



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

Research Commons

<http://researchcommons.waikato.ac.nz/>

## Research Commons at the University of Waikato

### Copyright Statement:

The digital copy of this thesis is protected by the Copyright Act 1994 (New Zealand).

The thesis may be consulted by you, provided you comply with the provisions of the Act and the following conditions of use:

- Any use you make of these documents or images must be for research or private study purposes only, and you may not make them available to any other person.
- Authors control the copyright of their thesis. You will recognise the author's right to be identified as the author of the thesis, and due acknowledgement will be made to the author where appropriate.
- You will obtain the author's permission before publishing any material from the thesis.

**Beliefs About Academic Self-Efficacy:  
Filipino Children, their Teachers, and Parents**

A thesis  
submitted in fulfillment  
of the requirements for the degree  
of  
**Masters of Education**  
at  
**The University of Waikato**  
by  
**NATALIE NOELLE SORIANO - TORRES**



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

2015

*For Raffi and Nicco,*

*my joy, my life, my inspiration to be more*

## **Abstract**

---

The belief an individual has of his/her ability to bring about a desired outcome is the main essence of the construct of self-efficacy (Bandura, 1977). Its influence and effects on human functioning has been the subject of numerous studies. Self-efficacy is considered to be one of the psychological constructs of great value in ensuring a child's success in school (Romain, 2010), as it influences several aspects of behavior important to learning (Lorsbach & Jinks, 1999). For immigrant youth, their academic outcomes are important markers of their future social and economic mobility (Suarez-Orozco, Onaga, & Lardemelle, 2010). With self-efficacy a firmly established predictor of academic performance and future achievement, the development of stable beliefs of capabilities helps migrant children to navigate the school experience in their new country of residence.

As migration is an established phenomenon in Philippine development (Orbeta & Abrigo, 2011), gathering empirical data on the experiences of migrant Filipino children will facilitate a better understanding of their new life abroad. Entering a new educational system is part of the immigrant experience. The purpose of this current study was to describe the academic self-efficacy of Filipino migrant children and their experiences in a New Zealand school that had influenced their views of their academic capabilities. The parents and teachers of the children are included to present their understanding of the migrant Filipino child's self-efficacy.

To gain a clear understanding of the self-efficacy of the migrant Filipino child, three cases comprised of the child, the parent/s, and the teacher were selected through purposive sampling. Following a qualitative approach, in-depth interviews were conducted with each participant and data was analyzed through an Interpretative Phenomenological Analysis or IPA.

For migrant Filipino children, their parents and their teachers, academic self-efficacy is equated with the amount of effort exerted into the accomplishment of learning goals. Feedback from significant people also influenced the beliefs children have of their abilities in school. The children's

views of their academic self-efficacy were only indirectly influenced by migration through the language adjustment they had to overcome. The parents and teachers contribute to the children's beliefs of self-efficacy by providing a safe and supportive environment that affirms the children's efforts.

## **Appendices**

---

- A. Invitation/Cover Letter for Child Participants
- B. Invitation/Cover Letter for Parent Participants
- C. Invitation/Cover Letter for Teacher Participants
- D. Invitation/Cover Letter for School Heads
- E. Participant Information Sheet (Parents and Children)
- F. Participant Information Sheet (Teachers)
- G. Participant Information Sheet (School Head)
- H. Consent Form (Parents and Children)
- I. Consent Form (Teachers)
- J. Consent Form (School Heads)
- K. Child Interview Appointment
- L. Parent Interview Appointment
- M. Teacher Interview Appointment
- N. Interview Appointment (School Head)
- O. Interview Schedule (Child)
- P. Interview Schedule (Parent/s)
- Q. Interview Schedule (Teacher)
- R. Excerpt of Interview Transcript

## **List of Tables and Figures**

---

Figure 1 (Page 17): The Structure of the Philippine Educational System

Figure 2 (Page 21): The New Zealand Education Structure

Figure 3 (Page 24): Comparing the Philippine and New Zealand education systems

Figure 4 (Page 27): The relationships between the three major classes of determinants in triadic reciprocal causation

## **Acknowledgements**

---

This endeavor would not have been possible without the help, encouragement and support of several people.

To the participants – the families and teachers whose generosity in sharing their time and insights have proven invaluable in providing the backbone to this study – my sincerest thanks for allowing me into your world and trusting me with your stories.

To Mr. Anthony Fisher – a dedicated educator whose assistance and patience I do not deserve but dearly welcome – I will always appreciate the support and understanding you have given me each time life happened.

To Ms. Cheryll McMorran – whose efficiency in reviewing my work and providing it clarity is well valued.

To my Hamilton family - The Barradases, the Ortegas, the Jaymes, the Villamors, the Bathans, and the Nadelas – the free baby-sitting, meals, and everything in between will always be appreciated.

And to my family – my parents Manuel and Orchid, brother Nathan, husband Ricky - for your support in all forms and sizes, unending encouragement and for being my constant cheering squad. I could not thank you enough for all these and more.

# Table of Contents

---

<b>Abstract .....</b>	<b>iii</b>
<b>Appendices .....</b>	<b>v</b>
<b>List of Tables and Figures.....</b>	<b>vi</b>
<b>Acknowledgements .....</b>	<b>vii</b>
<b>Table of Contents.....</b>	<b>i</b>
<b>Chapter 1 .....</b>	<b>4</b>
<b>Introduction.....</b>	<b>4</b>
1.2 My Personal Experience .....	8
1.3 This Study .....	10
1.4 Thesis Overview.....	11
<b>Chapter 2 .....</b>	<b>13</b>
<b>Literature Review .....</b>	<b>13</b>
2.1 Migration and the Filipino Child .....	13
2.2 Education in the Philippines and New Zealand.....	15
2.2.1. Basic Education in the Philippines.....	16
2.2.2 New Zealand Educational System .....	19
2.2.3 A Comparison of the Philippine and New Zealand Educational Systems .....	23
2.3 Self-efficacy as part of positive psychology.....	24
2.4 Self-efficacy: An Overview .....	26
2.5 Self-efficacy in the academic environment.....	30
2.6 Sources of Academic Self-efficacy.....	31
2.6.1 Mastery Experiences.....	32
2.6.2 Vicarious Experiences .....	34
2.6.3 Social Persuasion.....	35
2.6.4 Physiological and Emotional States.....	36
2.6.5 Imagined Experiences .....	37
2.7 Road to Academic Success .....	37
2.8. Academic Self-Efficacy and the Immigrant Child.....	38
2.9. Summary .....	39
<b>Chapter 3 .....</b>	<b>41</b>
<b>Research Methodology .....</b>	<b>41</b>

3.1	Research Orientation .....	42
3.2	Research Paradigm .....	43
3.3	Research Design .....	45
3.3.1	Method .....	45
3.3.2	Sampling.....	47
3.3.3	Gaining Entry.....	48
3.3.4	Data Collection and Instrumentation .....	50
3.3.5	Treatment of Data .....	51
<b>Chapter 4</b>	<b>.....</b>	<b>53</b>
<b>Research Findings</b>	<b>.....</b>	<b>53</b>
4.1.	Children .....	53
4.1.1.	A New Life in New Zealand .....	53
4.1.2.	Understanding of Self-efficacy .....	56
4.1.3.	Assessment of Academic Self-efficacy .....	58
4.1.4.	Summary .....	59
4.2.	Parents .....	59
4.2.1.	New Zealand Migration for a Better Future.....	60
4.2.2.	The New Zealand School Experience .....	61
4.2.3.	Understanding of Self-efficacy .....	65
4.2.4.	Contributions to Children’s Academic Self-efficacy .....	67
4.2.5.	Assessment of Child’s Academic Self-efficacy .....	69
4.2.6.	Summary .....	69
4.3.	The Teachers .....	70
4.3.1.	Preparing the Learning Environment .....	71
4.3.2.	Understanding of Self-efficacy .....	73
4.3.3.	Summary .....	77
4.4.	Self-efficacy: An Overall View.....	78
<b>Chapter 5</b>	<b>.....</b>	<b>80</b>
<b>Discussion</b>	<b>.....</b>	<b>80</b>
5.1.	The Realities of Migration.....	81
5.2.	Filipino Families in a New Zealand School .....	83
5.3.	The Academic Self-efficacy of Migrant Filipino Children .....	86
<b>Limitations and Directions for Future Study</b>	<b>.....</b>	<b>89</b>
<b>List of References</b>	<b>.....</b>	<b>91</b>
<b>Appendices</b>	<b>.....</b>	<b>107</b>
<b>A. Invitation/Cover Letter for Child Participants</b>	<b>.....</b>	<b>107</b>

<b>B. Invitation/Cover Letter for Parent Participants.....</b>	<b>108</b>
<b>C. Invitation/Cover Letter for Teacher Participants .....</b>	<b>109</b>
<b>D. Invitation/Cover Letter for School Heads.....</b>	<b>111</b>
<b>E. Participant Information Sheet (Parents and Children) .....</b>	<b>112</b>
<b>F. Participant Information Sheet (Teachers).....</b>	<b>114</b>
<b>G. Participant Information Sheet (School Heads) .....</b>	<b>116</b>
<b>H. Consent Form (Parents and Children) .....</b>	<b>118</b>
<b>I. Consent Form (Teachers) .....</b>	<b>119</b>
<b>J. Consent Form (School Head) .....</b>	<b>121</b>
<b>K. Child Interview Appointment .....</b>	<b>122</b>
<b>L. Parent Interview Appointment.....</b>	<b>123</b>
<b>M. Teacher Interview Appointment.....</b>	<b>124</b>
<b>N. Interview Appointment (School Head) .....</b>	<b>125</b>
<b>O. Interview Schedule: Child Participant .....</b>	<b>126</b>
<b>P. Interview Schedule: Parent Participant.....</b>	<b>127</b>
<b>Q. Interview Schedule: Teacher Participant .....</b>	<b>129</b>
<b>R. Excerpt of Interview Transcript with Comments and Emerging Themes</b> <b>.....</b>	<b>130</b>

# Chapter 1

## Introduction

---

I. Think. Can. Individually, these three words do not hold much meaning nor do they affect behavior significantly. When combined to form a coherent sentence, they encapsulate a concept so powerful that it influences a person's life. Watty Piper's (1930) classic children's story of a little engine that persevered and succeeded despite an obvious difficulty simplifies a self-belief of infinite ability to achieve one's life goals. Parents and educators alike hope to enable the children to manage difficult times, learn from failure, and persevere through challenges (Reivich, 2010). Bandura (1997) notes that at any point in time, people vary significantly in the way they successfully manage their lives within their current environment. As such, the "beliefs they hold about their capabilities to produce results by their actions are an influential personal resource as they negotiate their lives through the life cycle" (Bandura, 2006, p. 162). Each developmental period in peoples' lives entails new requirements for competency as well as challenges for coping efficacy (Bandura, 1994, 1997). As children expand their transactions with the environment, it is vital that they attain an awareness of their capabilities in broadening areas of functioning, as this awareness greatly influences their choices and courses of action.

Self-efficacy plays an important role in a child's whole development. Pajares (2006) posits that the self-beliefs young people have are essential forces in their motivation and achievement in all areas of life. An individual's choice of activities and as well as the amount of energy exerted and the persistence applied to any chosen pursuit are all influenced by self-efficacy (Reivich, 2010). This then makes self-efficacy central in the coordination of a child's cognition, motivation, and behavior, she adds. The school plays a vital part in the "cultivation and social validation" (p. 174) of a child's cognitive abilities during the critical formative period of his/her life (Bandura, 1997). The experiences that children have in school comprise a good proportion of their lives and pave the way for important life outcomes (Bong & Skaalvik, 2003). In the educational field, the construct of self-efficacy is one of the

varied influences on academic achievement (Carroll et al., 2009; Joët, Usher, & Bressoux, 2011).

The positive influence of self-efficacy on academic performance has been established through a significant number of studies conducted over the past decade (e.g. Caprara et al., 2008; Caprara, Vecchione, Alessandri, Gerbino, & Barbaranelli, 2011; Khezri azar, Lavasani, Malahmadi, & Amani, 2010; Lane, Kyprianou, & Lane, 2004; Lane & Lane, 2001; Pajares, 2008; Pajares, Johnson, & Usher, 2007; Ritchie & Williamon, 2011). Schunk and Pajares (2009) suggest that self-efficacy has been a significantly consistent predictor of educational outcomes compared to other motivational variables. As such, many educational researchers attempt to explore the influence that social and instructional factors have over students' learning, motivation, and self-efficacy. The drive for further study is fueled by the increasing student diversity in schools, with varied factors such as culture, family background, and socioeconomic status to name a few, that have the potential to affect achievement outcomes (Schunk & Pajares, 2004).

At any point in time, children experience diversity in their environments and continue to encounter a wide variety of changes during their pre-adult lives. Such changes include demographic transformations that occur during the course of childhood (Hernandez, 1997). Migration, a key to globalization (Beath, Goldin, & Reinert, 2009), is one such factor that continually alters both a country's demographic composition and the lives of the people involved. The economic interdependence of countries has resulted in the exchange of not only goods but also services through the movement of migrant contract workers from developing to developed countries (Gorospe, 2007). Since the 1970s, the Philippines has become one of the leading labour exporters in Asia due to several "push factors," such as lack of sustained economic development, economic instability, population growth, high unemployment rates and low wages. These have led Filipinos to seek better opportunities abroad (Asis, 2006).

Numerous Filipino families who seek a better future abroad present their children with the reality of migration. Their country's political and

economic climate is a major consideration in Filipino workers' decisions to migrate, paving the way for a better life for themselves and for their children (Asis, 2006; Baral, 1994; Siar, 2011). Filipinos are generally known to be a resilient, flexible, industrious, and adaptable people (Asis, 2006; Manansala, 2011; Soriano, 1995) and as such, have long been rendering skilled services to more developed countries. New Zealand is no exception, as having migrants has always been part of its history, long before the 1840 Treaty of Waitangi set out guidelines regarding the settlement of the British (Berry et al., 2006; Ward & Masgoret, 2008). The encouragement of professionals to work and settle in New Zealand through the Skilled Migrant Category has allowed Filipinos in the allied medical professions, engineering, architecture, computing and education to earn points for their educational qualifications and relevant work experience and thus gain entry as permanent and/or long-term migrants (Alayon, 2009; Baral, 1994; Statistics New Zealand, 2007; Walrond, 2009).

According to Statistics New Zealand (2007), the Philippines has been the second largest source of net permanent and long-term migrants to the country. Bedford and Ho (2008) further report that Filipinos are considered to be one of the three dominant groups in contemporary Asian migration to New Zealand, the two other groups being Chinese and Indians. Through the family reunification and humanitarian policy (Statistics New Zealand, 2007), families of Filipino workers are now also part of New Zealand society and therefore live in an environment quite dissimilar from their native country. The recent acceleration of demographic shift in New Zealand (Kitchen, 2009) provides a reasonable projection of Asians (Filipinos included) comprising 15.8 percent of the country's total population by the year 2026 (Statistics New Zealand, 2010). Bandura (1995) advises that with increasing ethnic diversity, countries' educational systems must rise to the "challenge of fulfilling their mission with students of diverse backgrounds and adequacy of academic preparation" (p. 21).

As migration and international mobility continually increase, migrant children face the issues that are created by a different culture and a new environment. The continuous movement of people from one place to another

including, the migration of Filipinos to other developed countries, presents the need to investigate the experience of resettlement abroad faced by young children. Kao (1999) has noted the lack of comprehensive research on migrant children as compared to the many studies on migrant adults. There has been more focus on the educational attainment and labour market outcomes for new adult arrivals and adolescents than on the progress of young children in immigrant families and the influence of family resources on these children's outcomes (Glick & Hohmann-Mariott, 2007). The experiences of younger members of immigrant families, specifically as they navigate the academic environment in the new country require further investigation. As migrant success is in part associated with the children's educational achievement (Wolf, 1997), the role of self-efficacy in academic success makes it a significant issue to explore.

Studies on migrant student self-efficacy have mostly involved samples from the United States (Pajares, 2009). David and Okazaki (2006) point out that although there is an established knowledge base regarding East Asian immigrants (Chinese, Japanese, and Korean) and multiethnic Asian samples (including East, Southeast, and South Asians), there are few studies on Filipino immigrant families in the United States. This is surprising, considering the fact that Filipinos are the second largest Asian group in the country (United States Census Bureau, 2012). In studying the ethnogeography of select Asian immigrants in Auckland, Baral (1994) identified the scarcity of studies regarding Filipinos in New Zealand since the first migrants from the Philippines arrived in the 1960s. More recent studies pertaining to adult Filipinos in New Zealand have been undertaken to describe the effect that migration has on remittances (Alayon, 2009) and the experiences of migrant health workers (Toclo, 2011).

A number of recent studies have described the self-efficacy of Filipino students. These studies, conducted by Magno and Lajom (2008), Magno (2009), and Ouano (2011) have focused on high school and college adolescents in the Philippines and explored the relationship between the academic environment and self-efficacy and the subsequent effect on goal setting. This current research provides an insight into the educational

adjustment experience from the migrant Filipino family's perspective as it affects the child's academic self-efficacy.

## **1.2 My Personal Experience**

Prior to my arrival to New Zealand in 2007, I imagined that once here, I would continue my vocation as an educator of young children in a system that was quite different (though not in a negative way) from what I experienced both as a student and as a teacher. I had positive views about the "progressive" philosophy I knew I would be immersed in once my qualifications were recognized. Having spent nine years as a pre-school teacher and an administrator at a Catholic co-educational private school, the thought of teaching in a non-traditional classroom environment was appealing.

Being a pre-school teacher in the Philippines was, in my experience, a fulfilling job that included challenges and hard work. The pre-school in which I worked had two student age levels. The first level involved 30–37 children aged 4.5–5.5 years and the second level was for 5.6–6.5-year-olds. Classes in both levels were structured. There were worksheets to complete, compartmentalized subject matter (e.g., Reading, Language, Math, Science, and Filipino), and graded quizzes and end-term tests were computed and averaged to produce term-end and year-end numeric grades. Learning was predominantly teacher-directed.

Efforts to establish a more progressive approach were continuously made, with both human and instructional resources made available to the academic community. These efforts involved weekly integration of subject matter to revolve around one theme and more interactive opportunities for children. This aimed to arrive at a compromise between developmentally appropriate practice and preparation for entry into grade school. Grade school students in the same school were exposed to increased graded subject matter (i.e., Geography, History and Civics; Music, Art and Physical Education; and Religious Studies). They had different teachers for different

subjects, to ensure that delivery of lessons and content were consistent over the classes (called sections) in each grade level.

With the requirement for both students and teachers to achieve a large amount of work, coupled with a teacher-student ratio of at least 1:35, it was impossible to know each student well. Teachers usually became more familiar with the “achievers,” or the precocious children, and the “underachievers.” High-quality education is commonly synonymous with higher priced private schools (Jimenez & Sawada, 2001). Therefore, I made an effort to know every student in my class, to allow each child to feel safe and affirmed and to provide the parents with a more “personalized” approach to the home-school partnership, and confirmation that choosing that school for their child was a sound investment. However, my knowledge of my students was limited to knowing who their friends were and how expressive they were. With uniform sets of instruments to measure and evaluate their learning, it was impossible to gain knowledge of how they perceived themselves and their abilities.

While enrolled in a Master’s Degree program in the Philippines, one course required us to select a topic of interest and submit 2-3 journal article analyses weekly. Having selected parent involvement in pre-school parents, I had come across some articles that discussed the construct of self-efficacy. I did not, however, redirect my topic of interest although reading more about self-efficacy and its role in the academic setting remained an interest. My settlement in New Zealand and hearing the personal experiences of fellow Filipinos as parents in the New Zealand educational system piqued my interest in children’s perceptions of their abilities. With migration presenting an entirely different set of dynamics, entailing learning new social norms, values, and unfamiliar ways of life that can clash with the native culture (Bandura, 1995), I revisited my earlier interest in self-efficacy and began investigating the way migrant Filipino children perceived their academic abilities in their New Zealand schools. Although it is not as commonly heard or used by Filipino lay folk as self-confidence or self-esteem, I understood its role in children’s school success. In my experience, academic achievement in the host country is highly desired by migrant Filipino families. I believe that

exploring the role of self-efficacy in the academic lives of Filipino migrant children will somehow both affirm and improve the measures taken by their families to help them achieve school success.

### **1.3 This Study**

There were several considerations in the planning of this study. The first was that the difference between the primary (or elementary) educational systems of the Philippines and New Zealand was a major adjustment for the children, their parents, and their teachers. Another was that because it is in the cultural nature of Filipinos to place a high premium on education (Baral, 1994; Soriano, 1995), this attribute will have been ingrained into the migrant children's value system early on and subsequently reinforced as they adapt to the host country. Thus, the value placed on education may be instrumental in the way they perceive their academic capabilities in the New Zealand setting. Lastly, the absence of extended family members and/or household help, which is common in the Philippines and allows the parents more time to involve themselves in their children's academic activities, was another major adjustment for the families and indirectly affected the way parents participated in their children's academic life.

With migration being an established phenomenon in Philippine development (Orbeta & Abrigo, 2011), gathering empirical data on the experiences of migrant Filipino children will facilitate a better understanding of their new life abroad. Entering a new educational system is part of the immigrant experience. The purpose of this current study was to describe the academic self-efficacy of Filipino migrant children and their experiences in a New Zealand school that had influenced their views of their academic capabilities. Patterned after Bandura's (1977) concept of triadic reciprocity, the parents and teachers were additional sources of information as they described the role that self-efficacy played in the child's academic performance, to provide a picture of the Filipino migrant in the New Zealand context. Pertinently, personal reports of their role in affecting the child's

efficacy judgment have been described to illustrate the relationship between each participant in affecting self-efficacy.

To shed light on the topic of the academic self-efficacy of Filipino migrant children, this study addressed the following questions:

1. How do migrant Filipino children perceive their academic self-efficacy as students?
2. How do migrant Filipino parents understand academic self-efficacy?
3. What measures have the parents taken to have a positive effect on their children's academic self-efficacy in the New Zealand school?
4. How do teachers of Filipino children understand student self-efficacy?
5. What measures have the teachers taken to have a positive effect on their migrant students' academic self-efficacy?

This investigation is of value to immigrant families in all countries (not only those in New Zealand), to facilitate academic achievement in the acculturation and adaptation experience in the host country. Insights from this research will allow educators and academic administrators to plan and develop programs that allow for the full inclusion of the various cultures brought in by migrant students, to facilitate positive academic efficacy beliefs of students, both individually and collectively. This endeavor may prove to be a pioneer study in the experience of Filipino migrant children as students in a New Zealand school and encourage other academics to pursue parallel studies.

#### **1.4 Thesis Overview**

This thesis is organized into five chapters. A detailed literature review in the second chapter includes a brief description of the Filipino migrant child and an overview of both the Philippine Basic Elementary Curriculum and the New Zealand Curriculum (NZC), to provide the context for the subjects of this thesis. The succeeding portion of the chapter describes the construct of self-efficacy, as part of positive psychology, in its function of

enabling people to achieve goals through acting on their beliefs in their capabilities. As it is commonly interchanged with other beliefs about the self, self-efficacy will then be illustrated, to identify its distinctions. Although self-efficacy influences various facets of human functioning, this study focuses on academic self-efficacy and the sources that provide the information needed to assess and improve beliefs of efficacy.

Chapter 3 details the research design and methods that provided the framework for the research process. The paradigm of choice and the general mode of inquiry are also presented. Subsequently, the methods for data collection and analysis, and participant recruitment, including the ethical considerations in gaining entry and confidentiality, are described.

Chapter 4 reports the findings from the interviews conducted and the emergent themes from the responses.

The final chapter discusses the study's findings and its theoretical underpinnings. Implications for current and future practice are presented, as well as directions for further study.

## **Chapter 2**

### **Literature Review**

---

A review of related literature is the basis for every research project. It provides a context for the research undertaken and serves as a resource in explaining the findings of the study. The purpose of a literature review is to examine the research and results from previous investigations on a wider scope of topics than can be addressed in a single empirical study (Drew, Hardman, & Hosp, 2008).

For this research, the literature review is divided into three parts. The first section presents a picture of the Filipino migrant child and includes a description of both the Philippine Elementary School and New Zealand Primary Education curricula, to provide a framework for explaining the differing academic experiences facing these immigrant children and their parents. The second part and third parts describe 'self-efficacy' as a construct within the positive psychology framework. With positive psychology playing a vital role in education, the construct of academic self-efficacy is explained through comparisons with other similar self-beliefs, its development through various sources, and its role in children's academic performance.

#### **2.1 Migration and the Filipino Child**

Immigrant children entering school in the receiving country come from diverse backgrounds with varied experiences in family migration and resources (Glick & Hohmann-Mariott, 2007). Comprising a large share of all migrants, children and youth affected by migration are more vulnerable to risks brought about by the move (Harttgen & Klasen, 2008). Students of immigrant families may face challenges in their educational adjustment and success (Fuligni, 1997; Nord & Griffin, 1999). Adjustment is a never-ending process for all new entrants; some children quickly adapt to a new culture and environment, with a significant degree of success, while others may not be as resilient.

The Filipino people have a long history of multiculturalism, influenced by the Chinese, Spanish, Malayan, Indonesian, South Asian, and American

people, and for the Southerners, the Muslims (Root, 2005). Aside from the traditional characteristics of genuine love and respect for family and valuing children highly, a significant emphasis on education is also a key cultural trait for Filipinos (De Guzman, 2003; Flores, 1969; Soriano, 1995). Although the majority of Filipino parents are aware of the possible adjustments their children will encounter in a new school environment, new peer groups, and a new culture, such preoccupations are often brushed aside with the assumption that the children's young age will allow them to adjust quickly (Torres-D'Mello, 2003).

In most immigrant communities, adjustment to school is a particularly important task in the cultural transition process (Sam, Vedder, Ward, & Horenczyk, 2006). In immigrant literature, Pong (2003) reports that immigrant assimilation and adaptation are marked by school success. Such an experience in turn is characterized by academic achievement and school persistence. With education considered a major pathway to socioeconomic mobility (Pong, 2003), it is worth noting that the success and well-being of immigrant groups partially depends on their children's ability to assimilate, adopt the English language, and succeed in school (Wolf, 1997). Consistent with the Filipinos' high regard for and emphasis on education (Li, 2000; Wolf, 1997), immigrants express the same desire for their children's school success and subsequent achievement in life (Md-Yunus, 2008). Filipinos see education as an individual need and consider it a prerequisite for a successful adult life (Baral, 1994; Silva, Tadeo, Delos Reyes, & Dadigan, 2006). Families from the Philippines who migrate overseas encourage their children to focus on education and also use educational advancement as a means of avoiding racism (Li, 2000). School success is generally a highly desired attainment of both students and their families (Bassi, Fave, Caprara, & Steca, 2007). Kao's (1999) study on the psychological well-being and educational achievement of immigrant youth in the United States identifies that Hispanic and Asian families maintain an encouraging stance regarding their children's likelihood of upward mobility and their resilience to the challenges presented by their immigrant status. She further describes the way Filipino migrant youth maintain healthy levels of psychological well-being regardless of their

generational status (i.e., first generation – born in country of origin; second generation – native born to immigrant parents) and perform positively in school. For Filipino migrant youth in Italy, education is viewed as a means to move up the economic ladder and they are thus motivated to study and perform well in school (Valenzuela, 2011).

