-611.
- Salomon, G. (1984). Television is "easy" and print is "tough": The differential investment of mental effort as a function of perceptions and attributions. *Journal of Educational Psychology*, 76, 647-658.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for grounded theory (2nd ed.)*. Thousand Oaks: Sage.

- Urduan, T.C., & Maehr, M.L. (1995). Beyond a two-goal theory of motivation and achievement: A case for social goals. *Review of Educational Research, 65*, 213-243.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Warren, J.R. (2002). Reconsidering the relationship between student employment and academic outcomes: A new theory and better data. *Youth and Society, 33*, 366-393.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review, 92*, 548-573.
- Wentzel, K.R., & Caldwell, K. (1997). Friendships, peer acceptance, and group membership: Relations to academic achievement in middle school. *Child Development, 68*, 1198-1209.
- White, R.W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review, 66*, 297-333.
- Wolf, L.F., Smith, J.K., & Birnbaum, M.E. (1995). Consequences of performance, test motivation, and mentally taxing items. *Applied Measurement in Education, 8*, 341-351.
- Wylie, C., Hipkins, R., & Hodgen, E. (2008). *On the edge of adulthood: Young people's school and out-of-school experiences at 16. Revised Report*. Wellington: Ministry of Education and New Zealand Council for Educational Research.
- Zaff, J.F., Moore, K.A., Papillo, A.R., & Williams, S. (2003). Implications of extracurricular activity participation during adolescence on positive outcomes. *Journal of Adolescent Research, 18*, 599-630.