Harttgen and Klassen (2008) stress that the well-being of migrant children and youth are of utmost importance not only because the migration process poses certain challenges they must overcome but also because of their potential to contribute to both the sending and receiving countries. A strong, secure, and prosperous nation is possible if its children are healthy and well-educated, because the children of the present are to eventually be part of the labour force, have families of their own, and hold the power to choose the country's future leaders (Hernandez & Napierala, 2012). In investigating the relationships between family, ethnicity, and educational achievement of immigrant youth in the United States, Aldous (2006) stresses the importance of parent-child relations on immigrant children's school achievements. Based on the tenets of Bandura's (1977) 'social learning theory', the extent to which parents value education, encourage their children to perform well academically, and provide assistance if they can, all contribute to their children's positive school achievements and their acquisition of social capital. Fraser-Thill (2011) describes the positive effect of students' academic resiliency on their success in the classroom. Academic resiliency can be developed and improved through the encouragement of positive self-beliefs such as self-efficacy.

### ***2.1.2 Education in the Philippines and New Zealand***

The issue of cultural integration that arises from the immigration of various peoples throughout the Asia-Pacific region presents a continuing educational challenge (Hallinger, 1998). This affects all who are part of the educational system: policy makers, schools, educators, and most significantly, students. With this in mind, the presentation of an overview of the Philippine and New Zealand education systems is essential to provide a background to the lived experiences of the subjects involved in this study. These include the

curricula followed, as well as general information on the school structure, student assessment and reporting systems.

#### *2.1.2.1 Basic Education in the Philippines*

The Philippine Educational system continues to develop and undergo various changes as it responds to the needs of its citizens and the national and global societies. The colonization of the islands by the Spaniards, the Americans and the Japanese have greatly affected the operations and thinking of the current education system (De Guzman, 2003). The Spanish occupation (1521–1898) paved the way for the formation of complete secondary and collegiate levels of instruction, supervised and controlled by the government (Estioko, 1994, as cited in Guzman, 2003) and the establishment of teacher-training institutions for males (Department of Education, 2012). The democratization of education and the primary use of the English language as the medium of instruction are legacies of the period under American rule (1898–1946). Lastly, the presence of Philippine History, Filipino Reading and Language, and Character Formation in the current curriculum was instituted during the Japanese occupation (1942–1944). The present system thus reflects the amalgamation of various cultures.

The high value placed on education is deeply ingrained into the Filipino psyche, as evidenced by the government's enactment of the 1987 Constitution, guaranteeing every Filipino the right to quality basic education (De Guzman, 2003; Ministry of Education Philippines, 2008; UNESCO – International Bureau of Education, 2011b). In the last decade, the ratification of the Philippines' Republic Act No. 9155 secured the provision of free and compulsory primary education and free secondary education (Department of Education, 2012; "Governance of Basic Education Act of 2001," 2001; Mariñas & Ditapat, 1999). This same legislation also mandates the decentralization of basic education management and governance to the basic stakeholders' level – the school and the community. This reform, however, is yet to take full effect across the entire system, due to the lack of human, material and financial resources.

The Philippine Basic Education system is completed in 10 years. The elementary level is allotted six years (seven in some private schools) and secondary has four, the shortest pre-university education in Asia (De Guzman, 2003; Mariñas & Ditapat, 1999; Ministry of Education Philippines, 2008; UNESCO – International Bureau of Education, 2011b). The average Filipino child enters elementary school at age six, with the first four years in the primary grades and the last two in the intermediate grades (UNESCO – International Bureau of Education, 2011b). Upon graduating from sixth grade, students are qualified to enter secondary school or high school and earn their high school diploma after completing the four year levels (International Qualifications Assessment Service, 2007) (see Figure 1).

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Over 21
Grade/Year Level			1	2	3	4	5	6	I	II	III	IV								
	Basic Education													Technical Vocation and Higher Education						
Level	Pre-school	Elementary (Free and Compulsory)						Secondary (Free but not Compulsory)				Tertiary			Graduate/ Postgraduate					
		Primary Grades				Inter-mediate Grades						Bachelor's Degree 2-3 Yr Technical			Masters		Doctoral			

**Figure 1. The Structure of the Philippine Educational System**  
(Source: Department of Education)

The government's provision to make basic education accessible to its citizenry has not diminished the availability of private education. Philippine families and students are provided with public and private school options at any given level (Jimenez & Sawada, 2001; Mariñas & Ditapat, 1999). Private schools may be either sectarian or non-sectarian (International Qualifications Assessment Service, 2007). In addition, other types of schools are available to specific groups (EDCAL Asia, 2012). The choices include international private schools, secular private schools, labouratory schools, science high schools, private madaris (Islamic schools), and Chinese schools. Jimenez and Sawada (2001) further report that the private sector in the primary level occupies a small percentage of the entire educational system relative to the public, government-supported schools. As such, quality education is commonly

offered to a niche market at a directly proportional cost. The Filipinos' high premium on education is clear in the number of schooling options that are available to families.

The country's national curriculum is based on content topic and competency (UNESCO – International Bureau of Education, 2011b). Basic learning competencies are communicated through the curriculum developed by the Department of Education's (DepEd) Bureau of Basic and Secondary Education, Curriculum Development Division, in consultation with other sectors of society and agencies (i.e., industry, socio-civic groups, professional organizations, school administrators, parents, students, etc.). With the DepEd prescribing the competencies for each area and grade level, the development, publication, and dissemination are tasked to the two bureaus concerned. The curriculum is then subject to the various schools' interpretation and the subsequent implementation by the teachers. Educators are encouraged to use their creativity in the delivery of subject matter in accordance with their students' specific needs. Each subject/learning area includes a list of (Bernardo & Mendoza, 2009) competencies and skills that the students are expected to master by the end of the grade level. In some private schools, the curriculum content is enriched to produce more-competitive students (Mariñas & Ditapat, 1999; UNESCO – International Bureau of Education, 2011b).

The curriculum is the heart of every educational system (Ministry of Education Philippines, 2008). The Basic Education Curriculum was developed to simplify a program that was laden with varied learning areas and to adapt to the rapid advancement of technology through the integration of Information and Communication Technology. Reconstructed to five learning areas – English, Science, Math, Filipino, and *Makabayan*<sup>1</sup> – teachers and learners are better able to contextualize the content and collaborative teaching is highly encouraged (Department of Education, 2002). Although the

---

<sup>1</sup> *Makabayan* – Filipino for love for country. A learning area of the BEC integrating Civics and Culture; Social Studies; Home Economics and Livelihood; Music, Arts and Physical Education; and Values Education, Good manners and Right Conduct (Bernardo & Mendoza, 2009).

2002 curriculum guaranteed the active role of the learner in the teaching-learning process (Philippines, 2002), significant factors such as shortages in classrooms, resources, and teachers and the high ratio of students to teachers in public schools renders it challenging to adopt a learner-centered approach in teaching (Jobo, 2009; USAID Philippines, 2012; Zamora, 2010).

Both the elementary and secondary public school systems have a performance-based grading system (Philippines, 2004). Students are promoted to the next level each year if they have achieved the standards set for the grade level. Periodic ratings (four periods in a school year for most schools and three for some) are computed for reporting to students and their parents through individual report cards detailing the child's grades for each subject and a brief account of his/her behavior (Gullon, 2012; UNESCO – International Bureau of Education, 2011b). Regular assessments are usually in the form of pencil-and-paper tests that examine a student's performance in each subject. These assessments are often teacher-made, to address the following purposes: "(1) improve the teaching/learning process; (2) identify the students' strengths and weaknesses; (3) determine the students' subject area performance and/or achievement levels, and (4) report student progress to parents" (Mariñas & Ditapat, 1999).

The academic year commences in June and ends in March, with a minimum of 200 to a maximum of 220 school days (International Qualifications Assessment Service, 2007; Philippines, 1994; UNESCO – International Bureau of Education, 2011b). Executive Order No. 210 established the use of English as the primary medium of instruction while still allowing Filipino to be used in other subjects (e.g., Filipino, *Araling Panlipunan* or Social Studies, and Values Education) (International Qualifications Assessment Service, 2007; Philippines, 2006).

#### *2.1.2.2 New Zealand Educational System*

Settlement in a foreign land is a challenge that all immigrants take on. Language and culture are the biggest changes for them to cope with, closely

followed by education. The New Zealand educational system is reported to foster creativity and independent learning (Bai, 2008).

Public education in New Zealand has its roots in the ratification of the Education Act 1877. This allowed free, compulsory education for all children between the ages of seven and 13. Before then, education was a privilege only afforded by the elite (Pollock, 2011). Prior to this, Māori children were educated by the Native Schools system, often in remote areas and partially funded by the parents. Although Māori students eventually attended state schools, separate systems persisted until the 1960s (Swarbrick, 2009). Free secondary education was offered to those who passed a proficiency exam.

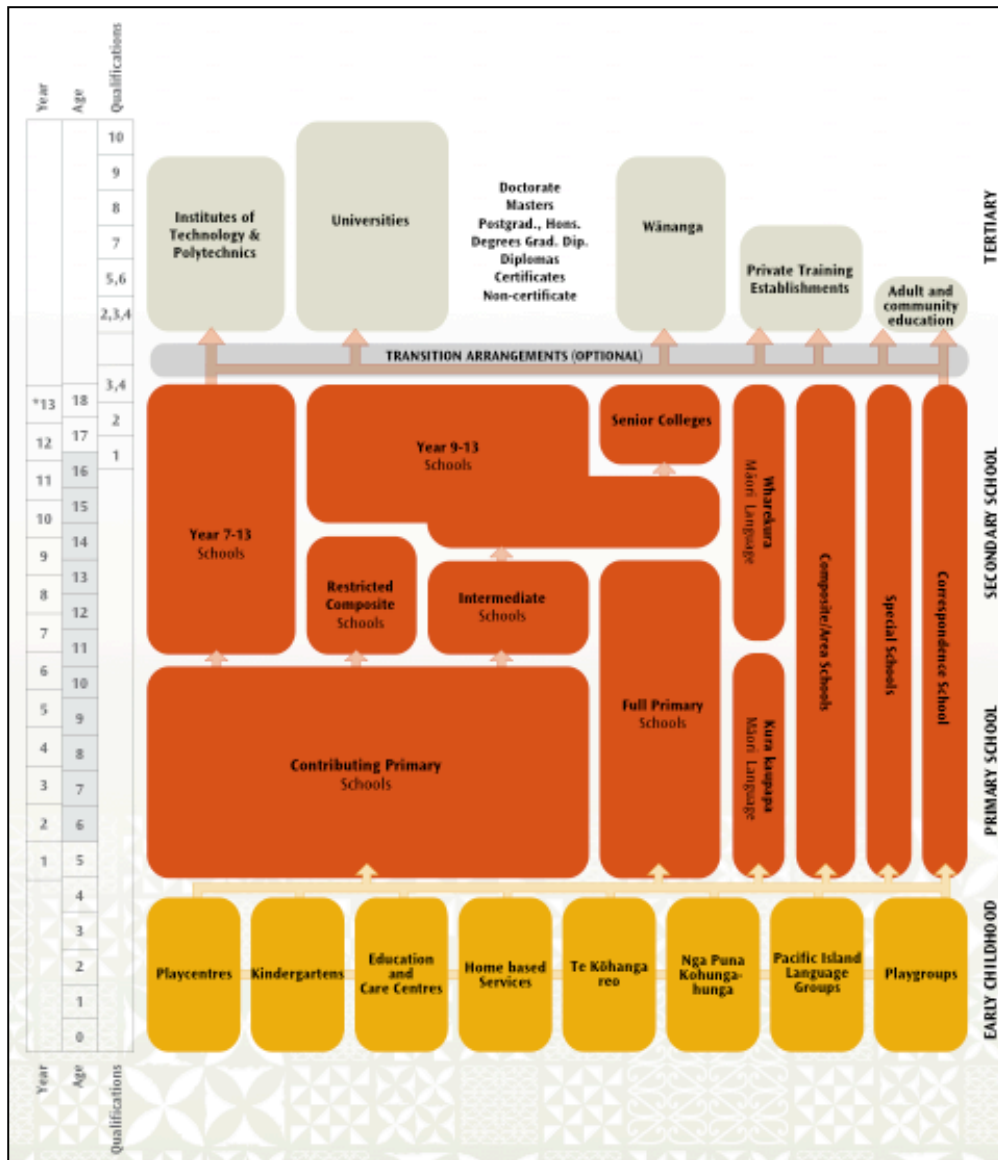
The Education Act, 1989 serves as the legal framework for the current education system in New Zealand (UNESCO – International Bureau of Education, 2011a). Through the enactment of this law, primary and secondary education is offered free to New Zealand citizens and permanent residents in state schools (Ministry of Education, 2008, 2012). Schooling is compulsory for children aged between six and 16, although most begin primary school at age five. Tertiary education and training is available through state tertiary institutions such as universities, polytechnics, colleges of education and *wānanga*<sup>2</sup> (UNESCO – International Bureau of Education, 2011a).

As soon as a child turns five, he or she begins primary school as a New Entrant (Year 0) or Year 1 student, progressing annually to Year 13 (Dyer, 1998; UNESCO – International Bureau of Education, 2011a) (see Figure 2). Different schooling options are available (UNESCO – International Bureau of Education, 2011a). The majority of the country's schools are secular, government-owned and -funded state schools. Most state primary schools are co-educational, while single-sex education is available at the secondary level. Other education providers include state-integrated schools (sectarian

---

<sup>2</sup> A publicly owned tertiary institution providing education in a Māori cultural context.

or secular), private (or independent) schools, and homeschooling (Ministry of Education, 2012).



**Figure 2: The New Zealand Education Structure**  
(Ministry of Education, 2008, p. 10)

New Zealand follows separate curricula for Early Childhood (Te Whāriki) and another for Primary and Secondary Education New Zealand Curriculum for Yrs 1-13). The demographic shift arising from increased migration (Bedford & Ho, 2008) has prompted policy makers to review and revise its first outcomes-focused curriculum to become the 2007 New Zealand Curriculum (Kitchen, 2010; Ministry of Education, 2007; UNESCO – International Bureau of Education, 2011a). Kitchen (2010) further maintains that schools, in their

efforts to make direct connections between the curriculum and the students' real lives and concerns (as cited in Lemke, 2002), face the challenge of catering to immigrant students who have varying world views and can electronically navigate the global environment.

The development of the new national curriculum involved the collaboration of various sectors of society, with the aim of creating "a sound framework for teaching and learning; a framework designed to ensure that all young New Zealanders are equipped with the knowledge, competencies, and values they will need to be successful citizens in the twenty-first century (Ministry of Education, 2008, p. 4). In addition, a range of views on teaching and learning are recognized and schools are enabled to develop their own distinct character. Opportunities for further interpretation and site-specific delivery of the national curriculum are made possible by New Zealand's decentralized school governance (Soutter, O'Steen, & Gilmore, 2012). Supplemental to the values to be explored and the key competencies to be developed, the NZC details the eight learning areas of English, the Arts, Health and Physical Education, Learning Languages, Science, Social Sciences, and Technology (Ministry of Education, 2007). The dominant pedagogical perspective is student-centered learning, with emphasis on interactive and experiential activities. As enumerated in the NZC, students learn best when their teachers "provide a supportive learning environment, encourage reflective thought and action, enhance the relevance of new learning, facilitate shared learning, make connections to prior learning and experience, provide sufficient opportunities to learn, and inquire into the teaching-learning relationship" (Ministry of Education, 2007, p. 34).

Assessment for learning is a specific program adopted by the New Zealand educational system for formative assessment at the school level. All activities undertaken by the teachers and students' self-assessments are part of assessment of learning. A reciprocal process of feedback and action ensues as the data collated allows educators to adapt and modify their techniques and methods according to their students' needs (Ministry of Education, 2012). Assessment tools may be formal or informal in approach and are selected according to the following: (1) nature of learning to be assessed; (2)

the varied student characteristics and experiences; and (3) the purposes for which the information is to be used (Ministry of Education, 2007). Since 2010, National Standards have been utilized to report a student’s progress and achievement in Reading, Writing and Mathematics. These National Standards (and Ngā Whanaketanga Rumaki Māori) are used to benchmark the students’ achievement to communicate what they should aim for, or surpass as they progress through their primary school years (UNESCO – International Bureau of Education, 2011a).

The Māori Language Act of 1987 and the New Zealand Sign Language Act of 2006 prescribe Te Reo Māori and New Zealand Sign Language as the official languages of the country, alongside English. All three languages may be used as the medium of instruction across all learning areas (UNESCO – International Bureau of Education, 2011a). A school year in New Zealand usually extends from February until mid–December and has been divided into four terms as a result of pilot studies showing that shorter school terms and frequent holiday breaks result in better student concentration.

### *2.1.2.3 A Comparison of the Philippine and New Zealand Educational Systems*

Education is a dynamic social force that responds and adapts to social, economic, cultural, technological, and political influences (De Guzman, 2003). Both the Philippine and New Zealand education systems involve continuous evolution and development to equip their citizens with the capacity to be productive members of the global society. They both have a vision of lifelong learners imbued with values and equipped with the competencies to lead constructive lives. Despite their common goal, the differing histories and cultures of each country lead to several dissimilarities as illustrated in Figure 3. Presenting these provides the context unique to this study’s participants. The distinctions and/or similarities between the two are summarized in the following table.

	<b>Philippines</b>	<b>New Zealand</b>
<b>Access to education</b>	Free elementary and secondary	Free primary and secondary
<b>Education requirements</b>	Compulsory elementary	Compulsory primary and

			secondary	
<b>Length of study (basic education)</b>	10 years	6 years elementary	13 years	8 years primary
		4 years secondary		5 years secondary
<b>Student assessment</b>	Performance-based, quantitative		Standards-referenced, qualitative	

*Figure 3: Comparing the Philippine and New Zealand education systems*

## 2.2 Self-efficacy as part of Positive Psychology

“Positive psychology” is a science of psychology rooted in the study of positive experiences and the agents that contribute to human fulfillment (Pajares, 2001). Focusing on one’s strengths is a significant emphasis of positive psychology (Pajares, 2009; Seligman, 2002; Snyder & Lopez, 2002). It is rooted in earlier branches of psychology, such as Allport’s (1955) work on positive individualistic characteristics and Maslow’s (1968) interest in utilizing human capacities to facilitate growth and development. However, the relatively recent positive psychology movement emerged as a response to the need to shift the pervasive focus away from weaknesses and what was wrong to the person’s strengths and positive traits (Seligman, 2002). This change in direction was not intended to unseat the more traditional focus on problems but instead, to complement such work to ensure that equal emphasis was granted to recognizing and promoting the strengths and potentials of both individuals and groups (Huebner, Gilman, & Furlong, 2009). Peterson (2009) adds that although some children have problems, such issues and concerns co-exist with their strengths and assets.

In their study involving immigrant Latino families in the United States, Leidy, Guerra, and Torro (2010) stress that children’s adjustment is not merely the absence of problems but also involves the presence of competencies. With positive psychology placing emphasis on studying human strengths and optional functioning, one of its primary goals was to encourage research on positive personal traits and dispositions that are perceived to be instrumental to subjective well-being and psychological health (Pajares, 2001; Peterson, 2009).

Insights gained from investigations rooted in the positive psychology perspective are thought to be of significant value in the field of education, as key differences between “at-risk,” “unmotivated” students and students who are resilient, resourceful, and successful are identified (Pajares, 2009). Seligman (2002) argues that “Psychology is not just a study of disease, weakness, and damage; it is also the study of strength and virtue. Treatment is not just fixing what is wrong, it is also building what is right” (p. 4). This focus on the positive relies not in the treatment of what is wrong but in adapting the best in the scientific method to address the unique complexity that being human entails. In exploring people’s strengths, a balance to the previous weakness-oriented approach is achieved providing a whole human picture (Snyder, Lopez, & Pedrotti, 2011). In addition, Maddux (2002) proposes that the positive psychology perspective highlights the idea that individuals possess the ability to initiate change in their own lives and in the lives of others.

Graye (2009) describes the development of one’s personal beliefs about oneself to be no different from a self-fulfilling prophecy. “Human limitations are a construction of what we imagine ourselves capable, so it is integral that we perceive an accurate and positive self-concept to be empowered to be success [*sic*] in life” (p. 1). Self-efficacy – the belief in the ability to perform specific actions to achieve desired results (Bandura, 1997) – is a construct that may be classified as part of positive psychology. In consonance with the two-fold emphases of positive psychology, both social cognitive and self-efficacy theories highlight the development of enablement over prevention and risk reduction (Maddux, 2002). Bandura (1997) argued for a positive, strength-based approach in the adaptation process by emphasizing enablement factors that equip people with personal resources to select and organize their environments in ways that allow for the attainment of successful outcomes. Snyder, Lopez & Teramoto (2011) posit that this view taps the positive psychology emphasis on enhancing strengths instead of reducing weaknesses. In its simplest form, self-efficacy, or the belief that one can accomplish what he/she intends to accomplish, is one of the most important ingredients in the recipe for success. Because self-efficacy beliefs

are firmly established from the conviction that one possesses the power to “effect changes by one’s actions” (Bandura, 1986; 2004 as cited in Pajares, 2009), they provide the foundation for human motivation, well-being, and personal accomplishments.

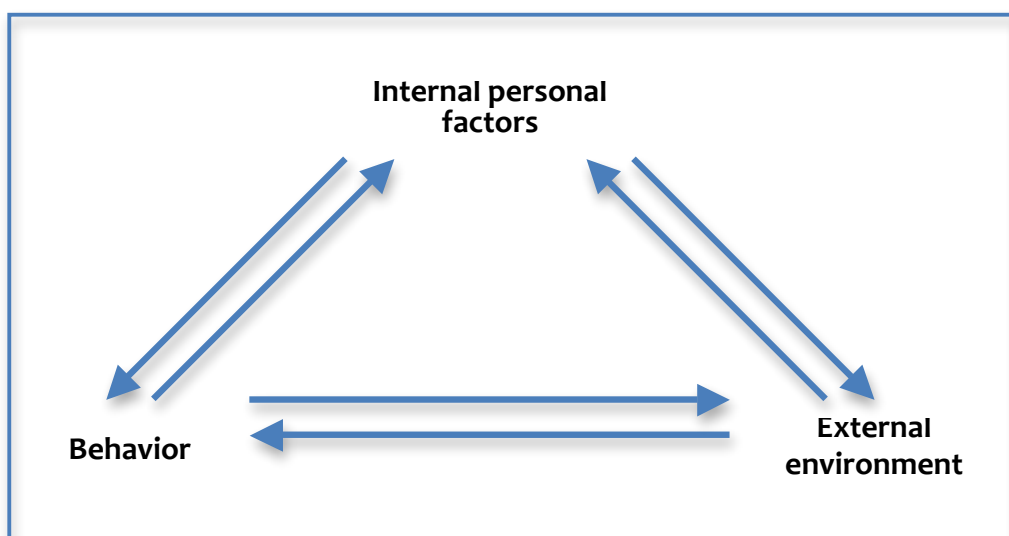
### **2.3 Self-efficacy: An Overview**

A key factor in human agency is one’s belief of personal efficacy (Bandura, 1986, 1997). Human beings are agents of their own futures. Bandura (2006) notes that the environment people live in is not a situation but a series of life events in which they actively participate. Such life events include biological changes, normative social events, or irregular life events such as migration.

Schunk and Pajares (2002) illustrate perceived self-efficacy as a type of motivational process that is grounded in the larger theoretical framework of social cognitive theory. Bandura (1994, 1997) defines it as people's beliefs about their capabilities to generate designated levels of performance that determine future actions and thoughts through cognitive, motivational, affective and selection processes. Perceived self-efficacy is central to the causal structure of social cognitive theory, as such “beliefs affect one’s adaptation and change not only in their own right, but through their impact on other determinants” (Caprara, Barbaranelli, Bandura, & Pastorelli, 2001, p. 187).

Bandura’s social cognitive theory recognizes the role of reciprocal determinism, the view that interactions among (a) personal factors (i.e., cognition, affect, and biological events), (b) behavior, and (c) environmental influences result in a triadic reciprocity (Bandura, 1977, 1997; Pajares, 1996, 2002). This major assumption requires an understanding of all three influences as they interact and subsequently affect human behavior. Humans respond cognitively, mentally, and behaviorally to environmental events. The control they exert on their own behavior then influences not only their environment but also their cognitive, affective, and biological states (Maddux, 1995a, 2002, 2009). This interaction is a contrast to the dualistic view of the

self in which theories of human functioning place more emphasis on the role that environmental factors play in the development of human behavior and learning (Bandura, 1997; Pajares, 2002). A graphic illustration of the functional interdependence of the three key factors in human agency is shown in Figure 4. The three interactive determinants influence one another bidirectionally, although not necessarily in equal strengths. The influence that each determinant has on another varies according to the activity involved and the circumstance religious beliefs (Bandura, 1997). Furthermore, the effects of each of the influencing factors do not occur simultaneously but do so in unprescribed lengths of time (Maddux, 1995a).



*Figure 4. The relationships between the three major classes of determinants in triadic reciprocal causation (Bandura, 1997, p. 6)*

In the case of young students, teachers strive to improve the competence and confidence of their wards. This is accomplished by the improvement of the children's emotional states and by correcting their faulty self-beliefs and ways of thinking (personal factors); positively developing their academic skills and self-regulating procedures (behavior); and adjusting the school and classroom structures that may be hindering student success (environmental factors) (Pajares, 2006).

Efficacy beliefs influence how people feel, think, motivate themselves, and behave (Bandura, 1994). Human accomplishment and personal well-being are enhanced by an optimistic and resilient sense of efficacy (Bandura,

2008). In the last decade, empirical evidence has demonstrated the positive role of self-efficacy in a myriad of life experiences, such as its application in clinical and health psychology, career choice, education and instruction (Maddux, 1995b). Recent studies of self-efficacy have reported its positive influence on diverse human circumstances such as successful weight loss (Byrne, Barry, & Petry, 2012), the well-being of caregivers of Alzheimer's patients (Semiatin & O'Connor, 2012), and architects' creative and business success (Beefink, Van Eerde, Rutte, & Bertrand, 2012).

Those who possess strong efficacy beliefs view difficult tasks as challenges rather than detriments; set and stay true to challenging goals; consider failures as opportunities to improve their efforts; quickly recover their sense of efficacy after setbacks; ascribe failure to insufficient effort, lack of attainable knowledge and skills; and approach threatening situations with the knowledge that they can control such scenarios (Bandura, 1997, 2012). Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression (Bandura, 1994). Sahoo (2011) describes the necessity of positive self-efficacy beliefs to facilitate "effective response execution" (¶ 2). A child's skills may be reflected in his or her performance through a sense of self-efficacy. The consistency and effectiveness of children's application of what they know are greatly affected by the efficacy beliefs they form (Bandura, 1997). In recent studies involving children and youth, self-efficacy has been shown to affect school performance, career aspirations and trajectories, management of health, and activity involvement (Caprara et al., 2001; Engel-Yeger & Hanna Kasis, 2010; Katz, n.d.; Kaul, 2011).

Self-efficacy beliefs are unique to each individual (Pastorelli et al., 2001). The system of efficacy beliefs is a differentiated set of beliefs about one's self associated with distinct areas of functioning. Although there are certain motivational constructs that appear to be similar in concept with self-efficacy, the specificity to particular tasks allows the construct of perceived self-efficacy to be distinct from other conceptions of self such as self-esteem, self-concept, and self-worth (Goddard, Hoy, & Hoy, 2004; Pajares & Schunk, 2001). Such concepts may be related to self-efficacy but maintain a different

set of defining attributes (Zulkosky, 2009). Bong and Skaalvik (2003) differentiated efficacy judgments to place more emphasis on individuals' beliefs regarding what they are capable of given their skills and abilities, rather than evaluating their skills and abilities, as is the case in self-concept. Despite the distinction among the concepts of self, they are often found to be interrelated and interact together to affect motivation, actions, and achievement (Bandura, 1997; Bong & Skaalvik, 2003; Lane et al., 2004; Malka & Covington, 2004).

In contrast to other self-beliefs, self-efficacy is appraised cognitively and mainly formed through personal performance experiences (Phan, 2011). A child who possesses a high degree of self-efficacy strongly believes that he or she has the ability to execute a task efficiently (Sahoo, 2011). A child's performance is positively influenced with this belief system in place.

The constructs of self-esteem and self-efficacy are often used interchangeably, despite the differences in the phenomena each represents (Pastorelli et al., 2001). While self-efficacy relates to judgments of personal capability, self-esteem concerns judgments of self-worth. Lane et al. (2004) defines self-esteem as an individual's sense of value or self-worth, or the extent of people's own value, appreciation or liking of themselves. McDevitt and Ormrod (2002) further hold that as a general rule, self-esteem is used to refer to the affect or the experience of a feeling or emotion. Gist and Mitchell (1992), in Goddard et al. (2004) further clarify that while self-esteem is usually associated with an individual's characteristic evaluation of self, self-efficacy pertains to the judgment of his/her capability of performing assigned tasks. Carandang (2004) interchanges the affective constructs of self-esteem and self-worth and defines them as the measure by which an individual values him/herself. However, Goddard et al. (2004) clearly differentiates self-worth as a construct that is independent of actual competence, determined by one's own opinion of self based on the affirmations, valuing, and acceptance of peers and society as a whole. Notably, Sadri (2011) defines self-esteem as a construct that fluctuates as the person's experience changes, so that self-esteem is high when life circumstances are positive and decreases

when things are not going well. Self-efficacy, on the other hand, is situation-specific and can vary in level at any point in time.

Bandura (1997) presents a clear distinction between the constructs of self-efficacy and self-confidence. While confidence only refers to the strength of belief without knowledge of what the specific certainty is about, self-efficacy provides a more definitive picture of one's agentive capabilities that determine the capacity for given levels of attainment. The noteworthy dynamic is that self-efficacy beliefs do not merely predict future behavior but that those with higher efficacy beliefs enable themselves to succeed. Schunk and Pajares (2004) further note an important distinction between the two constructs. With confidence describing a general self-belief of one's capability that is unable to specify an object of such belief, self-efficacy is a positive judgment of one's capabilities to produce specific levels of attainment in various contexts. Another worthy distinction is that self-confidence is a personal trait that is learned and developed through continual reinforcement of positive behavior (Copeland, 1992, as cited by (Zulkosky, 2009), whereas self-efficacy is primarily concerned not with the skills one possesses but on one's judgments on what to do and how to act on such skills.

Despite such distinctions, the different constructs of self maintain their own influences, directly or indirectly, on human functioning.

### ***2.3.1 Self-efficacy in the academic environment***

Self-efficacy, in its significant role to produce levels of attainment, plays a significant role in various contexts. In this study, such beliefs will be explored as they exert an influence on education.

Schunk and Pajares (2004) stress the importance of clarifying the operation of self-efficacy in an educational context. Self-efficacy is considered to be one of the psychological constructs of great value in ensuring a child's success in school (Romain, 2010), as it influences several aspects of behavior important to learning (Lorsbach & Jinks, 1999). The numerous complexities encountered in school (e.g., social pressure, environmental distractions, and students' individual differences) necessitate further explorations of self-

efficacy's role in educational settings (Schunk & Pajares, 2004). Children naturally need to think highly of themselves and this is possible when they believe they are capable of doing well and experience success in a multitude of ways (Yazon, 2015). In their study on the conceptual similarities and differences between academic self-concept and self-efficacy, Bong and Skaalvik (2003) identify such constructs to be of critical influence on students' academic attainment and psychological well-being in school.

Academic self-efficacy has been defined by (Schunk & Pajares, 2002) as the "beliefs about one's capabilities to learn or perform academic tasks at designated levels" (as cited in Pajares (2009), p. 151). Bandura (1997) describes academic performances as the "products of cognitive capabilities implemented through motivational and other self-regulatory skills" (p. 216). He postulates that perceived efficacy has a substantial effect on academic performance. Such outcomes may be achieved directly by affecting the quality of thinking and putting the acquired cognitive skills to good use. On the other hand, an indirect impact on academic performance may also be possible through increased persistence in the search for solutions. The power that self-efficacy exerts over most aspects of students' lives consequently influences the level of achievement they realize and determines the courses of action they pursue (Pajares, 2009). Caprara, Vecchione, Allesandri, Gerbino, and Barbaranelli (2011) classify the academic achievements that are influenced by self-efficacy into two facets: (1) the perceived ability to successfully master specific academic subjects and curricula areas (e.g. Phan, 2011); and (2) the perceived ability for students to self-regulate their own studying and learning activities (e.g. Bassi et al., 2007; Carroll et al., 2009). The empirical evidence collected over the past three decades attests to the correlation and influence that self-efficacy has over academic outcomes and its mediation of skills, previous experience, mental ability, and other self-beliefs on such outcomes (Pajares & Urdan, 2006).

### ***2.3.2 Sources of Academic Self-efficacy***

It has been established that home influences and home-school relationships play pivotal roles in the construct of positive psychology in

schools (Baker & Maupin, 2009; Doll et al., 2009). Children's favorable cognitive development and self-concept are likely to be enhanced if the home and school both provide them with challenging tasks, meaningful activities that can be mastered, and competent guidance (Unification Organisation of Collective Ascension, 2008). The academic goals that parents set for their children, as well as their help in building their children's sense of efficacy, significantly affect the children's efficacy beliefs and subsequent academic performance.

Clearly, evidence of this sort has significant implications for parental guidance of children's educational development (Zimmerman, Bandura, & Martinez-Pons, 1992). Parents can be facilitators or hindrances to a child's sense of agency, not only through their responses to the child's actions but also through their encouragement and allowing the child to explore and subsequently master his or her own environment (Maddux, 2009). In school, students rely on judgments by peers and teachers to aid in the formation of their own self-efficacy beliefs (Pajares, 2009). Developing strong academic efficacy beliefs involves the teacher providing challenging tasks and meaningful activities that can be mastered, as well as support and encouragement.

The learners' actual performances, their vicarious experiences, the persuasions they receive from others and their physiological reactions all provide them with the information needed to appraise their self-efficacy (Schunk & Pajares, 2004; Zimmerman, 2000). It is worth noting that Maddux (2009) includes imagined experience as another source of efficacy beliefs as children develop.

#### *2.3.2.1 Mastery Experiences*

The most effective way of creating a strong sense of efficacy is through mastery experiences. Exercising the most influence on the formation of efficacy beliefs, *enactive* mastery experiences provide the most authentic evidence of one's capacity to succeed (Bandura, 1997, 2008, 2012). Other studies have referred to this source of efficacy information as *enactive*

*performance accomplishment* (Phan, 2011), *actual performances* (Schunk & Pajares, 2004), or *performance accomplishment* (Maddux, 2009).

Successes allow one to hold a healthy belief of one's own efficacy while failures, especially those that occur before a sense of efficacy is firmly established, weaken it (Bandura, 1997; Goddard et al., 2004; Lane et al., 2004). Pajares (2009) suggests that students who believe that their efforts are successful gain confidence in similar or related tasks. In contrast, when their efforts fail to produce the desired results, students experience diminished confidence with regard to similar activities. Successes are not confined to achievements but also include persevering at a given task despite obstacles, to allow learning to take place and equip the individual with the belief in their abilities that will then help them cope with and survive adversity (Bandura, 2008). A study by Jernigan (2004) notes the way students exhibit a construct that Garcia (1995) describes as "defensive pessimism", or the process of exercising more perseverance in task performance as a result of an anticipation of failure or negative outcomes. This defensive pessimism allows the individual to lower their self-efficacy beliefs and in turn, concentrate on the motivational forces to help them achieve the goal. This was seen in the case of students who persevered to attain a task for which they considered themselves poorly skilled. However, this does not always mean that individuals can master difficult tasks simply through their belief that they can, as competent functioning requires a balance of self-beliefs and possessed skills and knowledge (Pajares, 2008). Cheng and Westwood's study involving primary school students in Hong Kong (2007) illustrates this idea, as their results showed that students who performed well reported higher levels of self-efficacy for academic tasks and were likely to obtain higher test results, while low-achieving students reported low levels of self-efficacy for academic tasks.

Aside from ensuring achievement, the role of mastery experiences as a source of self-efficacy also aid in the prevention of failure. Margolis and McCabe (2006) suggest that modifying tasks to a level of moderate difficulty allows struggling learners to achieve success with a moderate degree of effort. Additionally, capitalizing on recent successes enables the learners to

believe in their capabilities to achieve when presented with new tasks that are similar to tasks at which they have succeeded previously. Pajares (2008) explains that experienced mastery in a domain often has lasting effects on a learner's self-efficacy. A recent study by Joët et al. (2011) supports this idea, reporting that mastery experiences exerted the most influence on mathematics self-efficacy in elementary students.

### *2.3.2.2 Vicarious Experiences*

Children's self-efficacy beliefs are, however, not always the result of their own success and failures (McDevitt & Ormrod, 2002). Along with their interpretations of their actions, students interpret the actions of others and subsequently alter their efficacy beliefs through the experience of observing others as they perform tasks (Pajares, 2008). The vicarious experiences provided by social models are another way of creating and strengthening self-beliefs of efficacy (Bandura, 1997, 2012; Pajares, 2008). Bandura (2008) describes models as "sources of aspiration, competencies and motivation" (p. 169). The unavailability of absolute measures of adequacy for most activities means that people need to appraise their capabilities in relation to the attainments of others (Bandura, 1997, 2008). Pajares (2008) describes the way young people's lack of certainty in their own capabilities, or their limited knowledge, cause them to refer to the experiences of significant models in determining their beliefs in their own abilities. The uncertainty that students feel about their abilities leads them to be more sensitive to what others do (Pajares, 2009).

Children also judge their own beliefs according to the positive or negative experiences of others with whom they perceive they share similarities (McDevitt & Ormrod, 2002; Pajares, 2009). This means that peers play a significant role in providing information for self-efficacy (Pastorelli et al., 2001). As a child grows, his/her social experiences expand, thus allowing peers to exert an increased influence on their own capability beliefs. In school, students often compare themselves with and against their peers to arrive at judgments about their own capabilities (Pajares, 2008). Seeing fellow students, who are similar to themselves, persevere and succeed at

tasks allows children to feel efficacious with regard to their own abilities (Bandura, 2008). Furthermore, they refer to chosen models, who possess the competencies to which they aspire, to gauge their own beliefs of efficacy. Selected models may be peers or adults (Bandura, 1997) and it is useful to consider the difference between children's reactions to peer models and to adult models (Joët et al., 2011).

### *2.3.2.3 Social Persuasion*

Social persuasion also plays a key role in the formation of self-efficacy beliefs. Sustaining a sense of efficacy, especially in the face of difficulties, is aided by significant others' expression of faith in one's capabilities (Bandura, 1997). Although this factor is not as strong as the first two sources mentioned, verbal judgments provided by others are significant enough to merit attribution as a source of self-efficacy (Pajares, 1997). Developing perseverance through difficult tasks can be aided by the persuasion that people receive from others to believe in themselves (Bandura, 2012). A child's sense of efficacy develops from infancy through his interaction with his social environment, especially with his parents (Bandura, 1997). Maddux (2009) suggests that parents can foster a child's sense of agency through their positive responses to the child's actions, their encouragement, and by enabling the child to explore and master his own environment.

As young students depend on the judgments of others to help form their own assessments of self-efficacy, they are attentive as well as vulnerable to the messages they receive from both their teachers and their peers (Pajares, 2009). The developing cognitive maturity of children means they lack the skills to interpret and integrate their competencies accurately, hence their tendency to rely on persuasions from others (Bandura, 1997; Joët et al., 2011; Schunk & Meece, 2006). Joët et al.'s (2011) study reports that social persuasions significantly influenced elementary students' mathematics self-efficacy in France and attributed this to the subjects' age group.

The school is one of the key venues for social persuasion (Pastorelli et al., 2001) as the teachers provide the students with the feedback they need to

form their beliefs about their own efficacies. Bandura (1997) specifies the tasks to be undertaken by significant others in the development of a person's self-efficacy beliefs. In addition to cultivating young people's beliefs in their abilities, they must also plan and structure activities that will allow them to experience success and refrain from placing them prematurely in situations that will likely entail repeated failure. In their study on the function of self-efficacy on classroom goal orientation, Anderman and Midgley (1992) note that positive self-efficacy beliefs resulted from cognitive and motivational variables within the student-level characteristics in the development of a process-oriented school program. They further describe how the teachers' realistic encouragement to take risks resulted in the students' higher efficacy ratings. It bears noting that although positive feedback may increase self-efficacy, this increase can be adversely affected by subsequent poor performance (Schunk & Pajares, 2004).

#### *2.3.2.4 Physiological and Emotional States*

Physiological states can also affect a person's self-efficacy beliefs (Pajares, 1997). According to Bandura (1994, 1997), people judge their capabilities partly through their somatic and emotional states and the way they perceive and interpret them. Fatigue, aches, and pains often lead people to think less of their physical capabilities, especially in activities that require strength and stamina. Positive mood states can help a person hold a more positive view of their own capabilities. In his developmental analysis of the relationship between information sources, self-efficacy, and academic achievement, Phan (2011) observes that physiological and emotional states are a strong source of efficacy information in mathematics, which contradicts previous studies reporting the prominence of enactive mastery experiences (Britner & Pajares, 2006; Lent & Lopez, 1991). An earlier study by Pajares, Johnson, and Usher (2007) reports that for younger children in elementary and middle school, their anxiety with regard to writing strongly predicted their judgments on their writing self-efficacy. These contradictory findings merit further study, especially within the migrant children's experience.

### *2.3.2.5 Imagined Experiences*

Most people imagine themselves and/or others performing effectively or ineffectively in hypothetical situations. This source of efficacy information, which was added by Maddux (2009), relies on actual or vicarious experiences with situations akin to the anticipated condition, or on verbal persuasion offered by a significant person (citing Williams, 1995). However, imagined experiences are unlikely to influence self-efficacy strongly.

Bandura (1997) explicitly explains that information acquired from the sources discussed do not automatically influence self-efficacy. Rather, people's cognitive appraisal of such information involves an inferential process wherein the contributions of personal, environmental, and behavioral factors are considered and combined to form and modify self-efficacy. Furthermore, the various sources that contribute to the development of self-efficacy imply that there is no single remedy for low self-efficacy, since judgments of such beliefs occur within a social-cognitive environment (Pajares, 2009).

### **2.3.3 Road to Academic Success**

As previously mentioned, "self-efficacy beliefs touch virtually every aspect of human life" (Pajares, 2008, p. 113). Their mediational role is prominent in education, as evidenced by numerous studies that have made the empirical connection between self-efficacy, academic performance and achievement (Pajares, 1996). Bandura (1997) states that "the extent to which such factors as level of cognitive ability, prior educational preparation and attainment, gender, and attitudes toward academic activities influence academic performance is partly dependent on how much they affect efficacy beliefs" (p. 216). In turn, students' beliefs in their ability to master academic activities affects their aspirations, levels of interest, intellectual pursuits and academic achievement (Bandura, 1999). As mentioned earlier, efficacious students treat difficult tasks as challenges to be mastered, maintain interest in activities, set challenging goals to which they commit, and heighten and sustain their efforts when faced with difficulty and failure (Pajares, 2009). In

contrast, students who doubt their capabilities are more inclined to overestimate the difficulty of situations and so become more stressed, depressed, and unable to solve problems through having a wider perspective. Confidence in one's academic capability is thus a critical component of school success (Schunk & Pajares, 2005 as cited in Pajares, 2009). This is not to say, however, that self-efficacy is the only or even most important factor in learning and behavioral change (Schunk & Pajares, 2004). Schunk and Pajares (2004) further assert that self-efficacy decreases and/or loses its effectiveness on behavior in the absence of requisite skills or due to being overpowered by other motivational and behavioral factors (e.g., outcome expectations, values, goals, environmental contingencies, and social demands and pressures). Katz' (n.d.) study supports this assertion in her report that the combination of self-efficacy reflection and skills training significantly affect elementary students' performance.

Caprara et al. (2011) specify components of academic self-efficacy's influence on achievement, referring to: (a) the perceived ability to master specific academic subjects and curricula areas, such as Science and Math (Joët et al., 2011; Phan, 2011) and Reading and Writing (Pajares et al., 2007; Schunk & Zimmerman, 2007); and (b) efficacy in the self-regulation of studying and learning activities (Caprara et al., 2008; Pastorelli et al., 2001). The influence of academic self-efficacy on achievement has also been reported to be moderated by other factors such as personality traits (Caprara et al., 2011), self-regulatory efficacy (Carroll et al., 2009), adaptive and effortful control (Liew, McTigue, Barrois, & Hughes, 2008), and personal worries (Cheng & Westwood, 2007). Several researchers have investigated the construct's role in education across age levels (Kim & Park, 2006; Pajares et al., 2007).

#### ***2.3.4 Academic Self-Efficacy and the Immigrant Child***

For immigrant youth, their academic outcomes are important markers of their future social and economic mobility (Suarez-Orozco et al., 2010). With self-efficacy a firmly established predictor of academic performance and future achievement, the development of stable beliefs of capabilities

helps migrant children to navigate the school experience in their new country of residence. Schunk and Pajares (2009) report the need for more research involving students from different cultures and locations, as most studies' samples come from the school population of the United States. Studies with samples from countries other than the United States include the comparison of self-efficacy beliefs held by Indo-Canadian immigrant students and Anglo-Canadian non-immigrant students in the 7th Grade (Klassen, 2004); the cultural emphasis on parent-child relationships that influence the self-efficacy and self-regulation of South Korean students (Kim & Park, 2006); and the relationships between social and academic self-efficacy, academic achievement, and social factors, as influenced by the cultural dimensions of individualism and collectivism among Asian and Western adolescents (Oettingen & Zosuls, 2006).

## **2.4 Summary**

For most, if not all Filipinos, the decision to migrate overseas is motivated by the desire for economic mobility, which will ultimately benefit the family, which is a social unit that is central to the Philippines' value system (De Guzman, 2011; Root, 2005). New Zealand has experienced a steady increase in Filipino migrant professionals and their families who are now part of the country's society, including the educational system (Statistics New Zealand, 2007). Filipino children entering schools in the new host country (New Zealand) are faced with the reality of adjusting to a system that is different from the one they were exposed to in their country of birth. Class structures, assessment methods, grading systems and methods of instruction are explicit variances of the two educational systems. This information provides the context to which the subjects of this study belong.

Self-efficacy is a construct defined and embedded in a theory by Albert Bandura. These beliefs in a person's capabilities to organize and execute actions required to produce specific attainments have figured prominently in various studies on human functioning. Mastery experiences, vicarious experiences, social persuasion, physiological and emotional states, and imagined experiences all contribute to the formation and development of

self-efficacy. In education, the role of self-efficacy has been the subject of much research, as it affects academic performance and subsequent achievement.

For most immigrants, education is the key to a successful future and economic mobility. Filipinos, by their cultural nature, share this value. The dearth of academic self-efficacy studies involving students from different cultures, the focus on populations from the United States, and the continued migration of Filipinos to developed countries, all present the need to investigate the topic of immigrant children's academic self-efficacy.

## Chapter 3

### Research Methodology

---

Best and Kahn (2006) define research as “the systematic and objective analysis and controlled observations that may lead to the development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events” (p. 25). In the case of education, research is undertaken to explain and predict phenomena (i.e., formalized and/or spontaneously occurring social, cultural, and psychological processes) that will impact on teaching and learning and the operation of schools (Dash, 2005; Wiersma & Jurs, 2009). Educational research, as described by Cohen, Manion, and Morrison (2000):

“... involves the systematic and scholarly application of the principles of a science of behavior to the problems of ... teaching and learning within the formal education framework and to the clarification of issues having direct or indirect bearing on these concepts” (p. 45).

The inherent assumption is that the improved understanding of the education process attained through educational research will lead to the improvement of educational practice (Wiersma & Jurs, 2009).

As Kaplan (1973) explains, a study’s methodology enables people to understand, in the broadest possible terms, not the product of the scientific inquiry but the process itself (as cited in Cohen et al., 2000). Simply put, the research methodology is a way to systematically solve a problem (Kothari, 2004). This chapter details the course of action that was undertaken in this study as it aimed to describe the construct of self-efficacy within the context of education. The type of research selected and the subsequent paradigm set the tone for the study and the foundations from which decisions for method selection were made in addressing the questions stated. The research design then detailed the inquiry strategy, selection of participants, and methods for data collection and treatment.

The rarity of studies investigating the unique experience of migrant Filipino children involved in the prevailing trend for international migration was a worthy motive for seeking further knowledge. As the second largest

migrant population in the world, Filipinos continue to be internationally mobile as they settle overseas, either temporarily or permanently (Bataclan, 2011). For the children of these families, the role of self-efficacy in migrant success, the paucity of empirical evidence exploring this construct as well as Filipino migration into New Zealand and its resulting consequences, provided the basis for the study's rationale.

This study describes academic self-efficacy as it is viewed and experienced by Filipino children, their parents, and their teachers. In this study, the term "academic self-efficacy" is used to refer to the efficacy beliefs held by students, their parents, and their teachers about their capabilities to accomplish academic tasks at specific levels.

### **3.1 Research Orientation**

Research is basically the collection of data to be used to tell a meaningful story that answers a question. However, the way the data is collected and the methods used to analyze them can vary substantially (Check & Schutt, 2012). Quantitative and qualitative distinctions in educational research have been used synonymously with a variety of aims, procedures, and outcomes of research methods and dispositions (Freebody, 2003). For example, Freebody (2003) surveyed several methodology texts in education studies and enumerated several terminologies used alongside "qualitative," presented in contrast to those used with "quantitative," such as interpretive and experimental; constructivist/interpretive, anti- or non- or post- positivist and positivist; naturalistic, humanistic and empiricist; and subjective and objective.

Often, the methodologies utilized in educational research are grounded in the behavioral and social sciences, particularly in the fields of psychology, sociology, and anthropology. Best & Kahn (2006) argue that while the emphasis on logical-positivism, with experimental and quantitative methods being used, directs most researchers in education to adopt the same methodologies, certain issues for investigation may be more appropriately addressed through a phenomenological or qualitative research approach.

Qualitative research responds to concerns through any of the following three approaches: (a) phenomenology, which seeks to grasp the subjective meaning of issues from the participants' perspectives; (b) ethnomethodology, in which the social practices and the life world of the participants are described; and (c) symbolic interactionism, which focuses on the latent meanings of a situation (Cohen et al., 2000; Flick, 2011). Cohen et al. (2000) further argue that the common feature of these is "the way they fit naturally to the kind of concentrated action found in classrooms and schools" (p. 26) and their ability to preserve the integrity of the situation because of the smaller degree of influence the researcher has on the structure, analysis, and interpretation of the situation.

Adopting a qualitative stance in designing a research project allows the researcher to situate themselves in the field and attempt to make sense of phenomena through meanings people make of them" (Mertens, 2010). Because of its focus on the personal experiences and subsequent perceptions and views of the participants (Smith, Flowers, & Larkin, 2009), this study's objective, to describe beliefs of self-efficacy held by migrant Filipino children, their parents and their teachers, thus warranted an approach that was qualitative in nature. Considering the lack of empirical data on the efficacy beliefs on this specific set of migrant students, this study began by focusing on the self-construct as it was perceived and experienced by the subjects themselves, which could lead to more in-depth explorations in the future.

### **3.2 Research Paradigm**

As is obvious in its very name, self-efficacy is a psychological construct that is personally experienced, reported, and acted on. In this research, the belief that people have of their capabilities and their interpretations of their self-efficacy that would lead to specific action was studied from the perspective of Filipino migrant children in a New Zealand primary school. The parents and teachers of the participating children were added sources of information through their personal views of the construct and its role in children's education. For this study, the considerations in selecting a research paradigm that would best guide this endeavor were that:

- (a) first-hand interpretations of academic self-efficacy provide “pure” information of the construct;
- (b) the context of migration as a phenomenon is directly experienced by the target participants; and
- (c) the Filipino culture’s value on education may have an effect on the children’s assessment of their academic self-efficacy.

In their summary of the three major approaches to the study of behavior, Cohen et al. (2000) differentiated the interpretivist paradigm from the two other approaches (normative and critical). Some of the identifying characteristics of the paradigm include the following: being common to small-scale researches; being non-statistical; interpreting the specific; being subjective; being of practical interest; and involving micro-concepts (e.g., an individual perspective, personal constructs, negotiated meanings, and definitions of situations). This research, then, was conducted within the framework of the interpretivist/constructivist paradigm. As the study seeks to discover how migrant Filipino children, their parents, and their teachers interpret academic self-efficacy, it recognizes that the information being gathered was knowledge inferred from the perspective of the individual/s living the experience. With this study’s aim to present an educationally situated phenomenon as it was being lived and interpreted by the participants themselves, an interpretivist philosophy was a better method of addressing the research questions. An interpretive paradigm is characterized by a concern for the individual and emerged as a response against the positivist view that rules govern human behavior and as such, could be investigated by methods of natural science (Cohen et al., 2000). Also termed as the constructivist, naturalistic or hermeneutic paradigm, this belief system assumes a relativist ontology asserting the existence of multiple, socially constructed realities ungoverned by natural laws (Guba & Lincoln, 1989). This view aims to gain a deeper, within-person understanding of the subjective world of human experience. Researchers operating within the interpretivist paradigm view reality as socially and experientially constructed through the participants’ interpretations of a situation, as captured through their language and point of view (Cohen & Crabtree, 2006a;

Mertens, 2010; Wiersma & Jurs, 2009). Mertens (2010) further proposes that the existence of multiple realities, dependent on time and context, make qualitative methods the preferred process for researchers adopting a constructivist stance. In their analysis of competing paradigms in qualitative research, Guba and Lincoln (1994) elaborate that the aim of inquiry is to understand and reconstruct the assumptions that individuals initially possess that will eventually lead to a consensus while still maintaining openness to new interpretations. This flexibility allows for constant revision of knowledge, which accumulates and develops into more informed and sophisticated truths. Guba and Lincoln (1985) caution that “qualitative methods are stressed within the naturalistic paradigm not because the paradigm is anti-quantitative but because qualitative methods come more easily to the human-as-instrument” (as cited by Lincoln, Lynham, & Guba, 2011, p. 117).

### **3.3 Research Design**

#### ***3.3.1 Method***

Because of their ideographic nature, case studies provide a rich depiction of the particular phenomena as lived by the specific person/group. A technique often used by qualitative researchers, the use of case studies is not so much a single method as a setting or group that the analyst treats as an integrated unit, which is studied holistically and in its particularity. A case may be based on any number of units of analysis, such as an individual, a group of individuals, a classroom, a school, or even an event or setting. Case study research commonly involves the investigation of a single entity, which could be as small as a single individual or as large as an entire school. Additionally, it is common for a case study to be combined with another paradigm, so much so that some researchers may employ a phenomenological case study (Lichtman, 2010).

An approach to research that is phenomenological in nature examines the lived experiences of those who have experienced the phenomenon itself (Lichtman, 2010). It emphasizes the individual's, or group of individuals',

perceptions and meaning of a specific experience (Check & Schutt, 2012; Lichtman, 2010; Mertens, 2010). The core idea of phenomenology is the intentionality of consciousness: “that we are always conscious of something” (Hammersley, 2004, p. 815). In adopting a “natural attitude,” Husserl, in Smith et al. (2009), posits that people experience a familiar world, one that contains all manner of recognizable objects, including other people with specific characteristics and behavior. Thus, the task of such an inquiry is to describe how people, living in a shared reality with others, consciously make sense of the world and their experiences. In this study, the specificity of the participants (migrant Filipino children, their parents, and their teachers) and their interpretations of their academic self-efficacy beliefs in a New Zealand primary school therefore presented a unique situation that would be best described through a phenomenological case study. As Mertens (2010) notes, the focus of such a study is on “understanding how individuals create and understand their own life spaces” (p. 235).

This study’s examination of the research participants’ interpretation of academic self-efficacy was best performed through interpretative phenomenological analysis (IPA), a recently developed and rapidly growing approach to qualitative inquiry (Smith et al., 2009). As Larkin (2010) elaborates, “Its development aims to guide the design and conduct of small-scale, in-depth qualitative research studies. It is concerned with understanding people’s experiences of events, relationships, or processes, which are of some significance to them” (par. 1, p. 1). IPA specifically allows the researcher to “see” and describe the participants’ experience from their perspective (Smith & Osborn, 2003). Giorgi and Giorgi (2003) assert that the most appropriate study of a particular phenomenon is to have individuals describe their first-hand experiences of it as it actually occurred in their lives.

A relatively young qualitative approach in psychology, IPA is anchored on the three theoretical underpinnings of phenomenology (Husserl, 1927; Heidegger, 1962/1927; Merleau-Ponty, 1962; Sartre, 1956/1943), hermeneutics (Schleiermacher, 1998; Heidegger, 1962/1927; Gadamer, 1990/1960), and ideography. Smith et al. (2009) explain that in IPA research, experience is a lived process best understood through the person’s own

involvement in the situation (phenomenology). It focuses on the attempt people make to interpret their activities and the things happening around them (hermeneutics). IPA is concerned with the particular – a particular phenomenon experienced and interpreted by a specific group of people in a precise context (ideography). In this study of the academic self-efficacy beliefs held by Filipino migrant children as students in a New Zealand primary school, the interplay of migration, cultural background, and entry to the host school represent the three theoretical bases of an IPA study.

### ***3.3.2 Sampling***

Finding a specific group of participants for this study entailed a sampling procedure that was consistent with a qualitative approach in general. Purposive sampling, where the participants are selected on the basis that they meet the purpose of the research (Wiersma & Jurs, 2009) and are able to offer insight into a particular experience (Smith et al., 2009), was the selection method employed in this study. In purposive sampling, potential participants are identified via: (1) referrals from various kinds of gatekeepers; (2) opportunities, as a result of one's contacts; or (3) snowballing, meaning referrals by participants themselves. For this study, prospective participants were identified through referrals from the researcher's contacts within the Filipino community. Introductions between the researcher and the referred families were arranged by fellow Filipino acquaintances, to introduce the study briefly.

The criteria for selecting students for the study were that they were aged 8–10 and enrolled in a New Zealand full primary, state-integrated, co-educational school. They had to be living with both parents and have had prior elementary schooling in the Philippines. The pool of teacher participants for the study was identified through the consenting families as the classroom teachers of the selected children.

For a phenomenological study, it is important to describe the meaning of an experience for a small set of individuals (ideally, 3–10) in an in-depth manner (Smith et al., 2009). The commitment of IPA to understand specific

experiential phenomena as it is understood by the particular population from a particular context results in its use in small, purposely selected and carefully situated samples (Smith et al., 2009). In this study, three individuals were interviewed from each of the three groups: children, parent/s, and teachers. For identification purposes, the participants from each group were labeled A, B, and C (i.e., Parent A, Child A, Teacher A).

### ***3.3.3 Gaining Entry***

As a Filipino migrant myself, gaining access to potential participants was relatively easy. Initially, the families were approached by a third person, an acquaintance known to both the researcher and the families. Lester (1999) emphasizes the importance of rapport and empathy in gaining a depth of information. The cultural background that I shared with the families and the vocation that I shared with the teachers facilitated the establishment of rapport during the initial informal meetings with the consenting participants.

Upon gaining ethical approval for the study, measures to gain consent took place. Consent is “the voluntary agreement of an individual, or his or her authorized representative, who has the legal capacity to give consent, and who exercises free power of choice, without undue inducement or any other form of constraint or coercion to participate in research” (Levine 1988 as cited in Medtran Medical Translation Services, 2000). Assent, on the other hand, “is a term used to express willingness to participate in research by persons who are by definition too young to give informed consent but who are old enough to understand the proposed research in general, its expected risks and possible benefits, and the activities expected of them as subject”. For this study, consent for access to the child participants was sought from their parents. Through age-appropriate documentation (see Appendices A and E) and orientation regarding the study, the assents of the child participants were also gained.

After meeting with the participating families, letters of invitation were presented to the parents (see Appendix B) and children (see Appendix A).

Information Sheets (see Appendix E) detailing the research were sent to them, explaining the rationale for the study, the procedures for data collection, and the eventual use of the research results. The construct of self-efficacy was also defined in simplified terms, to give the participants a clearer picture of what the study aimed to investigate. The parents and teachers were told: "Self-efficacy is the belief that one has what it takes to achieve a set goal." The children were given a simpler version of the construct, with examples: "Self-efficacy is believing that you are able to do what you want to do so that you can reach a goal. For example, a boy who can play basketball well knows he is good enough to join the school team. So, he will go ahead and try out for the basketball team." (See Appendix B, par. 2). They were also informed about the tasks expected of them as potential participants and their right to withdraw from the study should they decide to. A consent form (see Appendix H) was included to signify their agreement for both parents and children to participate in the study. Upon receipt of the consent forms, a letter for the interview appointment (see Appendices K and L) and a copy of the interview schedule (see Appendices O and P) were given to the participants.

I met with the school principal to introduce myself as well as the research I was about to undertake, and I explained the process through which the teachers were identified as possible participants. The information pack I submitted contained the Letter of Invitation (see Appendix D), the Participant Information Sheet (see Appendix G), and the Consent Form (see Appendix J) that was necessary to allow the teachers to be interviewed. Permission was also sought to conduct the interviews within the school premises, to avoid inconveniencing the teachers. Concurrently, each teacher was given a similar information sheet (see Appendix F) and consent form (see Appendix I) to participate in the study. Upon attaining consent, the school principal (see Appendix N) was given another document detailing the dates and times for the interviews. Teachers were given the same document (see Appendix M) in addition to a copy of the interview schedule (see Appendix Q), for their information.

### ***3.3.4 Data Collection and Instrumentation***

In qualitative research, the case study method usually relies on interviews to collect data. An IPA study is best supported by a data-collection method that invites participants to offer a rich, first-person account of their experience. This allows participants to relate their stories, as well as develop ideas and voice concerns, in a free and reflective manner at great length (Smith et al., 2009).

Bernard (1988) recommends a semi-structured interview as a reliable option for use when the subjects are unable to be interviewed more than once (Cohen & Crabtree, 2006b), as was the case in this study. Smith et al. (2009) specifically suggest the construction and use of an interview schedule for novice IPA researchers, which allows the researcher more opportunities to be actively engaged and attentive, as well as flexible and responsive to the interviewee. This method of collecting data uses a guide to allow comparisons of information sourced from different interviews (Guthrie, 2010). Standard introductions and conclusions are common in a semi-structured interview guide, with flexibility for modifying the order of the intervening questions to provide a natural flow. For this research, separate interview guides (see Appendices O–Q) were prepared for each group of participants. The relevant guide was forwarded to each interviewee prior to the scheduled interview appointment. The interview guide constructed for the child participants was composed using simpler, less-technical words.

Lichtman (2010) asserts that natural settings are preferred when talking to people or observing them. Conducting interviews in an environment comfortable to the participant facilitates a relationship of dialogical openness between interviewer and interviewee (Kleiman, 2004). Interviews could be conducted in the home or office of the participant, by phone, or in cyberspace. I conducted the interviews in the respective participants' homes (for the parents and children) and the school office (for teachers), which allowed them a sense of comfort and familiarity that could facilitate an open, rich description of their experiences. To allow for a detailed transcription of data, all interviews were digitally recorded, with

participants' consent. These recordings were subsequently transcribed and copies were presented to each interviewee for review and approval.

#### *3.3.4.1. Child Interviews*

Prior to the actual interview, I met with the children informally to allow them to feel familiar with me, and gave them a copy of the interview guide to read ahead of the interview. These short meetings were devoted to casual discussions unrelated to the study itself. The actual interviews were held privately in the children's respective homes. The parents provided us with a quiet place in the living area for the interview. Clarifying questions were often used during the sessions with children to verify their responses.

#### *3.3.4.2. Parent Interviews*

The interviews with the parents proceeded after those with the children. Rapport with the participants had been established during the initial meeting/introduction and allowed for an interview that seemed more like a catch-up between friends than a research method.

#### *3.3.4.3. Teacher Interviews*

Interviews with the teachers were held in school at a time convenient to each participant. Rapport had been established when I had offered personal information and a brief background on the study. We were afforded privacy and a quiet place in which to conduct all the interviews.

### ***3.3.5 Treatment of Data***

The digital recordings of all interviews were transcribed by the researcher and presented to the participants for review and approval. The next stage was the data analysis. In qualitative studies, verbatim transcripts from in-depth interviews provide the textual basis and narrative material for analysis (Chan, Fung, & Chien, 2013; Warren, 2004). Biddix (2009) explains that one must make sense of all the data from the responses and arrive at a cohesive and comprehensive picture of the information gathered in the study. In this study, notes on observations taken during the actual interviews

were recorded separately through reflective field notes and reviewed alongside the actual transcriptions.

It was through multiple readings or transcripts that I was able to grasp a sense of the data gathered through the interviews. Smith et al. (2009) note that the initial steps of reading and re-reading textual data and initial noting of comments often merge, as each reading of text yields deeper interpretations and information. Listening to the digital recordings also allowed me to “re-live” the interview session and pay attention to the nuances, such as hesitations in responses, and tone of voice. I used a table to plot the comments I had written on the transcripts, to provide me with a clearer visual organization of the themes that emerged from the responses (see Appendix R).

As the reading and re-reading of the transcripts progressed, I made notes and comments on specific phrases or answers and on the general idea described through the responses. Some comments were descriptive, clarifying the children’s responses to present a better understanding of what they were trying to relate.

## Chapter 4

### Research Findings

---

In qualitative studies, the data collected can be vast and overwhelming. Filtering the abundance of information involves repeated readings of text (in this case the interview transcripts), converting the responses into codes, and identifying themes within and across cases.

This chapter presents the data gathered from the semi-structured interviews. In addition, brief descriptions of the research participants are included, to provide the context in which to situate the results. For this study, demographic groups included are the Filipino migrant children, their parents, and their teachers.

#### 4.1. Children

Child A was a 9-year-old girl, the eldest of two children, the youngest being a boy. She had had a year of formal schooling in the Philippines prior to moving to New Zealand. She had been attending the current school for three years and another school in Tauranga for one year before that.

Child B was a 10-year old boy and an only child. He had attended two years of structured pre-school and half a year of first grade in the Philippines. At the time of the interview, he had been a student at his current school for four years since arriving in New Zealand.

Child C was an 8-year old boy with a brother one year younger than he was. He was the most recent migrant of the three, having arrived in New Zealand approximately two years prior. He had had a year of formal elementary school in the Philippines and was in his second year in the current school.

##### ***4.1.1. A New Life in New Zealand***

Although still relatively young when they first moved to New Zealand, the children still considered the event significant, as evidenced by their recall of how they felt at the time.

#### *4.1.1.1. Feelings of Anxiety*

Significantly, they all expressed some level of anxiety over the experience. A cause for concern was the issue of language. One child described it as “hard because I can’t even understand what the other children were talking about.” Out of the three participants, only Child B was fluent in English before migrating to New Zealand. However, he reported that he found certain academic lessons “hard,” such as spelling and writing, due to “different words” and a “different language.” Leaving family and friends behind also made the move quite challenging for the children, as they were concerned about being in a new environment and not knowing anyone. Child C recalls being “shy and nervous” because he “did not know what to say” and that “everyone spoke English.” For Child A, the fact that they had to share a house with other families they did not know was a cause for concern. According to her, “there were lots of families living there ... we didn’t know anyone ... we stayed in the room and we just kept silent”.

#### *4.1.1.2. Making New Friends*

Forming friendships in the new school proved to be beneficial in the adjustment process. Child B recalls how finding friends in school allowed “things to be really easy.” Child C sought and made friends with fellow Filipino children because they “helped him speak English” and his improvement in English would allow him to gain more friends. This shows how he made use of social relations to better himself. Child A compared her experience between the first New Zealand school she attended in Tauranga and the current one, and described how she was “a little creeped out” when she first went to her former school. Asked to describe it further, she explained that she “didn’t know anyone and thought they were bullies.” She later said, “They weren’t bullies and I made a few friends and it felt good.” When talking about the experience further, she described making “friends except I did not have anyone to play with.” This could have been her interpretation of having peers in class but not being able to interact with

them socially outside the classroom. She then described how her current school “is more fun” and “much more better” because she has “five friends to choose from” as opposed to her former school, where she claimed to “just play [by] myself.”

#### *4.1.1.3. Becoming Better Students*

It is worth noting that of the three participants, Child B was the only one who had attended a Philippine formal primary school as a first grader, albeit only for half of the school year, as he had to leave for New Zealand. Children A and C attended two years of pre-school (Kindergarten and Preparatory). They were exposed to more traditional methods of instruction, such as teacher-directed discussions and pencil-and-paper assessments, and the content of the two types of education was markedly different. Child B describes how there were more “subjects” that he had to learn in his previous school in the Philippines. He found school in New Zealand “really easy” as he had learned and mastered most of the lessons he was being taught in the new school. On the other hand, Child A said she feels she is a better student in New Zealand because she does “more work here” than when she was in the Philippines. For her, the ability to accomplish more tasks is tantamount to being a better student. Child C was also explicit in stating how he has become a “better” student since attending his new school in New Zealand. He said that it had improved his English communication skills and allowed him to develop into a more independent learner, especially in the accomplishment of his homework (“Moving here in NZ really improved my English speaking and understanding. It also helped me to become independent, like making homework on my own.”). Among the three participants, Children A and C reported that they had become better students in New Zealand through the focus on learning skills rather than on content, and through their school training in being independent learners.

Overall, all of the children participating in the study had positive beliefs about their abilities in school. However, they identified several difficulties. For Child A, challenging areas were task-specific. Although she mentioned that Reading and Language were quite difficult for her (“Reading

... which is so hard. And Language, and I don't like it because it's too hard."), further clarification yielded the information that working on numerous worksheets and performing tasks under time constraints was challenging ("I do not like too hard work. Like, we have to do three worksheets a day sometimes."; "We have to do hard work, like we have to finish it in five minutes.").

For Children B and C, having English as a second language presented difficulties in school. Child B specified Spelling and Creative Writing as "hard." Although quite fluent in spoken English, the different words he had to learn to spell presented a challenge ("Spelling is hard, because we had to study different words."). Putting thoughts into words through Creative Writing was also a task Child B found difficult to do ("Writing as in ... stories, it's really hard."; "It was hard for me ... writing different words in a different language."). Child C, on the other hand, learned to converse primarily in English only upon entering a New Zealand school, and so encountered some difficulty initially in communication and forming social relations with peers ("And I don't know what to say. And everyone spoke English."). The issue of language also may have contributed to some challenges he faced with schoolwork during the earlier part of his New Zealand educational experience ("... when I first started ..."). However, he added that "it's [became] a little bit easy and then it got harder". His assessment of the degree of difficulty in schoolwork could be attributed to first, his confidence gained in speaking and understanding English (the "easy" part), and second, to the progression of content during the academic year ("it got harder").

#### ***4.1.2. Understanding of Self-efficacy***

Through the Invitation Letter (see Appendix A) sent to the children at the start of the data-gathering process, a definition of self-efficacy was given to provide the participants a clearer description of the construct being examined. It was through this definition that I sought to discover how the participants understood their academic self-efficacy as students in a New Zealand school.

#### *4.1.2.1. Interest Equals Effort*

For all the participants, their interest in a specific subject matter (in this case, Math) enabled them to exert more effort in performing tasks related to the content. This then led to above-average performance in Math, as evidenced by Child B's placement in an advanced or higher-level Math class. For Child A, what makes Math interesting for her are the activities that integrate art. Despite the difficulties she encounters in some mathematical concepts, she claimed to "like it a lot" and enabled her to "keep trying to do it." Child C reported finding the current lessons in Math challenging yet claimed that he enjoyed and liked the subject because he "can learn more" and "can be the best learner in the whole school." He further said that "he feels like I got into it" and he "knows what numbers can add up to." For Child C, the challenges he had with the lessons did not discourage him and make him lose interest in the subject. Instead, he recognized that he knew the basics enough to help him overcome certain difficulties.

#### *4.1.2.2. Engagement is Key*

Fun and engaging activities presented to supplement the instruction also encouraged the children to believe in their capabilities, therefore enabling them to perform the tasks and do well in the subject. When asked about academic subjects that he believed he was good at, Child B identified Religious Education as one area, because "it is quite fun" learning "about God and Jesus and what He did." He further elaborated that the activities the teacher employed to reinforce the concepts made it fun. To be specific, "drawing pictures, activities to write on, and word finds to do," allowed him to have fun while learning.

Child A identified Art and Math as academic subjects she was good at. She specifically cited an activity being a "bit of Math and Art," involving "number choosing" and then "decorating it however we want". Integrating art skills with mathematical concepts allowed her to develop a deeper interest in the academic subject (Math). This interest then translated to Child A's positive belief in her abilities in Math and subsequent performance in the

subject. She said she was “good at Math” because “she gets most of it right” and that she was “cross-grouped” to another room for different activities.

#### *4.1.2.3. Practice Makes Perfect*

For Children B and C, frequent exposure to and engagement in an activity increased their competence in a specific skill. Child B reported that he felt he was “best at Math” since he “does Kumon<sup>3</sup>.” He added that most of the Math drills in school “are easy.” His advanced skill allowed him to “go in a different classroom for Math ... like a higher class.” For Child C, sports was an area he feels he is “good at” even if he got hurt when he “plays rugby.” He explained how his skill is improved through practice, despite any difficulties he may encounter (“... I tried it before, and I was a little better, and when I practice it again, I got higher scores ... but it hurts.”).

#### *4.1.2.4. Teacher Feedback Helps*

When invited to describe her academic performance, Child A reported that she “was doing good” in school. Her teacher’s feedback, positive or otherwise (“The teacher said I am good at writing. My teacher said I’m good at Reading, too; ... my teachers said ... I have to do a few more goals ... I didn’t do very well in other stuff”) enabled her to form a positive concept of her abilities. Child C claimed to feel more confident about speaking and his efforts are affirmed by his teacher (“... I talk better. My teacher tells me ‘good job’ when I answer.”)

#### **4.1.3. Assessment of Academic Self-efficacy**

Towards the end of each interview, the children were asked to rate their academic self-efficacy on a 5-point Likert scale. Children A and B gave themselves a three. Child B was quick to explain that “because I’m not as good in Reading and Writing not like in Math. And I like Math better.” In a

---

<sup>3</sup> Kumon is a math and reading program intended to supplement rather than replace school lessons. Students do not work together as a class, but progress through the program at their own pace, moving on to the next level when they have achieved mastery of the previous level. (<https://en.wikipedia.org/wiki/Kumon>)

similar vein, Child A explained that she gave herself that rating because “my teacher says I am doing a good job ... but I still have more learning goals to do.” They have regulated their academic self-efficacy to take into account the skill levels they possess for the different academic subjects. Child C assessed himself to be a four and have above-average academic self-efficacy. According to him, “I know I can do it but I’ll just keep trying my best ... even if sometimes it’s hard and boring, I’ll just try so I can be better.”

#### **4.1.4. Summary**

For most people, change brings about a myriad of emotions. It is no different for children. For the youngest group who participated in this study, migrating to New Zealand brought about some feelings of anxiety. The absence of family and friends, living in a new and unfamiliar place, and the experience of being in an environment where English is the primary language were all a cause for concern. Meanwhile, the adaptation process was assisted by the children’s ability to form friendships in the new environment. Additionally, the new school environment allowed them to become better students as the skill-focused New Zealand curriculum provided them with more activities for mastery of both content and the English language.

The children in this study have described how their interest in a specific skill or topic determines how much effort they put into performing related activities or tasks. Additionally, the manner in which concepts are taught influences a child’s formation of beliefs of self-efficacy. The fun and engaging activities encourage the students to exert more effort thereby facilitating positive efficacy beliefs. Being able to practice the skills taught and the feedback they receive from their teachers also contribute to how they view their self-efficacy.

#### **4.2. Parents**

Parent A, a mother, was a medical health professional employed at a public tertiary hospital in Hamilton, New Zealand. The father was also an allied health employee at the same institution and was at work at the time of the interview.

Parent B, also a mother, also worked as a medical health professional at the same facility. The father was a nursing student and was unavailable during the interview.

In the last case, both parents were involved in the interview. For clarity, they will be referred to in this chapter and the next as Mother C and Father C individually or Parents C collectively. The father was an IT specialist and the mother was a Teacher Aide at the primary school that her children attended.

#### ***4.2.1. New Zealand Migration for a Better Future***

For all of the participating parents, migration to New Zealand was seen as the key to a better future for their families, especially for their children.

##### *4.2.1.1. Financial Gains*

The opportunity for a higher earning capacity based on their qualifications was a major deciding factor in Parents A and C's selection of New Zealand. Parent A mentioned she primarily made the decision to migrate because of "how [low] the salary of a nurse is in the Philippines" and to look for "greener pastures." Father C related that he was motivated to apply for permanent residence because of "the impact of the earnings ... ." He also mentioned how "the financial thing is quite good, because I have to be financially capable to support my family."

##### *4.2.1.2. Environmental Advantage*

All parent participants said that the quality of life available to residents in New Zealand was another major reason in selecting this as the country to migrate to. The "stress-free" lifestyle compared to other first-world nations and the availability of a multitude of outdoor activities (Parent B) made New Zealand the best option. Parent A described how the idea of "New Zealand [being] a good place to raise a family" reinforced her decision to apply. "The way of life [in New Zealand] ..." also motivated and convinced Father C to apply for migration. He said it was not initially a mutual decision

between him and his wife (“Basically she was not convinced by my decision ... not interested at first.”), which Mother C seconded (“Some of the things we argue about ...”). He explained, however, that upon his suggestion to read articles on New Zealand, “she seems to be convinced. And she appreciated how good New Zealand is.”

#### *4.2.1.3. Educational Opportunities*

The chance to be a student and eventually a graduate of a New Zealand school was also a consideration held by Parents A and C in the decision to migrate abroad. Parent A described her decision:

“Education-wise, I thought too that coming from a school in a first-world country, you would be better. I mean if you go to another country and apply for a job, if you’re from the Philippines, even if, let’s say the education there is really thorough, and if you go to another country if you’re from New Zealand and you apply, who do you think will they accept?”

Father C supplemented his wife’s statement about the chance to give their children “a good education.” He explained that “... when our kids grow up and they [receive their education] here, when they go back to the Philippines, they [will be] better experts compared to other Filipino[s].”).

#### ***4.2.2. The New Zealand School Experience***

The transition from being stakeholders in a Philippine school to one in New Zealand presented experiences that were unique to the migrant Filipino parents involved in this study.

##### *4.2.2.1. Curriculum Differences*

For Parents A and B, their children’s initial entry into a New Zealand school did not offer additional academic content. In fact, the lessons that were being taught upon their entry were similar to the lessons that were being taught approximately one level lower in the Philippines. Parent A compared the amount of academic progress she observed during her child’s

first year in a New Zealand school to the lessons she had already learned and mastered in the Philippines (“When she left the Philippines, she already knew how to read and write. When she got here, the progress was not ... you can’t really see a big difference from when she [was learning] in the Philippines.”). She further observed that the New Zealand academic curriculum placed more emphasis on the mastery of skills and was quite a departure from the content-laden curriculum of the Philippine academic system. Parent B shared the same observation (“The first few weeks of school, he found it pretty boring because the things he learned in the Philippines were the things that were being taught here. The things that he was learning in Year 3 were [taught to him] when he was in Kindergarten in the Philippines ... he wasn’t challenged at all.”). Parent B’s sense of disappointment about her child’s early experience in a New Zealand school was noticeable. She said she believed her child was capable of learning more (“I don’t think they get to learn as much as when he was in the Philippines.”) and such potential was not being maximized in school, due largely to having “just one teacher for all subject areas” and the lack of a “set plan” of what is “to be learned for the day.” Despite this, she noted how her son “enjoyed the fact that there was more play rather than the academic side of things.”

Parents C (both mother and father) shared a similar observation regarding the difference in curricula. However, they seemed to welcome the change as it had allowed their son to develop into a more independent and responsible learner (“Here they are trained to be independent.” – Father C). Mother C further elaborated on the way their son and his class were “trained to write on their own ... the teacher didn’t [mind] even if they spelled it wrong, but as long as they sounded the word right, it was ok. His handwriting improved really well, [as did] his listening [and] speaking.”

Parent A described in detail how the differences in curricula had created some early challenges for her daughter, specifically in solving Math problems:

“In the Philippines ... she can do some addition and subtraction without problem[s]. When she [arrived] here – you know how their

system is different – [we have our own way of doing it in the Philippines], so it made her confused in the beginning ... because she was schooled in the Philippines, she was taught in the other way, and [here] it's another way [of solving] the problem. It confuses her ... ”

She further related that it had affected them as parents as well, since they were unfamiliar with the procedures taught in school and were therefore unable to reinforce the lessons at home in a manner that was parallel to what was done in class (“But here because you’re not very familiar with the system, it’s hard to teach them, [because] you would teach them a different thing, and that would make them confused.”).

#### *4.2.2.2. Home-School Relationship*

One common observation among the participants was that the school community immediately allowed them to feel welcome. The staff was reported to be “very accommodating” (Parents A and B). Parent B added that as parents, they were made to “feel comfortable.” Parent A also mentioned that it was an advantage to be assertive enough to approach teachers or school personnel personally to clarify concerns. She stated, “I think the main thing is that you have to go and ask, and talk to them so you would be recognized...”

A secondary school teacher by profession, Mother C decided to serve as a volunteer at the school, to keep busy during her spare time. She related that she was assigned to a class of her choice – in this case her child’s – to assist the teacher. This, she explained, allowed her to keep track of what was being taught in school and consequently could reinforce at home. “I started as a classroom volunteer ... it was just to keep me busy ... I believe I can, through volunteering, also help with the learning of my child. When we get home, I can review what they [learned] in school. I was also helping with the other children.”

Parent A reported that the school’s quarterly (approximately) parent-teacher meetings allowed her to monitor and follow-up on her child’s progress (“... maybe every quarter they would meet with the parents, to

follow-up the progress of each child. It made me aware of what stage she is now on; which part [she has] difficulty in ...”).

While Parent A expressed a lack of cause for concern between herself [and the family in general] and the school, mainly because the school was “very good with information communication,” Parent B felt otherwise. She said the limited parent-teacher meetings created a “gap between the school and the parents.” Although newsletters were sent to parents at the end of each week, she believed that personal meetings with teachers would allow them to have a clearer idea of their child’s performance in school (“Although they do send weekly newsletters ... the teacher does not get to interact that much with the parents.”). As she and her husband were unable to visit the school often, there was little opportunity for informal interactions with the teacher (“There is no avenue for parents to meet with the teacher, unless you specifically schedule a meeting with them.”). She felt that they, as parents, were unable to accurately gauge their son’s performance in class as the few scheduled parent-teacher meetings were insufficient and this was not helped by the teacher’s somewhat general feedback that her son was “performing very well.” Although the teacher provided them with positive information about their son’s academic performance, she and her husband thought the child was not being introduced to enough content and tried to supplement his education by enrolling him in a Kumon program for Math, as well as providing him with English Reading and Language textbooks from the Philippines (“... we don’t actually know what the lessons are in school, we just try to teach him what we think [he should] learn at his age ... we enrolled him in Kumon because we think he is quite good in Math ... a waste of talent when you don’t actually try to pursue the thing that he has .... ”). She further described that she only received information through her son about activities that had already commenced, instead of having information sent to them directly, ahead of time. The absence of regular homework did not allow them to be aware of the current lessons being taught in class (“Because they don’t send homework as well, we don’t get the chance to see what they are teaching the kids.”).

#### *4.2.2.3. English as a Second Language*

For all parent participants, language was an issue for their children. Parent A said that combined with her child's introverted nature, her daughter's inability to speak in English when she arrived in New Zealand made the transition challenging at first. Her daughter's ability to form friendships with peers was an adjustment challenge she had had to overcome ("...[when she first arrived, she didn't] speak English – that's the main thing. It [was] hard for her to adjust, first because of the language barrier, plus [she is] a bit shy ... but she gained [a few] friends especially when she [attended (school's name)] ... [they're good friends until now]"). Parent B likewise mentioned that her son found essay writing and reading assignments somewhat challenging, as English was his second language. Although fluent in both speech and comprehension, "putting thoughts into words" was an issue he had had to work on.

Mother C was not as definitive as the first two parents in identifying language as an issue for her son. However, she implied that it was a challenge he had had to overcome when describing the way her volunteer work in his classroom enabled her to help him improve his English communication skills ("... I can say that he really improved a lot in terms of his listening, speaking, [and] understanding in English ..."). Her husband, Father C, also made the same suggestion in his reference to being migrants with English as a "secondary language" and how they were "struggling" in that respect.

#### ***4.2.3. Understanding of Self-efficacy***

Presented with a definition of self-efficacy through the Invitation Letter (see Appendix B) sent out to all participants, the parents involved in this study were guided into a better understanding of the construct. This allowed them to provide a clearer picture of how they viewed self-efficacy, particularly in its role in their children's academic life.

#### *4.2.3.1. Feedback from Significant People Contribute to Self-efficacy*

Parent A said the affirmation that she and the teachers gave her child allowed her to form positive self-efficacy beliefs. Interchanging the concept with self-confidence, she further explained that parental approval enabled her daughter to “go out there and participate.”

#### *4.2.3.2. Self-efficacy Motivates*

Both Parents A and B related the role of self-efficacy in motivating the children to learn and perform tasks in school. As Parent A described, positive self-efficacy, as an effect of parents’ faith and encouragement, motivated their child into action (“If she thinks that [you have] faith in her, that would boost her [self-efficacy]. She would go out there and participate...”). Parent B further reinforced the construct’s motivational role, declaring that “self-efficacy would be the driving force for the child to be able to achieve what he needs to achieve.”

#### *4.2.3.4. From Interest to Efficacy*

A child’s interest in a particular academic topic allows him/her to form positive self-efficacy beliefs about his/her capabilities in the subject. For Parent B, her son’s interest in certain subjects allowed him to exert more effort in performing related tasks (“He tries his best to excel in the things that he does...especially Math...”). Parent A described her daughter’s efforts to accomplish tasks despite challenges encountered. Specifying certain skills, she related her daughter’s interest and talent enables her to perform better and therefore feel positive about her abilities (“She’s good in art. She’s got some artistic talent. She really likes drawing and crafts.”). Although her daughter is reportedly performing averagely in reading (“... she reads well but it’s the comprehension that [she finds] difficult.”), it is a skill she has great interest in (“She likes reading.”). The achievement “levels” children are assigned to in school have affected her daughter’s views of her own capabilities (she has used the term “self-esteem”). However, she has still maintained her interest in school and the effort she exerts to achieve learning

goals (“She likes school in general ...sometimes they’ve got this ‘level-level’ thing ... but, yeah, she’s trying in her own way.”).

#### *4.2.3.5. Being a Responsible Learner*

For all parents, the child’s ability to be responsible for their learning is an indication of positive academic self-efficacy. Parent A described how her daughter “helps herself” and does not need any prodding or reminders to read daily. Her motivation to be better is evident in the self-initiated spelling drills she would ask her mother to help her with (“She’s very motivated; she would give me her list, and she would say ‘Oh mommy can you help me to do the spelling?’ and this and that”). Parent B related that her child tries to work on his homework on his own especially in Math. As they have identified his strength in this particular subject (“He got accelerated in Math because he was doing higher-level Math as compared to his classmates.”) and have encouraged it by enrolling him in a supplemental program (Kumon), his efforts at accomplishing related tasks independently indicate his positive belief of his efficacy in the subject (“...he tries his best to do his math homework on his own regularly...”). Mother C credited the sense of responsibility for learning her son has gained in his formation of beliefs about his academic self-efficacy. Coupled with maturity, she related how he has developed a habit of reading regularly after meals as it has helped him in becoming more proficient in English (“...he’s becoming more mature now. He gets books to read from school and after eating his lunch [goes straight away] to his book to read it. Now we can see that he’s more confident in speaking in English and he can comprehend better.”).

#### ***4.2.4. Contributions to Children’s Academic Self-efficacy***

Parents play a significant role in the formation of children’s academic self-efficacy beliefs. In this study, the participants have described different ways they have contributed to positively effect their children’s academic self-efficacy.

#### *4.2.4.1. Providing a Supportive Environment*

Parent A described the adjustment challenges her daughter faced upon her entry into a New Zealand school. Despite her initial worry that her daughter might fall “behind”, she has learned “not to be too hard on [her]”. She further explained that her daughter will eventually “learn as she grows, [she] would learn more”. In addition, providing “positive reinforcement” and having “faith in her [abilities]” allows her daughter to form positive academic self-efficacy beliefs.

#### *4.2.4.2. Using Opportunities for Learning*

Parent A related how the family does not follow any specific structured study time at home. She illustrated that they “incorporate” opportunities for learning in daily activities such as integrating spelling drills “while making conversation.” This way she said, “the kids remember their lessons better” and they “get to practice [their skills] any time.” Mother C also described how she took advantage of the Homework Challenge book her son brought home, which included suggested activities for physical self-improvement and academic challenges. She involved him in baking banana muffins after he had expressed interest. She allowed him to read the recipe and asked him how much of each ingredient would be needed should she double or triple the recipe. This way, she said “its like hitting two birds [with] one stone”. She elaborated that with her son’s tendency to be “bored with repetition” challenges her and her husband in “giving him activities he [will be] learning from ... things he will be good in ... so he will be encouraged.”

#### *4.2.4.3. Honing the Skills*

In Parent B’s case, enrolling her child in a structured program such as Kumon helped reinforce his skill in Math. This allowed him to be “more confident” in his ability and form a positive self-efficacy of his skill in Math. In addition, workbook exercises in Reading and in Language allowed him to develop and improve his ability.

#### ***4.2.5. Assessment of Child's Academic Self-efficacy***

All parents in the study reported an average level of academic self-efficacy held by their children. In their explanations, it is apparent that the parents highly relate self-efficacy to skill. To them, doing well is equated with possessing positive academic self-efficacy. Their assessments of an average degree of academic self-efficacy result from the combination of children's mastered skills in some areas and observed challenges in others. For Parent A, the challenges ("There are some [skills] we need to work on.") her daughter faced in school did not deter her from exerting effort in all activities. Parent B's assessment is made based on her observation that her son is certain to "... finish [a task] and do it very well. However, if he's not too interested in something, you need to actually push him to do it ... if he doesn't get it the first time, he gets frustrated already." Mother C reported that her son has the "drive to succeed" and just needs a "push in the right direction" to help him achieve his goals.

#### ***4.2.6. Summary***

For all parents who participated in the study, migration was a voluntary decision they made to secure a better future for their families. One of the primary reasons for permanent resettlement overseas was for the opportunity to earn more. New Zealand's reputation as a "clean and green country" that is ideal for raising families was also a significant factor in the decision to select it as the host country. The educational opportunities made available to residents and citizens of New Zealand is another factor the parents considered during the migration process.

As new members of a New Zealand academic community, the parents had to adapt to a system of education that was markedly dissimilar to that of the Philippines. The differences in curriculum content, the school's practices for home-school collaboration, and having English as a second language presented opportunities for improvement as well as challenges for the parents of this study.

The parents are one of the key persons responsible for significantly influencing a child's self-efficacy beliefs. Their understanding of the construct in its role in a student's academic performance allows them to provide the children with the support necessary for achievement in school. The parents believe that the feedback they provide the children with on the work that they do enable them to form beliefs about their abilities in school. It is also their understanding that the motivation to exert more effort and achieve goals is a consequence of positive self-efficacy beliefs. Furthermore, the level of interest a child has regarding a skill or topic and the resulting effort exerted to accomplish related tasks has an impact on his/her self-efficacy beliefs. Lastly, a child's level of self-efficacy is evident in the way he or she takes responsibility of his/her learning.

The parents have described the steps they have taken to positively influence their children's self-efficacy beliefs. A supportive and encouraging environment, maximizing opportunities for learning, and taking advantage of a child's observed potential and skills by engaging in structured drills and activities all contribute to the development of academic self-efficacy.

#### **4.3. The Teachers**

All teachers interviewed were females. Incidentally, all three students happen to attend the same primary school due in fact to the sampling technique used. The school is located in a suburb near the hospital where a number of Filipino health professionals work at. The concentration of Filipino families living within close proximity of the hospital has made the school an obvious choice to send the children to.

Teacher A has been in the profession for over ten years. She has also taught all age levels in primary school.

Teacher B has seventeen years of experience teaching in the upper primary levels. Incidentally, she was also Child B's teacher upon his initial entry into the school two years prior.

Teacher C has the most teaching experience being in the profession for twenty-three years.

#### ***4.3.1. Preparing the Learning Environment***

The school has identified itself to be a multicultural institution with students from at least fourteen different cultural backgrounds (Rutherford, 2012). To provide a general idea of the class setting each child was in, the teachers were asked to describe the learning environment they prepared for the culturally diverse student population.

##### *4.3.1.1. Cultural Inclusion*

Teacher A began each day greeting the class in a different language. She incorporated the native languages of the students in the class “for the children to learn” and in so doing allowed everyone to “just get included”. Teacher C likewise incorporated various native languages “just as a normal everyday thing”. The class’ exposure to this practice allowed them to feel comfortable in using non-English words or phrases regularly in class, which “works out quite well” and is “quite embracing”. Teacher B described how she utilizes her students’ cultural diversity as a resource for the entire class. Enumerating the ethnic backgrounds of her students, she explained how “it allows you to draw on things that have happened that are different from them (NZ children) and you can compare and contrast that and when you’re talking about experiences of growing up, then you have this wealth of knowledge in your classroom.” She cited one instance when a student who spoke Korean was able to further interpret and explain a journal story about Korean food. Such an experience “brings you a diversity to your teaching and it gives you a new resource.” In describing how inclusive the entire school is, she related how the children do not differentiate peers based on ethnicity. In her experience, “it (race) just doesn’t feature [in] the way they interact together. They draw on it in a way to help explain things, but it doesn’t become definitive.” She added that she has had to modify some academic contexts to suit her class’ diverse cultural backgrounds:

... in our school, Maori and Pakeha make less than a third of the population. So, you have to adapt some of the contexts to adjust to the children who don't have the same backgrounds... the children who are new to New Zealand don't always understand the Maori language that infiltrates our everyday speech. ... be very careful in using very English or very New Zealand speech, you have to translate, and you have to explain things that you haven't always had to explain.

#### *4.3.1.2. Collaborative Goal Achievement*

Teacher A described that the school-wide use of Success Criteria and Learning Intentions supported the belief that when “children know what they are learning about, and when it's shared learning, they'd actually buy into it more... take more ownership of the learning that's happening. “ Rather than presenting the tasks directly to the class, the goals or intentions are laid down. She would then guide the class in designing the process they would utilize to achieve the goals presented (“... putting the questions back [to] the kids, so they get that shared learning happening... building a Success Criteria so they know where to go and where they need to aim”). Teacher B likewise reiterated how “figuring out ways to do things as a class” allowed the children to “take responsibility for their own learning”.

#### *4.2.1.3. Peers as Resource*

Together with the students' collaboration in the learning process, all teachers consider peers to be important resources. Teacher A designed her class to allow children of similar ability to be grouped together. This is so “no one who's not ready to be there is not in that group because it's really hard for someone to actually take part when everyone else is way ahead. So you plug the holes where they're at and then you move them.” With the “learning steps” identified in a collaborative effort with the class, children are grouped together with others who are working on a similar level as they are. Each group works together “so they can move on to the next step.” This practice actually works well as it allows more challenged children to receive more

support (“... they get teacher aid time... one-on-one, they might get more group time) while the more advanced groups work independently.

As earlier mentioned, Teacher B described how the various cultural backgrounds of her class provide for a richer learning environment. The unique experiences of each child contribute to other children’s learning. She explained that the various childhood experiences of each student allow them to “become the resources, rather than just being sponges and they can contribute to other children’s learning.”

In relation to Teacher C’s strategic arrangement of seats, she has adopted an “Ask an Advisor” technique for the children to practice. This way, children who experience some difficulties have a classmate close by who can be of assistance especially when she is unable to attend to them (“if they’re having a bit of trouble, they’ve got somebody close by”). She further explained that the support person is not necessarily someone of higher aptitude but rather, a peer the child feels comfortable with.

#### *4.2.1.4. Emotional Security*

Recalling her early experience in teaching, Teacher C related how teaching disadvantaged students framed her teaching style. She believes that providing a safe environment is crucial to encourage the students to “want to learn”. She encourages her students to keep trying without fear of being judged should they fail (“... a supportive environment where they’re not allowed to laugh at each other if it’s not right. It’s something I really put a stamp on... in the hopes that they understand that trying is better than not trying.”)

#### ***4.3.2. Understanding of Self-efficacy***

Presented with a basic definition of self-efficacy through the Invitation Letter (See Appendix C), the teachers were asked to describe the construct within the context of their own class. Specifically, they discuss the views they have of self-efficacy as it relates to their student participating in this study.

#### *4.3.2.1. Effort translates to self-efficacy*

All teachers discussed the value of effort as being indicative of self-efficacy. In her description of Child A, Teacher A related that her student consistently persists in accomplishing tasks. She described how Child A “takes on board what she’s being taught and she tries to use it.” Her motivation to do well enables her to exert as much effort as she can. “I don’t think just because she doesn’t know how to do it [will] ever be a problem for her. It’s ‘I know I wanna do well so I’m gonna keep trying’ ”, she explained. She observed Child A to be highly efficacious because despite being an “average student, she still pushes on.”

Diligence and hard work are indicative of a positive sense of self-efficacy, described Teacher B (“It shows because he is diligent. He works hard. You can see that he does all those so he can be better. He knows what he needs to do.”)

Teacher C has emphasized the value of “giving it a try” in her class. As she has described in the learning environment she creates for her class, “It’s okay to make mistakes.” Exerting effort regardless of outcome is indicative of positive self-efficacy. She likened the brain to a computer. “If you tell it you can do something, it will believe it; it won’t understand anything other than you saying ‘I can. I can. I will.’”

#### *4.3.2.2. Success Leads to Self-efficacy*

Allowing the children opportunities to succeed enables them to be more efficacious about their abilities. The scaffolding method Teacher A utilizes as part of the Learning Intentions strategy organizes the skills to be learned in increasing complexity (“As we go through, children will be at different stages. It’s scaffolding. Some goals some children will be able to do faster than others.”). By grouping the children according to the “learning steps” they are at, “no one who’s not ready to be there is not in that group... [because] it’s really hard for someone to actually take part when everyone else is way ahead.” She further explained that the grouping where those in the less complex learning steps receive more guidance while those in the

more advanced steps are able to work more independently. Such a set-up then provides the former group of children “an opportunity to catch up to others who are already there.” With the children working within groups of similar ability, “getting better is more doable because they’re all pretty much working on the same things. This makes them more confident and want to move on to the next learning step.” Teacher C makes it a point to celebrate her students’ achievements in class and cultivates a supportive environment where the entire class recognizes other children’s successes (“I [make] sure that every time the next learning step is achieved, it is celebrated. ... I stop the whole class and let them know ‘Oh he’s doing this! How exciting!’). She makes a conscious effort to commend students for being able to accomplish the learning goals that are presented. She provides feedback in the form of reviewing the learning goals and the subsequent steps needed for advancement (“... I always write in their books the next learning step: ‘What do you need to learn now in order to move forward or even further.’ So he’s well aware that he has the potential to move...”).

#### *4.3.2.3. Goal-setting Develops Self-efficacy*

All teachers described the role goal-setting plays in a child’s formation of self-efficacy. The use of Learning Intentions in Teacher A’s class enables the students to draw up concrete step-by-step plans to aid them in accomplishing tasks. She employs a process-oriented approach wherein students are informed of their current learning level (“...knows that by the end of this term she has to be at a 2-above to be meeting... her year level goal.”). She then affixes small sheets “targets” or “goals” on the students’ written work to guide them to achieve the year level goals. Her knowledge of the goals set for her allows Child C to keep “working on tasks so she’ll reach that target.” Teacher B related that Child B’s high self-efficacy may be attributed to his “knowing what he needs to do” to achieve the learning goals in class. Teacher C likewise credits learning goals in the development of self-efficacy beliefs. She employs the practice of having her students come up with three goals they are to mark off and write down three more as they go along. This then motivates them to “keep on” and help them “believe that they can”.

#### *4.3.2.4. Relationships Matter*

Teacher A credits the positive family life Child A has in the health self-efficacy held by the student. In addition, a healthy relationship with her peers enables her to feel happy about school and, therefore, allows her to feel positive about her abilities and enables her to exert effort in school (“... she’s got a good group of friends. She still pushes on. And I think also her family life has a lot to do with that, too...”).

Being the significant adult in Child C’s academic life, Teacher C’s feedback is crucial in the development of his self-efficacy beliefs. Teacher C ensures that success is always celebrated in her classroom (“...he knows that there is always a next step along, to keep moving ahead. ... every time the next learning step is achieved, it is celebrated.”) The “sense of achievement” fostered by providing “necessary affirmation” allows him to feel more confident about his abilities and encourages awareness of his potential to “move forward.” The trust formed between teacher and student also encouraged Child C to form positive beliefs about his capabilities. Providing a safe environment where “it’s okay to make mistakes” enables him to be motivated to keep trying and subsequently improve himself.

#### *4.3.2.5. Cultural Adaptation*

The children’s cultural adjustment in school indirectly contributes to the development of his/her self-efficacy. In Teacher B’s observation, Asian students, specifically those “from the Philippines, tend to take education very seriously.” She elaborates that they seem to prefer prescribed “written work” and are challenged by more “independent tasks that maybe requires more than just writing down an answer.” She described the increased level of confidence she has observed in Child B compared to how he was during his first year in her class. “He’s always been motivated from the start... he’s a little bit more confident now... more willing to share and discuss – it’s more adapting to a Kiwi persona”, she explained.

For Teacher C, her student’s (Child C) adjustment was primarily due to the language barrier. She claimed that he’s had to overcome “a number of

difficulties” including having “English as a second language” and “maturity issues... one of the biggest things I’ve had to overcome with Child C was that he was too used to being told exactly what to do.” His reported academic challenges are attributed to “the fact that he started a step behind everybody else because he has to learn so much more. ... writing follows the speaking... it took him a while to do the speaking.” As he gained more practice with peers and encouragement from his teacher, “he’s very good now... with the speaking. But now that he’s gained that confidence, slowly I think we’re gaining more confidence in the academic areas.” His improved familiarity and use of English has then allowed him to “try more.”

### ***4.3.3. Summary***

The teachers in this study are all seasoned educators working in a highly multicultural environment. The learning environment they provide their students with empowers the children with the skills and healthy self-beliefs crucial to academic achievement. To assist the children in forming positive self-efficacy beliefs, all the teachers have adopted practices that welcomed and encouraged the inclusion of different cultures. Planning and setting goals as a class empowered the children and allowed them ownership over their learning, thus motivating them do everything they can to succeed. They also established procedures in class that allowed the children to work collaboratively with peers in accomplishing tasks and utilizing fellow students as sources of information. Lastly, a safe and encouraging class environment allowed the children to perform and persevere at tasks without the fear of being judged if they fail.

In the teachers’ view, the amount of effort exerted in performing tasks is a measure of a child’s self-efficacy. Designing activities that allow the children to experience success enables them to feel good about their abilities and develop the confidence to keep trying. Setting step-by-step goals also encouraged the children to reach them in order to progress to the next step thereby allowing them to persevere in performing tasks. The teachers also believe that healthy relationships with significant persons such as family and friends are crucial in a child’s self-efficacy beliefs. Being able to adapt to the

new culture and environment also allows the child to feel confident about his/her beliefs motivating him/her to exert more effort.

#### **4.4. Self-efficacy: An Overall View**

For the children, the parents and teachers included in this study, the effort exerted in achieving goals is indicative of the level of self-efficacy the child possesses. For the children, “trying to do [their] best” regardless of whatever difficulties they have had will eventually allow them to “do better” and “to get it.” Creative teaching methods that engage the students as well as develop and/or enhance the students’ interest motivate them to exert more effort. Parents A and B have also noted how their children have tried their best to be able to achieve and even surpass the goals set for them. The children’s efforts at taking responsibility for their learning are evidence of their level of self-efficacy. The children in the study have a good grasp of the goals for their level and possess the initiative to perform the actions necessary for achievement. The teachers have likewise highlighted the role of effort in the development of students’ self-efficacy. By cultivating a supportive and encouraging class environment, the students gain the confidence to “keep trying” without the fear of making mistakes.

Another general view of self-efficacy held by all three groups of participants is that the feedback the students receive from their parents and teachers play an important role in the formation of their self-efficacy. The children have specified that the affirmation they receive from their teachers on the work that they produce enables them to gauge their abilities that then motivate them to work harder (“... my teacher said I’m good at reading.” – Child A; “... I’m becoming better, my teacher said... but I still need to keep trying.” – Child C). One parent has described that her “faith in her [daughter]” motivated her to “go out there and participate”. Parent B took advantage of her son’s observed talent in Mathematics and so enrolled him in a supplemental course (Kumon) to further hone his abilities. For Parents C, feedback is given in the form of being given a “push” because they know “he can do it”. The teachers have specified how the feedback they give the students have effected the way they perform in class. Teacher A’s detailed

notes on written work and identification of learning goals give her students the motivation to work harder and persevere. Teacher C's practice of "celebrating success" in her classroom allows the students to gain awareness of what they are capable of. Commending the students for being able to achieve the learning steps that they themselves have helped identify contributes in the development of a "sense of achievement" and empowers them to believe that they have the potential to accomplish more.

Other than the issue of English being the second language for the students, the beliefs they have of their academic self-efficacy are not significantly affected by their migrant experience and status. The combination of a systematic setting of goals and a supportive home and school environment provided the basis in how the children perceived their academic self-efficacy.

## Chapter 5

### Discussion

---

This study investigated the self-efficacy beliefs held by Filipino migrant children as well as by their parents and teachers. The increasing Filipino migrant population in New Zealand, the dearth of studies on self-efficacy of Filipino children, and the critical role of self-efficacy in education are salient issues that have led to this endeavor. Guiding this research are the following questions:

- (1) How do migrant Filipino children perceive their self-efficacy as students?
- (2) How do migrant Filipino parents understand their children's self-efficacy?
  - (2.1) What measures have they taken to have a positive effect on their children's self-efficacy as students in a New Zealand school?
- (3) How do the teachers of Filipino children understand student self-efficacy?
  - (3.1) What measures have the teachers taken to have a positive affect on their student's academic self-efficacy?

Woven together, the stories told by each of the study's participants present an insight into the role self-efficacy plays in a young student's life. In this study, the reality of migration provides a context in which to situate how the child forms his or her self-efficacy beliefs. As partners in the child's education, parents and teachers were included in the study to illustrate the influences of the home and the school in the formation of the child's self-efficacy. As the participants related their lived experiences through the in-depth interviews, the phenomenological and hermeneutic nature of the data gathered are more appropriately presented by adopting a method such as Interpretative Phenomenological Analysis or IPA (Lichtman, 2010; Smith et al., 2009).

This chapter presents the discussion of the themes that have been identified through the interviews with participants. These will be discussed within the framework of relevant literature.

The choice to migrate to New Zealand was a decision arrived at by the parents to provide their families with a better future. The financial gains, clean environment, and opportunities that will be available to the children were significant factors in the decision to relocate. To establish the context in which the events have taken place, the experiences migration has brought about for the children and their parents will also be discussed. For the children, the resettlement caused some anxiety. However, their experience at forming new friendships provided the additional support they needed in adjusting to the new environment. Entering a New Zealand school also presented advantages and some challenges for both children and their parents.

As partners in the education of children, parents and teachers play important roles to ensure the children's academic success. Their understanding of the significance of self-efficacy and its effects on student achievement allow them to take supportive measures that in turn benefit the students. For the migrant Filipino children in this study, migration did not significantly influence their academic self-efficacy. Migration to them was an experience they happen to have gone through. Their self-efficacy beliefs were instead results of their efforts, skills, level of interest, and the feedback they receive from their teachers.

### **5.1. The Realities of Migration**

All three parents from the study are highly skilled professionals and have entered New Zealand through the Skilled Migrant Category pathway that allows them permanent residence through the assessment of their relevant skills and qualifications (Asis, 2006; Statistics New Zealand, 2007). Parents A and B, both mothers, work as registered nurses and were the principal applicants in the migration process. The father in Parents C on the other hand is employed as an Information Technology (IT) professional and likewise the principal applicant for the family. Siar (2011) reported that over 30 percent of permanent migrants from the Philippines are tertiary educated with some having college degrees, have reached postgraduate level or have postgraduate degrees. These individuals leave the home country for any of

the four traditional immigration countries that are the United States, Canada, Australia and New Zealand. In their study of migrant children's well-being in Europe, Harttgen and Klasen (2008) further report that countries with strict immigration policies such as Australia, Canada, and New Zealand are likely to select highly skilled migrants.

Consistent with the literature on Filipino migration (Asis, 2006; Baral, 1994), the participants in this study have reported how the economic advantage and available opportunities for the family, specifically for the children were the primary motivating factors in their decision to resettle overseas. Jordan and Graham (2012) have identified South-East Asia to be a major exporter of labour migrants. The intent to resettle abroad is motivated by "the desire to secure a higher standard of living for children and other kin"(p. 1672), provide the children with better educational opportunities, and empower themselves (Rodríguez-Valls & Torres, 2014). The parents have likewise identified a similar reason. The opportunity to provide their children an education in a first world country will allow them to be more globally competitive and offer them wider options for future employment.

Aside from the financial opportunities made available by working and living permanently overseas, the parents chose to apply for residence in New Zealand because of the clean environment it is reputed to have. The country has consistently been included as one of the Top 10 Most Livable countries in the world (Hess & Frolich, 2014). The abundance of vegetation even in urban areas in the form of parks and a wide variety of outdoor activities to enjoy and engage in make New Zealand an ideal place to raise a family. Because better-paying work opportunities in the Philippines are mostly available in heavily populated urban cities, workers must endure the traffic and congestion in commuting to and from work. Longer commuting times will also have to be allotted if one wishes to reside in a less-polluted suburban area. As one parent mentioned, the "relatively stress-free" lifestyle and environment New Zealand had to offer will benefit the family immensely. Alayon's (2009) study on migrant Filipino remittances described the appeal of migrating to New Zealand for Filipinos. The perception that New Zealand

is clean, safe and offers a good educational system that allows a healthy family and work balance makes it an ideal destination for resettlement.

## **5.2. Filipino Families in a New Zealand School**

For any resettlement, whether local or international, adaptation to the new environment is one indication of migration success. One such environment new migrants must adapt to is the school. As was mentioned in the review of literature, a large share of all migrants is comprised of children and youth (Glick & Hohmann-Mariott, 2007). For the children, leaving behind family and friends to live in a foreign and unfamiliar land was a daunting experience. However, Although English is one of the Philippines' official languages and is the primary language of instruction in schools, the children in the study experienced some difficulty having to speak and write exclusively in English. However, the consistent exposure to the language in school through teachers and peers has afforded the children the resource to gain fluency. Coming from families with highly skilled parents, fluency in English was facilitated further by the parents' initiative to practice speaking the language at home.

In their study on the partnerships and networks in migrant education, Rodríguez-Valls and Torres (2014) recommend that migrant parents' goals of success and empowerment will be possible through their active participation in their child's education. To accomplish this, it is necessary that migrant parents understand how to educational system operates.

The difference between the Philippine and New Zealand curricula was an adjustment the parents had to accommodate. To provide a background, the Philippines' ten-year Basic Education curriculum requires compulsory education at the age of six (Philippines, 2002; StateUniversity.com, 2011). It is a common practice for middle- to high-income families to send their children to two or three years of pre-school. Early childhood education in the Philippines is more content-laden compared to New Zealand's Te Whāriki (Early Childhood Curriculum). As such, most Filipino children who attend private pre-schools can read and write simple words upon entry to first

grade. This is true for the children in this study. The parents expressed some concern that the content being taught upon their children's entry to the New Zealand school was information that had already been introduced to them in the Philippines. There was an implicit sense of dissatisfaction in the academic content the children were learning in school. Despite the prolific empirical data about the benefits of progressive, play-based education for younger children, the effects of decades of traditional education in the Philippines are obvious in the expectations the migrant Filipino parents have of the New Zealand school. They However, it is most likely that the 13 year levels in the New Zealand Curriculum (Ministry of Education, 2007) will allow their children enough time to learn and even master the skills and content that was being compressed and taught to children in the Philippines. The New Zealand Curriculum's emphasis on student-centered learning espouses presenting interactive and experiential activities in school.

At home, supplementing concepts learned in school presented some challenges as well specifically in Math. The parents risked confusing the children in performing mathematical exercises because the Filipino method they were used to was different to the practice in New Zealand. An example cited was in the addition of numbers with two or more digits. Through the New Zealand curriculum's focus on learning skills, the students are exposed to more participatory and pro-active learning. This practice facilitated an improved sense of responsibility for learning and independence for the children. Because of the learning goals laid out for students rather than content to learn and master, children are allowed to exercise more creativity as they devise strategies and tasks to help them achieve a set goal.

The culturally inclusive environment the school cultivates has allowed the parents to feel welcomed. The kind of relationship established between the migrant families and school personnel, specifically the teachers, determine how welcoming or alienating the parents find the school to be (Valenzuela, 1999 in Rodríguez-Valls & Torres, 2014). The presence of accommodating staff that allow the families to "feel comfortable" with enable the parents to readily approach school personnel to clarify and address concerns. There were however, some differing opinions regarding the quality

of communication between the school and home. To one parent, the perceived lack of homework and worksheets prevented her from knowing what was being taught in school. This prevented her from being able to supplement what was learned in school. Having been a product herself of the traditional pencil-and-paper assessment in that is the norm in Philippines schools (Mariñas & Ditapat, 1999), the parent instead chose to supplement her child's learning through workbooks procured from the home country and enrolling him in a structured learning program that enhanced skill mastery through worksheets (Kumon). On the other hand, another parent sought a different approach in supplementing her child's learning by volunteering to be a classroom assistant. This move allowed her to learn first-hand what was being taught in class and how. Despite the dissimilar measures the parents have taken, such actions illustrate the high premium Filipinos place on education (Li, 2000; Wolf, 1997). Bandura (1977) has described that the extent to which parents value education, encourage their children to perform well academically, and provide assistance if they can, all contribute to their children's positive school achievements and their acquisition of social capital.

Whereas studies on migrant children in Northern America and Europe describe the issues the parents have in communicating in English (Buriel, Perez, DeMent, Chavez, & Moran, 1998; Devine, 2009; Rodríguez-Valls & Torres, 2014), the parents in this study have described the adjustment issues their children had with having English as a second language. Despite having attended formal preschool and for one child first grade in the Philippines with English as the main medium of instruction, communication at home and with peers was done in the local Filipino dialect<sup>4</sup> (Cebuano for Children A and C, and Tagalog for Child B). Through practice at home and socializing through partnerships with other families, both fellow migrant families who are more established and local families, the parents have provided their children

---

<sup>4</sup> There are hundreds of dialects found in the Philippines, with variations occurring between towns on the same island. While there are many native speakers of these dialects and regional languages, most Filipinos speak English and you will often hear a mix of English and a Filipino language (<https://www.justlanded.com/english/Philippines/Philippines-Guide/Language/Language-in-the-Philippines>)

opportunities to gain fluency and confidence communicating in English. This strategy is consistent with the suggestion that for most migrant families, a key to successfully navigating the new environment depends on forming relationships with friends, families, and local organizations (Rodríguez-Valls & Torres, 2014).

As the parents in the study are highly educated professionals who have been granted permanent residence in New Zealand through the recognition of their skills and qualifications, their children are at an advantage. Shields and Behrman (2004) emphasize that the level of parental educational attainment in immigrant families presents significant consequences for the child's well being and development. In particular, such parents are better able to assist in the accomplishment of schoolwork and negotiate their way in educational institutions to foster the children's success.

### **5.3. The Academic Self-efficacy of Migrant Filipino Children**

Self-efficacy is considered to be one of the psychological constructs of great value in ensuring a child's success in school (Rumain, 2010). An analysis of the views held by all three groups participating in the study shows that while their perspectives may differ, their understanding of the academic self-efficacy are similar and connected. Being key players in a child's beliefs in his/her abilities in school, the way parents and teachers understand and gauge a child's academic self-efficacy influences the strategies they employ to aid the child's academic achievement.

The children have reported that they exert more effort in performing school tasks when they "like the subject/topic". The parents corroborate this view in their observations that the children try their best in activities they are interested in. Despite evidence of the academic challenges children encounter in school such as low performance in specific subjects and issues communicating (in both verbal and written form) in English, the amount of effort they exert is indicative of the belief that possess that they are capable of achieving learning goals laid out for them. Viewed within the framework of

positive psychology, presenting engaging activities that interest the children is a strength-based approach that will allow them to organize their thoughts and actions to pave the way for successful outcomes (Bandura, 1997; Maddux, 2002). Providing the students activities that capitalize on their interests illustrates the emphasis positive psychology places on enhancing strengths (Snyder et al., 2011). When the children enjoy the learning process and are presented with activities that pique their interest, they develop more positive beliefs about their capacity to achieve. Efficacious students view difficult tasks as challenges to be mastered, maintain interest in activities, commit to goals, and heighten and sustain their efforts when faced with difficulty and failure (Pajares, 2009). The most effective way of creating a strong sense of efficacy is through mastery experiences. In view of Pajares (2009) stance that students who believe that their efforts are successful gain confidence in similar or related tasks, the students in this study claim to always “do their best” because they know they have the capacity to do so. Human accomplishment and personal well-being are enhanced by an optimistic and resilient sense of efficacy (Bandura, 2008). As Daniel and Wassel (2002) report, the foundation of successful learning lies in the capacity to enjoy oneself in exploration. This ability offers multiple opportunities for mastery as the children are allowed to identify the learning strategies that work best for them. The parents also add that when the children possess positive beliefs about their abilities to achieve learning goals, they gain the motivation to do what needs to be done. Providing the children opportunities to improve themselves is a strategy the parents have used to influence their children’s performance in school. Some of the parents have fostered the children’s mastery of their skills through taking advantage of random learning opportunities such as informal quizzing or spelling drills over dinner or while in the car. For another, enrolling the child in a structured program to hone the skills he has in a specific subject provides him with opportunities for mastery thereby increasing his beliefs about his abilities. Although an indirect involvement, this provision of an additional opportunity for education provides the child with an environment supportive of academic performance and school progress (Glick & Hohmann-Mariott, 2007).

In a similar vein, the parents have specified how the children's developed sense of responsibility in their learning is evident in the amount of effort they exert in a given task. Within the framework of self-regulated learning (Zimmerman et al., 1992), the practice of goal setting that is being encouraged in the school allow the children the capacity to implement strategies, keep an eye on their progress, and subsequently modify unsuccessful strategies.

The feedback children receive from significant people such as their parents and teachers enable them to form beliefs about their capabilities in school and in turn motivate them to achieve. For the children in this study, feedback may be in the form of encouragement, affirmation of efforts, and communication of learning goals that they have achieved. Within the context of social persuasion as a source of self-efficacy, verbal judgments by others aid in the development of perseverance through difficult and challenging tasks (Bandura, 2012; Pajares, 1996). As the children in this study are relatively young, they depend on the judgment of others to help form their own assessments of self-efficacy and are attentive as well as vulnerable to the messages they receive from both their teachers and peers (Pajares, 2009). Pastorelli et al. (2001) have specified the school as one of the key venues for social persuasion as the teachers provide the students with the feedback they need to form their beliefs about their own academic efficacies. Significant people must be careful though with the feedback they give children in that they must be realistic and specific about the accomplishments the students achieve. However, Reivich (2010) has warned that empty praise that are not based on the child's actual talents and skills will not enable the children to form constructive beliefs about their abilities. As the teachers in this study have demonstrated, feedbacks that specify exactly what skill the children have accomplished present them with a clear picture of their abilities. In addition, communicating the learning goals to the children and collaborating with them in devising strategies for achievement give the children a sense of direction and the motivation to move forward. In view of what Bandura (1977) has described, mastery experiences directly builds self-efficacy. Consistent with the teachers' practice of goal setting, teaching the children to

set realistic goals and collaborating on strategies for persisting in goal attainment is highly beneficial in promoting positive beliefs of self-efficacy in children.

Another source of self-efficacy are vicarious experiences. McDevitt and Ormrod (2002) have stated that children's beliefs of their self-efficacy are not always the result of their own successes and failures. It can be noted that in this study, the teachers' strategy of grouping similarly skilled children together allowed them to experience success within their respective groupings. In so doing, the children are encouraged to aim to be in the next group level as they develop the belief that they have what it takes to achieve. As Bandura (2008) has described, seeing fellow students, who are similar to themselves, persevere and succeed at tasks allows the children to feel efficacious as far as their own abilities are concerned.

For the students in this study, migration does not directly affect the beliefs they have of their academic self-efficacy as students in a New Zealand school. The development of self-efficacy beliefs are seen to be influenced more by the child's actual experiences in the school not as migrants but as students. The Filipino family values that place education in high regard and as well as the culture of empowerment fostered in the school have helped the children form realistic beliefs about their academic self-efficacy.

### **Limitations and Directions for Future Study**

The amount of data required to achieve a whole picture of migrant Filipino children's views of academic self-efficacy limits the number of participants involved in the study. With the lack of empirical data involving the specific subjects involved in this study, this may be considered to be an initial investigation that presents more room for further study. The findings from this study may not offer a general view that will be true to all children. The specificity of the participants and the unique context they belong in may present another perspective in the development of programs and strategies that empower children.

Studies that will involve other migrant groups from other communities may present different findings that will enable other New Zealand schools to develop programs and strategies that empower students and enhance beliefs in their academic self-efficacy.

For schools in the host country, the difference between the educational systems of the home country to that of the receiving nation presents different perspectives and expectations between both home and school. It may prove useful to develop a relevant and practical program to inform and orient migrant families with children attending school. This may prove beneficial not only in the migrant families' negotiation of the new environment but ultimately facilitate the children's success and well-being in school.

## List of References

### References

- Alayon, J. R. (2009). *Migration, remittances and development: The Filipino New Zealand Experience* (Master's Thesis). Auckland University of Technology, Auckland, New Zealand. Retrieved from <http://hdl.handle.net/10292/789>
- Aldous, J. (2006). Family, ethnicity, and immigrant youths' educational achievements. *Journal of Family Issues*, 27(12), 1633-1667. DOI: 10.1177/0192513X06292419
- Allport, G. W. (1955). *Becoming: Basic considerations for a psychology of personality*. New Haven, CT: Yale University Press.
- Anderman, E., & Midgley, C. (1992, August 1992). *Student self-efficacy as a function of classroom goal orientation*. Paper presented at the Annual Meeting of the American Psychological Association, Washington D.C.
- Asis, M. M. B. (2006). *The Philippines' culture of migration*. Retrieved from <http://www.migrationinformation.org/feature/display.cfm?ID=364>
- Bai, L. (2008). The influence of Chinese perceptions of modernisation on the value of education: a case study of Chinese students in New Zealand. *China: An International Journal*, 6(2), 208+.
- Baker, J. A., & Maupin, A. N. (2009). School satisfaction and children's positive school adjustment. In R. Gilman, E. S. Huebner & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 189-196). New York: Routledge.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Bandura, A. (1986). *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, N.J: Prentice-Hall.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of Human Behavior* (Vol. 4, pp. 71-81). Retrieved from <http://des.emory.edu/mfp/BanEncy.html>
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in Changing Societies*. New York, NY: Cambridge University Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman and Company.

- Bandura, A. (1999). Social Cognitive Theory of Personality. In L. A. Pervin & O. P. John (Eds.), *Handbook of Personality: Theory and Research*. New York: The Guilford Press.
- Bandura, A. (2006). Adolescent development from an agentic perspective. In F. Pajares & T. C. Urdan (Eds.), *Self-efficacy Beliefs of Adolescents* (pp. 1-43). Greenwich, CN: Information Age Publishing, Inc.
- Bandura, A. (2008). An agentic perspective on positive psychology. In S. J. Lopez (Ed.), *Positive psychology: Exploring the best in people* (Vol. 1, pp. 167-196). Westport, CT: Greenwood Publishing Company.
- Bandura, A. (2012). On the Functional Properties of Perceived Self-Efficacy Revisited. *Journal of Management*, 38(1), 9-44. 10.1177/0149206311410606
- Baral, H. P. (1994). Filipino migrants in Auckland. In H.-k. Yoon (Ed.), *An Ethnogeography of Taiwanese, Japanese, and Filipino Immigrants in Auckland* (pp. 148-189). Auckland, New Zealand: Department of Geography, University of Auckland.
- Bassi, M., Fave, A. D., Caprara, G. V., & Steca, P. (2007). Academic Self-Efficacy Beliefs and Quality of Experience in Learning. *Journal of Youth and Adolescence*, 36(3), 301-312.
- Bataclan, V. S. (2011). Preface. In F. M. Hoegsholm (Ed.), *In De Olde Worlde: Views of Filipino Migrants in Europe*.
- Beath, A. L., Goldin, I., & Reinert, K. A. (2009). International migration *The Princeton Encyclopedia of the World Economy*. Retrieved from [http://www.credoreference.com.ezproxy.waikato.ac.nz/entry/prewe/migration\\_international](http://www.credoreference.com.ezproxy.waikato.ac.nz/entry/prewe/migration_international)
- Bedford, R., & Ho, E. (2008). *Asians in New Zealand: Implications of a changing demography*. Wellington: Asia New Zealand Foundation
- Beeftink, F., Van Eerde, W., Rutte, C., & Bertrand, J. (2012). Being Successful in a Creative Profession: The Role of Innovative Cognitive Style, Self-Regulation, and Self-Efficacy. *Journal of Business and Psychology*, 27(1), 71-81. 10.1007/s10869-011-9214-9
- Bernardo, A. B. I., & Mendoza, R. J. (2009). Makabayan in the Philippine Basic Education Curriculum: problems and prospect for reforming student learning in the Philippines. In C.-h. Ng & P. D. Renshaw (Eds.), *Reforming Learning* (Vol. 5, pp. 181-197): Springer Netherlands.
- Berry, J. W., Westin, C., Virta, E., Vedder, P., Rooney, R., & Sang, D. (2006). Design of the study: Selecting societies of settlement and immigrant groups. In J. W. Berry, J. S. Phinney, D. L. sam & P. Vedder (Eds.), *Immigrant youth in cultural transition: Acculturation, identity, and adaptation across national contexts* (pp. 15-45). Mahwah, NJ: Lawrence Erlbaum Associates.

- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Boston, MA: Pearson Education Inc.
- Biddix, J. P. (2009, March 12). Qualitative coding and analysis [Uncomplicated reviews of educational research models]. Retrieved from <https://researchrundowns.wordpress.com/qual/qualitative-coding-analysis/>
- Bong, M., & Skaalvik, E. M. (2003). Academic Self-Concept and Self-Efficacy-How Different Are They Really. *Educational Psychology Review*, 15(1), 1-40. 10.1023/A:1021302408382
- Britner, S. L., & Pajares, F. (2006). Sources of Science self-efficacy beliefs of middle school students. *Journal of Research in Science Teaching*, 43(5), 15.
- Buriel, R., Perez, W., DeMent, T. L., Chavez, D. V., & Moran, V. R. (1998). The relationship of language brokering to academic performance, biculturalism, and self-efficacy among Latino adolescents. *Hispanic Journal of Behavioral Sciences*, 20(3), 9.
- Byrne, S., Barry, D., & Petry, N. M. (2012). Predictors of weight loss success: Exercise vs. dietary self-efficacy and treatment attendance. *Appetite*, 58(2), 695-698. 10.1016/j.appet.2012.01.005
- Caprara, G. V., Barbaranelli, C., Bandura, A., & Pastorelli, C. (2001). Self-Efficacy Beliefs as Shapers of Children's Aspirations and Career Trajectories. *Child Development*, 72(1), 187-206.
- Caprara, G. V., Fida, R., Vecchione, M., Del Bove, G., Vecchio, G. M., Barbaranelli, C., & Bandura, A. (2008). Longitudinal analysis of the role of perceived self-efficacy for self-regulated learning in academic continuance and achievement. *Journal of Educational Psychology*, 100(3), 525-534. 10.1037/0022-0663.100.3.525
- Caprara, G. V., Vecchione, M., Alessandri, G., Gerbino, M., & Barbaranelli, C. (2011). The contribution of personality traits and self-efficacy beliefs to academic achievement: A longitudinal study. *British Journal of Educational Psychology*, 81(1), 78-96. 10.1348/2044-8279.002004
- Carandang, M. L. A. (2004). *Self-worth and the Filipino child*. Manila, Philippines: Anvil Publishing Inc.
- Carroll, A., Houghton, S., Wood, R., Unsworth, K., Hattie, J., Gordon, L., & Bower, J. (2009). Self-efficacy and academic achievement in Australian high school students: The mediating effects of academic aspirations and delinquency. *Journal of Adolescence*, 32(4), 797-817. doi:10.1016/j.adolescence.2008.10.00
- Chan, Z. C. Y., Fung, Y.-l., & Chien, W.-t. (2013). Bracketing in phenomenology: Only undertaken in the data collection and analysis process. *The Qualitative Report*, 18, 1-9.

- Check, J., & Schutt, R. K. (2012). *Research methods in education*. Thousand Oaks, CA: Sage Publications, Inc.
- Cheng, N., & Westwood, P. (2007). Self-efficacy, personal worries, and school achievement of primary school students in Hong Kong. *The Asia-Pacific Education Researcher*, 16(2), 12.
- Cohen, D., & Crabtree, B. (2006a, 2008). *The interpretivist paradigm*. Retrieved from <http://www.qualres.org/HomePhil-3516.html>
- Cohen, D., & Crabtree, B. (2006b, 2008). *Semi-structured interviews*. Retrieved from <http://www.qualres.org/HomeSemi-3629.html>
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: RoutledgeFalmer.
- Daniel, B., & Wassel, S. (2002). *Early years: assessing and promoting resilience in vulnerable children*.
- Dash, N. K. (2005). *Module: Selection of the research paradigm and methodology*. Retrieved from [www.celt.mmu.ac.uk/researchmethods/Modules/Selection\\_of\\_methodology/index.php](http://www.celt.mmu.ac.uk/researchmethods/Modules/Selection_of_methodology/index.php)
- David, E. J. R., & Okazaki, S. (2006). Colonial mentality: A review and recommendation for filipino american psychology. *Cultural Diversity and Ethnic Minority Psychology*, 12(1), 1-16. 10.1037/0033-2909.129.5.674.
- 10.1037/1099-9809.12.1.1
- De Guzman, A. B. (2003). The dynamics of educational reforms in the Philippine basic and higher education sectors. *Asia-Pacific Education Review*, 4(1), 39-50.
- De Guzman, J. (2011). *Family resilience and Filipino immigrant families: Navigating the adolescence life-stage*. The University of Guelph, Ontario, Canada. Retrieved from [http://atrium.lib.uoguelph.ca/xmlui/bitstream/handle/10214/2806/Thesis\\_FINAL\\_deGuzman.pdf?sequence=1](http://atrium.lib.uoguelph.ca/xmlui/bitstream/handle/10214/2806/Thesis_FINAL_deGuzman.pdf?sequence=1)
- Department of Education. (2002). Basic education curriculum. Philippines: Republic of the Philippines.
- Department of Education. (2012). *Historical perspective of the Philippine educational system*. Retrieved from [http://www.deped.gov.ph/about\\_deped/history.asp](http://www.deped.gov.ph/about_deped/history.asp)
- Devine, D. (2009). Mobilising capitals? Migrant children's negotiation of their everyday lives in school. *British Journal of Sociology Education*, 30(5), 521-535.

- Doll, B., Kurien, S., Leclair, C., Spies, R., Champion, A., & Osborn, A. (2009). The classmaps survey: A framework for promoting positive classroom environments. In R. Gilman, E. S. Huebner & M. J. Furlong (Eds.), *Handbook of positive psychology* (pp. 213-228). New York: Routledge.
- Drew, C. J., Hardman, M. L., & Hosp, J. L. (2008). *Designing and conducting research in education*. Thousand Oaks, CA: Sage Publications, Inc.
- Dyer, S. C. (1998). Ideas from new Zealand's primary school boards. *The Education Digest*, 64(3), 6.
- EDCAL Asia. (2012). *Education in Philippines*. Retrieved from <http://www.edcal.com/214422.page>
- Engel-Yeger, B., & Hanna Kasis, A. (2010). The relationship between Developmental Co-ordination Disorders, child's perceived self-efficacy and preference to participate in daily activities. *Child: Care, Health & Development*, 36(5), 670-677.
- Flick, U. (2011). *Introducing research methodology: A beginner's guide to doing a research project*. Thousand Oaks, CA: Sage Publications Ltd.
- Flores, P. M. (1969). *Socio-psychological development of Filipino children*. Manila: Philippine Women's University.
- Fraser-Thill, R. (2011). *How to foster classroom success: Ways to encourage your tween's classroom success*. Retrieved from <http://tweenparenting.about.com/od/educationissues/a/classroom-success.htm>
- Freebody, P. (2003). *Qualitative research in education: Interaction and practice*. London: Sage
- Fulgini, A. J. (1997). The academic achievement of adolescents from immigrant families: The roles of family background, attitudes and behavior. *Child Development*, 68(2), 351-363.
- Giorgi, A., & Giorgi, B. (2003). Phenomenology. In S. J.A. (Ed.), *Qualitative psychology: A practical guide to research methods* (pp. 25-50). London: SAGE Publications.
- Glick, J., & Hohmann-Mariott, B. (2007). Academic performance of young children in immigrant families: The significance of race, ethnicity and national origins. *The International Migration Review*, 41(2), 371-402. DOI: 10.1111/j.1747-7379.2007.00072.x
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2004). Collective Efficacy Beliefs: Theoretical Developments, Empirical Evidence, and Future Directions. *Educational Researcher*, 33(3), 3-13.
- Gorospe, A. E. (2007). Case study: Overseas Filipino workers. *Evangelical Review of Theology*, 31(4), 369-375.

Governance of Basic Education Act of 2001

Graye, R. (2009). *Performance and self-perception: Study of self-efficacy*

Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage Publications.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 105-117). London: Sage.

Gullon, S. B. (2012). Philippine public school grading system. Cavite City, Philippines.

Guthrie, G. (2010). *Basic research methods. An entry to social science research*

Hallinger, P. (1998). Educational change in Southeast Asia. *Journal of Educational Administration*, 36(5), 492-509.  
10.1108/09578239810238474

Hammersley, M. (2004). Phenomenology. In M. S. Lewis-Beck, A. Bryman & T. F. Liao (Eds.), *The Sage Encyclopedia of Social Science Research Methods* (Vol. 2, p. 815). Thousand Oaks, CA: Sage Publications, inc.

Harttgen, K., & Klasen, S. (2008). Well-being of migrant children and migrant youth in Europe. Göttingen, Germany: University of Göttingen.

Hernandez, D. J. (1997). Child development and the social demography of childhood. *Child Development*, 68(1), 149-169.

Hernandez, D. J., & Napierala, J. S. (2012). *Children in immigrant families: Essential to America's future*. New York, USA: Foundation for Child Development

Hess, A. E. M., & Frolich, T. C. (2014, October 24, 2014). *The 10 most livable countries*. Retrieved from <http://247wallst.com/special-report/2014/10/24/the-10-most-livable-countries/4/>

Huebner, E. S., Gilman, R., & Furlong, M. J. (2009). A conceptual model for research in positive psychology in children and youth. In E. S. Huebner, R. Gilman & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 3-8). New York, NY: Routledge.

International Qualifications Assessment Service. (2007). *International education guide for the assessment of education from the Philippines*. Edmonton: Government of Alberta Retrieved from [http://stlinusonlineinstitute.com/yahoo\\_site\\_admin/assets/docs/Education\\_System\\_in\\_the\\_Philippines\\_WIA-IM iqas philippines profile.10231803.pdf](http://stlinusonlineinstitute.com/yahoo_site_admin/assets/docs/Education_System_in_the_Philippines_WIA-IM iqas philippines profile.10231803.pdf).

- Jernigan, C. G. (2004). What do students expect to learn? The role of learner expectancies, beliefs, and attributions for success and failure in student motivation. *Current Issues in Motivation*, 7(4), 37.
- Jimenez, E., & Sawada, Y. (2001). Public for private: the relationship between public and private school enrollment in the Philippines. *Economics of Education Review*, 20, 389-399.
- Jobo, J. J. R. (2009). *Challenges in the Philippine basic education system*. Graduate Paper. University of the Philippines Los Baños. Los Baños, Philippines. Retrieved from <http://www.scribd.com/doc/14176412/Challenges-in-the-Philippine-Basic-Education-System>
- Joët, G., Usher, E. L., & Bressoux, P. (2011). Sources of self-efficacy: An investigation of elementary school students in France. *Journal of Educational Psychology, Advance online publication*, 15. 10.1037/a0024048
- Jordan, L. P., & Graham, E. (2012). Resilience and well-being among children of migrant parents in South-east Asia. *Child Development*, 83(5), 1672-1688.
- Kao, G. (1999). Psychological well-being and educational achievement among immigrant youth. In D. J. Hernandez (Ed.), *Children of Immigrants: Health, Adjustment, and Public Assistance* (pp. 410-477). Retrieved from <https://sites.google.com/site/gracekaoatpenn/CVandPaperDownloads>
- Katz, S. (n.d.). Enhancing elementary-school children performance through reflection on their self-efficacy.
- Kaul, T. (2011). Helping African American children self-manage asthma: The importance of self-efficacy. *Journal of School Health*, 81(1), 5. 10.1111/j.1746-1561.2010.00554.x
- Khezri azar, H., Lavasani, M. G., Malahmadi, E., & Amani, J. (2010). The role of self- efficacy, task value, and achievement goals in predicting learning approaches and mathematics achievement. *Procedia - Social and Behavioral Sciences*, 5, 942-947. 10.1016/j.sbspro.2010.07.214
- Kim, U., & Park, Y.-S. (2006). Factors influencing academic achievement in relational cultures. In F. Pajares & T. C. Urdan (Eds.), *Self-efficacy Beliefs of Adolescents* (pp. 267-285). Greenwich, CN: Information Age Publishing, Inc.
- Kitchen, M. (2009). *Is Asia represented in New Zealand secondary school curricula?* Retrieved from <http://go.galegroup.com/ps/i.do?id=GALE%7CA224249901&v=2.1&u=waikato&it=r&p=AONE&sw=w>

- Kitchen, M. (2010). Vision in the New Zealand curriculum: A Korean perspective. *New Zealand Journal of Educational Studies*, 45(2), 14.
- Klassen, R. M. (2004). A Cross-Cultural Investigation of the Efficacy Beliefs of South Asian Immigrant and Anglo Canadian Nonimmigrant Early Adolescents. *Journal of Educational Psychology*, 96(4), 731-742. 10.1037/0022-0663.96.4.731
- Kleiman, S. (2004). Phenomenology: to wonder and search for meanings. *Nurse Researcher*, 11(4), 7-19. 10.1177/0894318403256418
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age International Limited.
- Lane, A. M., Kyprianou, A., & Lane, J. (2004). Self-efficacy, self-esteem and their impact on academic performance. *Social Behavior and Personality: an international journal*, 32(3), 247-247.
- Lane, A. M., & Lane, J. (2001). Self-efficacy and academic performance. *Social Behavior and Personality: An International Journal*, 29(7), 687-693.
- Larkin, M. (2010). Welcome. Retrieved from <http://ipacomunity.tumblr.com/>
- Leidy, M. S., Guerra, N. G., & Toro, R. I. (2010). Positive parenting, family cohesion, and child social competence among immigrant Latino families. *Journal of Family Psychology*, 24(3), 9. 10.1037/a0019407
- Lent, R. W., & Lopez, F. G. (1991). Mathematics self-efficacy: Sources and relation to science-based career choice. *Journal of Counseling Psychology*, 38(4), 7.
- Lester, S. (1999). An introduction to phenomenological research. Retrieved from <https://www.rgs.org/NR/rdonlyres/F50603E0-41AF-4B15-9C84-BA7E4DE8CB4F/0/Seaweedphenomenologyresearch.pdf>
- Li, G. (2000). Family literacy and cultural identity: An ethnographic study of a Filipino family in Canada. *McGill Journal of Education*, 35(1), 9-29.
- Lichtman, M. (2010). *Qualitative research in education: A user's guide* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Liew, J., McTigue, E. M., Barrois, L., & Hughes, J. N. (2008). Adaptive and effortful control and academic self-efficacy beliefs on achievement: A longitudinal study of 1st through 3rd graders. *Early Childhood Research Quarterly*, 23 (4), 12.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc. .

- Lorsbach, A. W., & Jinks, J. L. (1999). Self-efficacy theory and learning environment research. *Learning Environments Research*, 2, 157-167.
- Maddux, J. E. (1995a). Self-efficacy theory: An introduction. In J. E. Maddux (Ed.), *Self-efficacy, adaptation and adjustment: Theory research and application* (pp. 3-33). New York: Plenum Press.
- Maddux, J. E. (2002). Self-efficacy: The power of believing you can. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 277-287). New York: Oxford University Press.
- Maddux, J. E. (2009). Self-efficacy: the power of believing you can. In S. J. Lopez & C. R. Snyder (Eds.), *Oxford Handbook of Positive Psychology* (pp. 335-343). New York, NY: Oxford University Press.
- Maddux, J. E. (Ed.). (1995b). *Self-efficacy, adaptation, and adjustment*. New York, NY: Plenum Press.
- Magno, C. (2009). Investigating the Effect of School Ability on Self-efficacy, Learning Approaches, and Metacognition. *Asia-Pacific Education Researcher*, 18(2), 233-244.
- Magno, C., & Lajom, J. A. (2008). Self-regulation, self-efficacy, metacognition, and achievement goals in high school and college adolescents. *Philippine Journal of Psychology*, 41(1-2), 1-23.
- Malka, A., & Covington, M. V. (2004). Perceiving school performance as instrumental to future goal attainment: Effects on graded performance. *Contemporary Educational Psychology*, 30(1), 60-80.
- Manansala, M. (2011). Filipino migration in challenging times Commentary. *The Philippine Daily Inquirer*. Retrieved from <http://opinion.inquirer.net/inquireropinion/columns/view/20110509-335432/Filipino-migration-in-challenging-times>
- Margolis, H., & McCabe, P. P. (2006). Improving self-efficacy and motivation: What to do, what to say. *intervention in School and Clinic*, 41(4), 10.
- Mariñas, B. O., & Ditapat, M. P. (1999). *Philippines: Curriculum development*. New Delhi. Retrieved from <http://www.ibe.unesco.org/curriculum/Asia%20Networkpdf/ndrepph.pdf>
- Maslow, A. H. (1968). *Toward a psychology of being* (2nd ed.). Princeton, NJ: Van Nostrand.
- McDevitt, T. M., & Ormrod, J. E. (2002). *Child development and education*. Upper Saddle River, Jew Jersey: Merrill Prentice Hall.
- Md-Yunus, S. a. (2008). Immigrant parents: How to help your children succeed in school. *Childhood Education*, 84(5), 315-318.

- Medtran Medical Translation Services. (2000). *Protomechanics: A guide to preparing and conducting a clinical research study*. Retrieved from <http://www.medtran.ru/eng/trials/protomechanics/ch3.htm#whatareinformca>
- Mertens, D. M. (2010). *Research and evaluation in education and psychology* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Ministry of Education. (2007). The New Zealand curriculum. Wellington, NZ.
- Ministry of Education. (2008). The New Zealand education system: An overview. Wellington: The International Division, Ministry of Education, New Zealand.
- Ministry of Education. (2012, 12 March 2012). *NZ education system overview*. Retrieved from <http://www.minedu.govt.nz/NZEducation/EducationPolicies/InternationalEducation/ForInternationalStudentsAndParents/NZEdOverview/School Education.aspx>
- Ministry of Education Philippines. (2008). *Philippine education for all 2015: Implementation and challenges*. Manila, Philippines. Retrieved from [http://planipolis.iiep.unesco.org/upload/Philippines/Philippines\\_EFA\\_MDA.pdf](http://planipolis.iiep.unesco.org/upload/Philippines/Philippines_EFA_MDA.pdf)
- Nord, C. W., & Griffin, J. A. (1999). Educational profile of 3- to 8-year-old children of immigrants. In D. J. Hernandez (Ed.), *Children of Immigrants: Health, Adjustment, and Public Assistance* (pp. 348-409).
- Oettingen, G., & Zosuls, K. M. (2006). Culture and self-efficacy in adolescents. In F. Pajares & T. C. Urdan (Eds.), *Self-efficacy Beliefs of Adolescents* (Vol. 5, pp. 245-265). Greenwich, CT: Information Age Publishing.
- Orbeta, A. J. C., & Abrigo, M. R. M. (2011). *Managing international labor migration: The Philippine experience*. Discussion Paper Series. Philippine Institute for Development Studies. Makati, Philippines. Retrieved from <http://dirp4.pids.gov.ph/ris/dps/pidsdps1133.pdf>
- Ouano, J. A. (2011). Changes in self-efficacy among Filipino adolescents as moderated by performance goal orientation. *Philippine Journal of Counselling Psychology*, 13(1)
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578.
- Pajares, F. (2001). Toward a positive psychology of academic motivation. *The Journal of Educational Research*, 95(1), 27-35.
- Pajares, F. (2002). *Overview of social cognitive theory and of self-efficacy*. Retrieved from <http://www.emory.edu/EDUCATION/mfp/eff.html>

- Pajares, F. (2006). Self-efficacy during childhood and adolescence: Implications for teachers and parents. In F. Pajares & T. C. Urdan (Eds.), *Self-efficacy Beliefs of Adolescents* (pp. 339-367). Retrieved from <http://des.emory.edu/mfp/PajaresAdoed2006.pdf>
- Pajares, F. (2008). Motivational role of self-efficacy beliefs in self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and Self-regulated Learning: Theory, Research, and Applications* (pp. 111-139). New York, NY: Taylor & Francis Group, LLC.
- Pajares, F. (2009). Toward a positive psychology of academic motivation: The role of self-efficacy beliefs. In R. Gilman, E. S. Huebner & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 149-160). New York: Routledge.
- Pajares, F., Johnson, M. J., & Usher, E. L. (2007). Sources of writing self-efficacy beliefs of elementary, middle, and high school students. *RESEARCH IN THE TEACHING OF ENGLISH*, 42(1), 104-120.
- Pajares, F., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. Riding & S. Rayner (Eds.), *Perception* (pp. 239-266). Retrieved from <http://des.emory.edu/mfp/PajaresSchunk2001.html>
- Pajares, F., & Urdan, T. (Eds.). (2006). *Self-efficacy beliefs of adolescents*. Greenwich, CT: Information Age Publishing, Inc.
- Pastorelli, C., Caprara, G. V., Barbaranelli, C., Rola, J., Rozsa, S., & Bandura, A. (2001). The structure of children's perceived self-efficacy- A cross-national study. *European Journal of Psychological Assessment*, 17(2), 87-97.
- Peterson, C. (2009). Positive psychology. *Reclaiming Children and Youth*, 18(2), 3-7.
- Phan, H. P. (2011). Relations between informational sources, self-efficacy and academic achievement: a developmental approach. *Educational Psychology*, 32(1), 81-105. 10.1080/01443410.2011.625612
- Philippines. (2002). *The 2002 Basic Education Curriculum*. Manila, Philippines: Department of Education Retrieved from [http://www.deped.gov.ph/cpanel/uploads/issuanceImg/DO%2043\\_08-29-02\\_00001.pdf](http://www.deped.gov.ph/cpanel/uploads/issuanceImg/DO%2043_08-29-02_00001.pdf).
- Implementing guidelines on the performance-based grading system for SY 2004-2005, DepED Order No. 33, s. 2004 C.F.R. (2004).
- Implementing rules and regulations on Executive Order No. 210 (Establishing the policy to strengthen the use of english language as a medium of instruction in the educational system), DepED order No. 36, s. 2006 C.F.R. (2006).

- An act to lengthen the school calendar from two hundred (200) days to not more than two hundred twenty (220) class days, Republic Act 7797 C.F.R. (1994).
- Piper, W. (1930). *The little engine that could*. New York, NY: Platt & Munk Co., Inc.
- Pollock, K. (2011, 29 September 2011). *Childhood*. Retrieved from <http://www.TeAra.govt.nz/en/childhood>
- Pong, S.-I. (2003, August 15-19, 2003). *Immigrant children's school performance*. Paper presented at the Annual Meeting of the American Sociological Association, Atlanta, GA. Retrieved from <ftp://ftp.pop.psu.edu/papers/psu/wp0307.pdf>
- Reivich, K. (2010). Promoting self-efficacy in youth. *Communique*, 39(3), 1-17.
- Ritchie, L., & Williamon, A. (2011). Primary school children's self-efficacy for music learning. *Journal of Research in Music Education*, 59(2), 146-161.
- Rodríguez-Valls, F., & Torres, C. (2014). Partnerships & networks in migrant education: empowering migrant families to support their children's success. *Multicultural Education*, 21(3/4), 34-38.
- Root, M. P. P. (2005). Filipino families. In M. McGoldrick, J. Giordano & N. Garcia-Preto (Eds.), *Ethnicity and Family Therapy* (pp. 319-331). New York, NY: The Guilford Press.
- Rumain, B. (2010). How can we help our children succeed? Insights from the psychological literature. *Education*, 131(2), 315
- Rutherford, J. (2012). *Welcome to St Pius*. Retrieved from <http://www.stpius.school.nz/1/pages/8-welcome-to-st-pius>
- Sadri, G. (2011, June 2011). Boosting performance through self-efficacy. *T + D Magazine*, 65(6), 2.
- Sahoo, F. M. (2011, March 22, 2011). *Boost child's self-confidence*. Retrieved from <http://childrearinghelp.wordpress.com/tag/self-efficacy/>
- Sam, D. L., Vedder, P., Ward, C., & Horenczyk, G. (2006). Psychological and sociocultural adaptation of immigrant youth. In J. W. Berry, J. S. Phinney, D. L. Sam & P. Vedder (Eds.), *Immigrant youth in cultural transition: Acculturation, identity, and adaptation across national contexts* (pp. 117-141). Mahwah, NJ: Lawrence Erlbaum Associates.
- Schunk, D., & Pajares, F. (2004). Self-efficacy in education revisited: Empirical and applied evidence. In D. M. McInerney & S. V. Etten (Eds.), *Big Theories Revisited* (pp. 115-138). Greenwich, CT: Information Age Publishing.

- Schunk, D. H., & Meece, J. L. (2006). Self-efficacy development in adolescence. In F. Pajares & T. C. Urdan (Eds.), *Self-efficacy Beliefs of Adolescents* (pp. 71-96). Greenwich, CN: Information Age Publishing, Inc.
- Schunk, D. H., & Pajares, F. (2002). The development of academic self-efficacy. In A. Wigfield & J. S. Eccles (Eds.), *Development of Achievement Motivation, A volume in the educational psychology series*. 10.1016/B978-012750053-9/50003-6
- Schunk, D. H., & Pajares, F. (2009). Self-efficacy theory. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of Motivation at School* (pp. 35-53). New York, NY: Routledge.
- Schunk, D. H., & Zimmerman, B. J. (2007). Influencing children's self-efficacy and self-regulation of reading and writing through modeling. *Reading and Writing Quarterly*, 23(1), 7-25. 10.1080/10573560600837578
- Seligman, M. E. P. (2002). Positive psychology, positive prevention and positive therapy. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 3-9). New York: Oxford University Press.
- Semiatin, A. M., & O'Connor, M. K. (2012). The relationship between self-efficacy and positive aspects of caregiving in Alzheimer's disease caregivers. *Aging & Mental Health*, 1-6. 10.1080/13607863.2011.651437
- Shields, M. K., & Behrman, R. E. (2004). Children of immigrant families: Analysis and recommendations. *The Future of Children*, 14(2), 4-15.
- Siar, S. V. (2011). Skilled migration, knowledge transfer and development: The case of highly skilled Filipino migrants in New Zealand and Australia. *Journal of Current Southeast Asian Affairs*, 30(3), 61-94.
- Silva, D. L., Tadeo, M. C., Delos Reyes, C. R. V., & Dadigan, R. M. (2006). *Factors associated with non-performing Filipino students in Mathematics: A vision of student's cognitive and behavior management*. Paper presented at the 2nd IMT-GT Regional Conference on Mathematics, Statistics and Applications, University Sains Malaysia, Penang. Retrieved from <http://math.usm.my/research/OnlineProc/ED12.pdf>
- Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method, and research*. London: SAGE Publications.
- Smith, J. A., & Osborn, M. (2003). Interpretative phenomenological analysis. In S. J.A. (Ed.), *Qualitative psychology: A practical guide to research methods* (pp. 51-80). London: SAGE Publications.
- Snyder, C. R., & Lopez, S. J. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press.

- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The scientific and practical explorations of human strengths* (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Soriano, G. (1995). Filipino families in Australia. In R. Hartley (Ed.), *Families and Cultural Diversity in Australia*. St. Leonards, NSW: Allen & Unwin.
- Soutter, A. K., O'Steen, B., & Gilmore, A. (2012). Well-being in the New Zealand curriculum. *Journal of Curriculum Studies*, 44(1), 32. 10.1080/00220272.2011.620175
- StateUniversity.com. (2011). *Philippines - Preprimary and primary education*. Retrieved from <http://education.stateuniversity.com/pages/1200/Philippines-PREPRIMARY-PRIMARY-EDUCATION.html>>Philippines
- Statistics New Zealand. (2007). *Permanent and long-term migration from the Philippines*. Retrieved from [http://www.stats.govt.nz/NR/rdonlyres/3462A6D1-D517-4F5B-A6DE-36751E5ECD69/0/PLT\\_Philippines.pdf](http://www.stats.govt.nz/NR/rdonlyres/3462A6D1-D517-4F5B-A6DE-36751E5ECD69/0/PLT_Philippines.pdf).
- Statistics New Zealand. (2010). *National ethnic population predictions: 2006 (base) - 2026 update*. Statistics New Zealand. Retrieved from <http://www.stats.govt.nz.ezproxy.waikato.ac.nz/~media/Statistics/Browse%20for%20stats/NationalEthnicPopulationProjections/HOTP2006-26/NationalEthnicPopulationProjections2006-26HOTP.pdf>
- Suarez-Orozco, C., Onaga, M., & Lardemelle, C. d. (2010). Promoting academic engagement among immigrant adolescents through school-family-community collaboration. *Professional School Counseling*, 14(1), 15-26.
- Swarbrick, N. (2009, 1 March 2009). *Country schooling*. Retrieved from <http://www.TeAra.govt.nz/en/country-schooling>
- Toclo, J. P. (2011). *A study investigating common experiences amongst Chinese, Indian, and Filipino migrant health workers in Aotearoa/New Zealand*. UNITEC New Zealand, Auckland. Retrieved from <http://unitec.researchbank.ac.nz/bitstream/handle/10652/1683/Jocelyn%20Peligman-Toclo%20MSocP.pdf?sequence=3>
- Torres-D'Mello, A. (2003). *Brown outside, white inside: A study of identity development among children of Filipino immigrants in Australia*. Quezon City, Philippines: Giraffe Books.
- UNESCO – International Bureau of Education. (2011a). *New Zealand*. International Bureau of Education. Retrieved from [http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WD\\_E/2010/pdf-versions/New\\_Zealand.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WD_E/2010/pdf-versions/New_Zealand.pdf)
- UNESCO – International Bureau of Education. (2011b). *Philippines*. International Bureau of Education. Retrieved from

[http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WDE/2010/pdf-versions/Philippines.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Philippines.pdf)

- Unification Organisation of Collective Ascension. (2008). Self-efficacy and self-concept: How to manage students where self-efficacy is overinflated and bring it to a more realistic level without diminishing their self-beliefs. Retrieved from <http://selficacy.blogspot.com/2008/01/self-efficacy-and-self-concept.html>
- United States Census Bureau. (2012, March 22, 2012). *2010 Census shows Asians are fast-growing race group*. Retrieved from [http://www.census.gov/newsroom/releases/archives/2010\\_census/cb12-cn22.html](http://www.census.gov/newsroom/releases/archives/2010_census/cb12-cn22.html)
- USAID Philippines. (2012, March 2012). *Education*. Retrieved from <http://philippines.usaid.gov/programs/education>
- Valenzuela, C. L. (2011). Filipino migrant youth in Rome, Italy - A view of their issues and concerns. In F. M. Hoegsholm (Ed.), *In De Olde Worlde: Views of Filipino Migrants in Europe*.
- Walrond, C. (2009, 4 March 2009). *Filipinos - immigration*. Retrieved from <http://www.TeAra.govt.nz/en/filipinos/1>
- Ward, C., & Masgoret, A.-M. (2008). Attitudes toward immigrants, immigration, and multiculturalism in New Zealand: A social psychological analysis. *The International Migration Review*, 42(1), 227-248. DOI: 10.1111/j.1747-7378.2007.00119.x
- Warren, C. A. B. (2004). Interviewing in qualitative research. In M. Lewis-Beck, A. Bryman & T. Futing-Liao (Eds.), *The Sage Encyclopedia of Soriano Science Research Methods* (Vol. 2, pp. 521-524). Thousand Oaks, CA: Sage Publications, Inc.
- Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston, MA: Pearson Education, Inc.
- Wolf, D. L. (1997). Family secrets: Transnational struggles among children of Filipino immigrants. *Sociological Perspectives*, 40(3), 457-482.
- Yazon, A. D. (2015). Self-esteem, self-efficacy and academic performance of the College of Teacher Education students at the Laguna State Polytechnic University, Los Ba

ños campus, AY 2013-2014 *Global Summit on Education* (pp. 437-453). Kuala Lumpur, Malaysia:

Zamora, T. (2010, 4 March). Q and A: Can the traditional and progressive philosophies be combined? Retrieved from <http://teachertinasblog.wordpress.com/2010/02/17/q-and-a-can-the-traditional-and-progressive-philosophies-be-combined/>

Zimmerman, B. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25, 82-91. doi: 10.1006/ceps.1999.1016

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, 29(3), 663-676.

Zulkosky, K. (2009). Self-efficacy: A concept analysis. *Nursing Forum*, 44(2), 93-102.

## **Appendices**

### **A. Invitation/Cover Letter for Child Participants**

Dear .....

Hi! Like you, I am a student and because of this I need to work on assignments that will help me learn more about things. One assignment I have is to write a paper about an idea I am interested in. To write the paper, I need to do a lot of reading and I will have to talk to some people to help me learn more about the idea I have.

For this assignment, I want to find out what students like you think about self-efficacy. Self-efficacy is believing that you are able to do what you want to do so that you can reach a goal. For example, a boy who can play basketball well knows he is good enough to join the school team. So, he will go ahead and try out for the basketball team. Or maybe a girl who believes she can run fast will try out for the school track team. I hope to talk to you and ask you about how well you think you are doing in school here in New Zealand.

It is ok if you don't want to talk to me about this. If you think you are fine to be interviewed, I promise you that you will not get into trouble and that I will assign a code name for you so that no one knows who you really are. There will be no right or wrong answers. Anything you want to tell me will be fine. If I ask you a question that you feel you don't want to answer, you can tell me and it will be okay. Our interview may take from 30-45 minutes and if you wish we can take a break in between.

I have also asked permission from your parents to allow me to have a chat with you but it is alright if you don't want to.

Thank you for your time. I hope I hear from you soon!

Sincerely,

Natalie

## **B. Invitation/Cover Letter for Parent Participants**

Dear .....

I would like to introduce myself. My name is Natalie Torres and I am a student studying for a Master's Degree in Education at the University of Waikato in Hamilton. My experience as an educator has prompted me to explore a specific construct that plays an important role in student performance in school – that of academic self-efficacy. To put it simply, self-efficacy is the belief that one has what it takes to achieve a set goal. As a Filipino migrant myself, I wish to investigate the academic self-efficacy beliefs held by migrant Filipino children as students in New Zealand. Also, including the child's parents and teachers in the study will provide a comprehensive look into self-efficacy as both significantly affect the child's beliefs.

Parents play a vital part in molding children to become responsible and compassionate human beings. By being part of this study, you will be able to provide a closer look into a Filipino family's experiences, as they become members of the New Zealand schooling context. Your insights and feedback will offer another dimension to the construct of academic self-efficacy.

Participation in this endeavor is entirely voluntary and every effort will be taken to protect your interests. Our interview may take from 45 minutes to an hour to complete and all information gathered as well as your identity will be held in the strictest confidence. This academic exercise will be conducted in a very professional manner and whatever affinity or personal relationship that may exist between researcher and participant will be of no significance to the study's results.

Attached is a detailed Participant Information sheet to provide you with a better understanding of the research and allow you to make an informed decision regarding your participation. A Consent Form you are to sign has also been included as well an addressed envelope to send it in. I will be very willing to discuss further other concerns you may have and clarifications you wish to make. I may be contacted through the details provided in the Participant Information Sheet.

Thank you for your time. I look forward to hearing from you.

Sincerely,

Natalie Noelle S. Torres  
Graduate Student (MED)  
University of Waikato

## C. Invitation/Cover Letter for Teacher Participants

Dear .....

I would like to introduce myself. My name is Natalie Torres and I am a student studying for a Master's Degree in Education at the University of Waikato in Hamilton. My experience as an educator has prompted me to explore a specific construct that plays an important role in student performance in school – that of academic self-efficacy. To put it simply, self-efficacy is the belief that one has what it takes to achieve a set goal. As a Filipino migrant myself, I wish to investigate the academic self-efficacy beliefs held by migrant Filipino children as students in New Zealand. Also, including the child's parents and teachers in the study will provide a comprehensive look into self-efficacy as both significantly affect the child's beliefs.

Second to parents, a child's teacher is of great significance to his/her development. Our role as teachers allows us to not only teach but also transform our students' lives. You have been identified as a potential participant after having gained (name of parents) consent to participate. As a participant in this study, your insights on academic self-efficacy and feedback on your student participating in this research will be of considerable assistance in describing the construct. The information to be gathered through your involvement will allow another dimension to the research and provide a whole picture of the child-home-school interaction within the context of academic self-efficacy.

Participation in this endeavor is entirely voluntary and every effort will be taken to protect your interests. Our interview may take from 30-45 minutes to complete and all information gathered as well as your identity and the school's will be held in the strictest confidence. Rest assured that this exercise would be conducted in the most professional manner.

Attached is a detailed Participant Information Sheet to provide you with a better understanding of the research and allow you to make an informed decision regarding your participation. A Consent Form you are to sign has also been included as well an addressed envelope to send it in. Approval from your School Head will be sought as well, to allow you to participate. I will be very willing to discuss further other concerns you may have and clarifications you wish to make. I may be contacted through the details provided in the Participant Information Sheet.

Thank you for your time. I look forward to hearing from you.

Sincerely,

Natalie Noelle S. Torres  
Graduate Student (MED)



## **D. Invitation/Cover Letter for School Heads**

Dear .....

I would like to introduce myself. My name is Natalie Torres and I am a student studying for a Master's Degree in Education at the University of Waikato in Hamilton. My own experience as an educator has prompted me to explore a specific construct that probably plays an important role in student performance in school, and this is academic self-efficacy. As you probably know, self-efficacy is the belief that one has what it takes to achieve a set goal. As a Filipino migrant myself, I wish to investigate the academic self-efficacy beliefs held by migrant Filipino children as students in New Zealand. It is my intention to interview students, and children's parents and teachers, to provide a comprehensive study of self-efficacy.

The parents of a student attending your school have consented to participate in the study. As such, (teacher's name and class taught) has been identified as a potential participant through the involvement the student in his/her class. As a participant in this study, the teacher's insights on academic self-efficacy and feedback on the student who is participating in this research will be of considerable assistance in describing the construct. The information to be gathered through his/her involvement will allow another dimension to the research and provide a whole picture of the child-home-school interaction within the context of academic self-efficacy.

Participation in this endeavor is entirely voluntary and all efforts to protect the school's and the teacher's interests will be taken. The interview may take from 30-45 minutes to complete. All the information gathered as well as the school's and the teacher's identities will be held in the strictest confidence. Please be assured that this study will be conducted in the most professional manner.

Attached is a detailed Participant Information sheet to provide you with a better understanding of the research and allow you to make an informed decision regarding your teacher's involvement. I have also included a Consent Form for you to sign as well an addressed pre- envelope to send it in. I am available to discuss any concerns you may have and I can be contacted through the details provided in the Participant Information Sheet.

Thank you for your time. I look forward to hearing from you.

Sincerely,

Natalie Noelle S. Torres  
Graduate Student (MEd)  
University of Waikato

## **E. Participant Information Sheet (Parents and Children)**

### **Project Title**

Beliefs about academic self-efficacy: Filipino children, their teachers, and parents

### **Purpose**

The idea for this research came about as a result of the increasing numbers of Filipino migrant families in New Zealand and the resulting participation of the children in a different school environment. This study intends to describe the academic self-efficacy beliefs of young Filipino children as they take part in the New Zealand education system. It is hoped that by involving the children's parents and teachers, the "whole picture" about self-efficacy will come to light. We might then see the interaction of beliefs held by the children themselves with those held by their parents and teachers. If academic self-efficacy beliefs prove to be an important factor in school achievement, it may be possible to give parents and schools another strategy to facilitate children's success in school.

As indicated, the study will explore the academic self-efficacy beliefs of migrant Filipino children as students in the New Zealand educational system. In simple terms, what areas do students perceive themselves to be "good at", and how do they arrive at such a perception. This research investigation is for a Master's Degree in Education at the University of Waikato.

### **What will you have to do and how long will it take?**

As with all research, participation must be voluntary. Your consent to be part of the research will be the starting point of the study's data-gathering process. Withdrawal from the study may be done at any point until you have reviewed and signed off the transcript as true and accurate record of the interview. Should you wish to withdraw from the study, you may do so simply by communicating your intent to the researcher.

Your consent to allow your child to participate is also important. Interviews with all participants will be conducted to explore the topic on hand, and for the child interviews the questions will be phrased according to the young person's ability to respond. Parent interviews may take from 45-60 minutes while child interviews may take from 30-45 minutes. Topics to be covered will be on the following: migration to New Zealand, school selection, understanding self-efficacy, insights on the child's academic self-efficacy, and parent involvement. All interview sessions will be recorded digitally (audio) to facilitate a free flowing interaction and to ensure that no information is lost. You will be provided with a copy of both parent and child interview questions prior to the scheduled interview. The data will then be transcribed word-for-word for subsequent data analysis. You and your child may refrain from answering any question that is asked, or stop the interview at any time. Copies of the interview transcripts will

then be sent to you to review and check its accuracy. To protect the child's interests, parents will have access to the questions to be asked of them but will be unable to review the transcripts. Instead, the researcher and your child will review the interview transcript together. Reviewed transcripts are to be returned to the researcher with the necessary changes, if any, a week upon receipt.

### **What will happen to the information collected?**

The transcribed data from the interviews will be studied thoroughly to identify themes around educational self-efficacy. All audio and print material will remain confidential. Rest assured that your anonymity (and your child's) will be maintained and all information will be held in strict confidence. Once completed, the thesis will be widely available through the University's digital repository, the Research Commons (<http://researchcommons.waikato.ac.nz/>). It is very unlikely that you or your child will find any aspect of the interviews or research process upsetting. However, should there be personal matters that come to the fore, the investigator will be able to arrange counseling for you or your child. Any decision to obtain additional support would obviously be completely at your discretion.

### **Declaration to participants**

If you take part in the study, you have the right to:

- Refuse to answer any particular question, and to withdraw from the study at any time up until the data has been analyzed.
- Ask any further questions about the study that occurs to you during your participation.
- Be given access to a summary of findings from the study when it is concluded.

### **Who's responsible?**

If you have any questions or concerns about the project, either now or in the future, please feel free to contact either:

Researcher:

*Natalie Noelle Torres at [natalienst@gmail.com](mailto:natalienst@gmail.com), phone (07)8433428 or (021)02541345*

Supervisor:

*Anthony Fisher at [afish@waikato.ac.nz](mailto:afish@waikato.ac.nz), phone (07)8562889 ext 7836*

## **F. Participant Information Sheet (Teachers)**

### **Project Title**

Beliefs about academic self-efficacy: Filipino children, their teachers, and parents

### **Purpose**

The idea for this research came about as a result of the increasing numbers of Filipino migrant families in New Zealand and the resulting participation of the children in a different school environment. This study intends to describe the academic self-efficacy beliefs of young Filipino children as they take part in the New Zealand education system. It is hoped that by involving the children's parents and teachers, the "whole picture" about self-efficacy will come to light. We might then see the interaction of beliefs held by the children themselves with those held by their parents and teachers. If academic self-efficacy beliefs prove to be an important factor in school achievement, it may be possible to give parents and schools another strategy to facilitate children's success in school.

As indicated, the study will explore the academic self-efficacy beliefs of migrant Filipino children as students in the New Zealand educational system. In simple terms, what areas do students perceive themselves to be "good at", and how do they arrive at such a perception. This research investigation is for a Master's Degree in Education at the University of Waikato.

### **What will you have to do and how long will it take?**

As with all research, participation must be voluntary. Your consent to be part of the research will be the starting point of the study's data-gathering process. Withdrawal from the study may be done at any time until the transcripts have been reviewed and signed off as a true and accurate record of the interview. Should you wish to withdraw from the study, you may do so simply by communicating your intent to the researcher.

Upon the consent of the teacher and the respective school head, interviews with participants will be conducted to explore the topic on hand. The actual interview may take from 30-45 minutes at an agreed time convenient to you at your place of work. Topics to be covered will be on the following: understanding self-efficacy, insights on the child's academic self-efficacy, and teacher's strategies for enhancing self-efficacy. All interview sessions will be recorded digitally (audio) to facilitate a free flowing interaction and to ensure that no information is lost. You will be provided with a copy of the interview questions prior to the scheduled interview. The data will then be transcribed word-for-word for subsequent data analysis. You may refrain from answering any question you are asked, or stop the interview at any time should you wish to. Copies of your interview transcript will then be sent to you to review and check its

accuracy. Reviewed transcripts are to be returned to the researcher with the necessary changes, if any, a week upon receipt.

### **What will happen to the information collected?**

The transcribed data from the interviews will be studied thoroughly to identify themes around educational self-efficacy. All audio and print material will remain confidential. Rest assured that your anonymity, as well as the school's, will be maintained and all information will be held in strict confidence. Once completed, the thesis will be widely available through the University's digital repository, the Research Commons (<http://researchcommons.waikato.ac.nz/>). It is very unlikely that neither you nor your student will find any aspect of the interviews or research process upsetting. However, should there be personal matters that come to the fore, the investigator will be able to arrange counseling for you or your student. Any decision to obtain additional support would obviously be completely at your discretion.

### **Declaration to participants**

If you take part in the study, you have the right to:

- Refuse to answer any particular question, and to withdraw from the study at any time up until the data has been analyzed.
- Ask any further questions about the study that occurs to you during your participation.
- Be given access to a summary of findings from the study when it is concluded.

### **Who's responsible?**

If you have any questions or concerns about the project, either now or in the future, please feel free to contact either:

Researcher:

*Natalie Noelle Torres at [natalienst@gmail.com](mailto:natalienst@gmail.com), phone (07)8433428 or (021)02541345*

Supervisor:

*Anthony Fisher at [afish@waikato.ac.nz](mailto:afish@waikato.ac.nz), phone (07)8562889 ext 7836*

## **G. Participant Information Sheet (School Heads)**

### **Project Title**

Beliefs about academic self-efficacy: Filipino children, their teachers, and parents

### **Purpose**

The idea for this research came about as a result of the increasing numbers of Filipino migrant families in New Zealand and the resulting participation of the children in a different school environment. This study intends to describe the academic self-efficacy beliefs of young Filipino children as they take part in the New Zealand education system. It is hoped that by involving the children's parents and teachers, the "whole picture" about self-efficacy will come to light. We might then see the interaction of beliefs held by the children themselves with those held by their parents and teachers. If academic self-efficacy beliefs prove to be an important factor in school achievement, it may be possible to give parents and schools another strategy to facilitate children's success in school.

As indicated, the study will explore the academic self-efficacy beliefs of migrant Filipino children as students in the New Zealand educational system. In simple terms, what areas do students perceive themselves to be "good at", and how do they arrive at such a perception. This research investigation is for a Master's Degree in Education at the University of Waikato.

### **What will you have to do and how long will it take?**

As with all research, participation must be voluntary. Your consent to allow your teacher to be part of the research will be the starting point of the study's data-gathering process. It will be the researcher's responsibility to keep all participants well informed about the details of the research to allow them to make an informed decision about being involved in the study. Should the teacher wish to withdraw from the study, they may do at any point during the study until they have reviewed and signed off the transcript as a true and accurate record of the interview. All participants in the study, including the schools and the teachers will remain anonymous.

Upon the consent of the teacher and the school head, interviews with participants will be conducted to explore the topic on hand. The actual interview may take from 30-45 minutes each at an agreed time convenient to the teacher concerned at their place of work. Every effort will be taken to ensure that the teacher's contact time with students is not compromised and unnecessary inconveniences are avoided. Topics to be covered will be on the following: understanding self-efficacy, insights on the child's academic self-efficacy, and teacher's strategies for enhancing self-efficacy. Participants will be provided with a copy of the interview questions ahead of time. All interview sessions will be recorded digitally (audio) to facilitate a free flowing interaction and to ensure that no

information is lost. The teacher may refrain from answering any question they deem uncomfortable or stop the interview at any time should he/she wish to. The data will then be transcribed word-for-word for subsequent data analysis. A copy of the interview transcript will be made available to the teacher for checking and to allow for necessary changes. Reviewed transcripts are to be returned to the researcher with the necessary changes, if any, a week upon receipt.

### **What will happen to the information collected?**

The transcribed data from the interviews will be studied thoroughly to identify themes around educational self-efficacy. All audio and print material will remain confidential. Rest assured that the teacher's and the school's anonymity are maintained and all information will be held in strict confidence. Once completed, the thesis will be widely available through the University's digital repository, the Research Commons (<http://researchcommons.waikato.ac.nz/>). It is very unlikely that neither the teacher nor the student will find any aspect of the interviews or research process upsetting. However, should there be personal matters that come to the fore, the investigator will be able to arrange counseling for either party. Any decision to obtain additional support will be completely at the discretion of the person/s concerned.

### **Declaration to participants**

If you take part in the study, you have the right to:

- Ask any further questions about the study that occurs to you during your participation.
- Be given access to a summary of findings from the study when it is concluded.

### **Who's responsible?**

If you have any questions or concerns about the project, either now or in the future, please feel free to contact either:

Researcher:

*Natalie Noelle Torres at [natalienst@gmail.com](mailto:natalienst@gmail.com), phone (07)8433428 or (021)02541345*

Supervisor:

*Anthony Fisher at [afish@waikato.ac.nz](mailto:afish@waikato.ac.nz), phone (07)8562889 ext 7836*

## H. Consent Form (Parents and Children)

Beliefs about academic self-efficacy:  
Filipino children, their teachers, and parents

I have read the **Participant Information Sheet** for this study and have had the details of the study explained to me. My questions about the study have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I also understand that I am free to withdraw from the study at any time until the transcribed data has been reviewed and approved as a true and accurate record of the interview. In addition, I can decline to answer any particular questions in the study. I will be able to review the interview questions for my child but will be unable to review his/her responses. I understand that the researcher will instead review the interview transcript with my child. I agree to provide information to the researchers under the conditions of confidentiality set out on the **Participant Information Sheet**.

*(please tick appropriate box)*

My child and I will participate in this study under the conditions set out in the **Participant Information Sheet**.

I do not wish to participate in the study.

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Researcher: *Natalie Noelle Torres at [natalienst@gmail.com](mailto:natalienst@gmail.com), phone (07)8433428 or (021)02541345*

Supervisor: *Anthony Fisher at [afish@waikato.ac.nz](mailto:afish@waikato.ac.nz), phone (07)8562889 ext 7836*

## I. Consent Form (Teachers)

Beliefs about academic self-efficacy:  
Filipino children, their teachers, and parents

I have read the **Participant Information Sheet** for this study and have had the details of the study explained to me. My questions about the study have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I also understand that I am free to withdraw from the study at any time until the transcribed data has been reviewed and approved as a true and accurate record of the interview. In addition, I can decline to answer any particular questions in the study. I agree to provide information to the researchers under the conditions of confidentiality set out on the **Participant Information Sheet**.

*(please tick appropriate box)*

I agree to participate in this study under the conditions set out in the **Participant Information Sheet**.

I do not wish to participate in the study.

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Researcher: *Natalie Noelle Torres at [natalienst@gmail.com](mailto:natalienst@gmail.com), phone (07)8433428 or (021)02541345*

Supervisor: *Anthony Fisher at [afish@waikato.ac.nz](mailto:afish@waikato.ac.nz), phone (07)8562889 ext 7836*



## J. Consent Form (School Head)

Beliefs about academic self-efficacy:  
Filipino children, their teachers, and parents

I have read the **Participant Information Sheet** for this study and have had the details of the study explained to me. My questions about the study have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I also understand that the identified teacher is free to withdraw from the study until the transcribed data has been reviewed and approved as a true and accurate record of the interview. Furthermore, he/she has the right to decline to answer any particular questions in the study.

*(please tick appropriate box)*

I agree to allow (      teacher's name      ) to participate in this study under the conditions set out in the **Participant Information Sheet**.

I do not allow (      teacher's name      ) to participate in the study.

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Researcher: *Natalie Noelle Torres at [natalienst@gmail.com](mailto:natalienst@gmail.com), phone (07)8433428 or (021)02541345*

Supervisor: *Anthony Fisher at [afish@waikato.ac.nz](mailto:afish@waikato.ac.nz), phone (07)8562889 ext 7836*

## **K. Child Interview Appointment**

Date

Dear .....

Thank you for agreeing to help me with my assignment on academic self-efficacy beliefs. The information I will get from our interview will let me describe how knowing what things you are good help in New Zealand schools. Sharing your time with this study will also be useful in telling others how school life is in New Zealand for Filipino families.

The next thing for us to do is to discuss when we can have the interview. As I have told you in my earlier letter, each interview will take from 30 to 45 minutes. All information collected through the interview will be kept strictly confidential – meaning it will be a secret between you and me only. I will be calling your mum or dad to arrange our interview.

See you soon!

Yours sincerely,

Natalie Torres  
[natalienst@gmail.com](mailto:natalienst@gmail.com)  
phone (07) 8433428  
(021) 02541345

## L. Parent Interview Appointment

Date

Dear .....

Thank you for consenting to participate in the study Beliefs about academic self-efficacy: Filipino children, their teachers, and parents. Your involvement will allow me to describe how beliefs held by Filipino students on their academic self-efficacy play a part in their education in New Zealand schools. Sharing your time with such an endeavor will allow another glimpse into the Filipino migrant experience in New Zealand.

The next course of action from hereon will be to set a schedule for our interview. As I have mentioned in my previous letter, interviews with the children may take from 30-45 minutes while those with parents may run from 45 minute to an hour. All information collected through this procedure will be completely confidential. Attached are copies of the Interview Schedules I will be using for both you and your child. I will be in contact with you soon to arrange for a suitable time for us to talk. If possible, I intend to conduct the interview with your child on the same day. However, separate schedules will do if this cannot be arranged. Should there be a need for rescheduling, please do not hesitate to contact me through the information below so we can arrange another date.

Yours sincerely,

Natalie Torres

[natalienst@gmail.com](mailto:natalienst@gmail.com)

phone (07) 8433428

(021) 02541345

## **M. Teacher Interview Appointment**

Date

Dear .....

Thank you for agreeing to participate in the study Beliefs about academic self-efficacy: Filipino children, their teachers, and parents. Your involvement will allow me to describe how beliefs held by Filipino students on their academic self-efficacy play a part in their education in New Zealand schools. Sharing your time with such an endeavor will allow another glimpse into the Filipino migrant experience in New Zealand.

The next course of action from hereon will be to set a schedule for our interview. As I have mentioned in my previous letter, each interview will take approximately 30-45 minutes. Attached is a copy of the Interview Schedule I will be using. All information collected through this procedure will be completely confidential. I will be in contact with you soon to arrange for a suitable time for us to talk. Should there be a need for rescheduling, please do not hesitate to contact me through the information below so we can arrange another date.

Yours sincerely,

Natalie Torres  
[natalienst@gmail.com](mailto:natalienst@gmail.com)  
phone (07) 8433428  
(021) 02541345

## N. Interview Appointment (School Head)

Date

Dear .....

Thank you for agreeing to let (*name of teacher*) participate in the study Beliefs about academic self-efficacy: Filipino children, their teachers, and parents. Their involvement will allow me to describe how beliefs held by Filipino students on their academic self-efficacy play a part in their education in New Zealand schools. The time they will share with such an endeavor will allow another glimpse into the Filipino migrant experience in New Zealand.

The next course of action from hereon will be to set a schedule for the interview. As I have mentioned in my previous letter, the interview may take from 30-45 minutes. All information collected through this procedure will be completely confidential. I will be in contact with the teacher soon to arrange for a suitable time for us to talk.

Yours sincerely,

Natalie Torres  
[natalienst@gmail.com](mailto:natalienst@gmail.com)  
phone (07) 8433428  
(021) 02541345

## **O. Interview Schedule: Child Participant**

### **A. Setting the Scene**

*Hi! Thank you for allowing me to have a chat with you today. How are you doing?*

*I'm here because I want to talk to you about the assignment I told you about in my letter. I want to know what you think about your self-efficacy in school or how well you think you are doing.*

*Remember, there is no right or wrong answer. You can say anything. If you are not sure about anything or if you don't want to answer a question, it will be perfectly alright. Just tell me so. Everything we talk about will be kept a secret. No one will know about it except you and me.*

*I will record everything we talk about so I don't lose anything you say. After that, I will be listening to the recording then type everything we talk about to I can read and then study them.*

*Do you have any more questions you'd like to ask?*

### **B. A brief history and the migration experience**

*Let's start by talking about when you first came here. Tell me about your experience when you moved here to New Zealand*

*How do you think moving here affected you as a student?*

*Do you think you're a better student now?*

### **C. Entering a New Zealand school**

*Thank you for that information. Now let's talk about going to school. Please tell me about when you first attended a New Zealand school.*

### **D. The New Zealand schooling experience**

*You're doing great. I'm learning a lot from you. Let's talk about your school now. Tell me about the things you do in school.*

*What skills/ things do you like and dislike in school?*

*Please tell me about the areas/things you feel you are good at.*

*Why do you think you are good at them?*

*Thank you so much for spending some time with me talking about my assignment. You have really helped me a lot.*

## **P. Interview Schedule: Parent Participant**

### **A. Setting the Scene**

*Hi! Thank you for agreeing to participate in this study. I hope you are doing fine today.*

*As what I have stated in the information sheet I gave you, I am interested to find out the academic self-efficacy beliefs held by Filipino migrant children. Your role will be to provide your insights about self-efficacy and describe your experience in affecting your child's academic self-efficacy beliefs.*

*I wish to reassure you once again that you are free to withdraw from the study at any time until you have reviewed and signed the transcript as true and accurate. You may also refrain from answering any questions if you find the need to.*

*I will be recording our conversation to allow me to collect complete data for analysis. All information will be kept confidential for your protection.*

### **B. Migration history**

*Let's begin by talking about how you came to live in New Zealand.*

*Please tell me a bit about your migration experience in coming to New Zealand.*

*How do you think the move/shift affected your child's learning?*

### **C. Entering a New Zealand school**

*Let's now move on to your experience as a new member of the New Zealand school system.*

*How would you describe your experience as a parent in a New Zealand school?*

*How has the experience affected your child academically?*

### **D. Child's school life and academic self-efficacy**

*That was all very informative. I'd like to move on to your child's performance in school.*

*What role would you say self-efficacy plays in your child's performance in school?*

*From your observation, how would you describe your child's academic performance in school?*

*In what ways do you think you have contributed to such performance?*

*In view of the definition of self-efficacy I have provided you with, how would you rate your child's view of his/her academic self-efficacy?*



*Thank you for the information you have provided. I will be in touch with you soon to provide you with a summary of the study's findings. Please do not hesitate to contact me if there are details you wish to add or omit.*

## **Q. Interview Schedule: Teacher Participant**

### **A. Setting the Scene**

*Hi! Thank you for agreeing to participate in this study. I hope you are doing fine today.*

*As what I have stated in the information sheet I gave you, I am interested to find out the academic self-efficacy beliefs held by Filipino migrant children. Your role will be to provide your insights about self-efficacy and describe your experience in affecting your child's academic self-efficacy beliefs.*

*I wish to reassure you once again that you are free to withdraw from the study at any time until you have reviewed the transcript and approved its accuracy. You may also refrain from answering any questions if you find the need to.*

*I will be recording our conversation to allow me to collect complete data for analysis. All information will be kept confidential for your protection.*

### **B. Professional history and experience**

*Firstly, I would like to find out a little about your life as a teacher.*

*Please describe briefly your experience as a teacher.*

### **C. Current teaching experience**

*Now let's move on to your current teaching practice.*

*Can you tell me about the learning environment you provide your class with given the cultural diversity?*

*In your observation, how is (name of student) performing in school?*

*In what ways do you believe you have contributed to such performance?*

*How do you think self-efficacy affects the over-all performance of a student?*

*Thank you very much for your time and the information you have provided. I will be in contact with you in the near future to provide you with a summary of the study's results.*

## R. Excerpt of Interview Transcript with Comments and Emerging Themes

Orig. Transcript	Comments	Theme
<p>I: Ok...how about in studying? Being a student in NZ, how did it affect your studying?</p> <p>Child: I did a few...like my teachers said that I have to do a few goals because I didn't do very well in other stuff. But my favorite subject is Writing, and I'm really good at Writing so, my teacher did not have any goals so I could like do Writing or I could just do some Writing cards which- like you get to make a friend a card. At school, my second favorite subject is Art, you get to do anything. But Maths is (beat) I'm good at Maths too, but when we did these number choosing, and then we decorate it however we want. We color it and it's a bit of Maths and Art.</p>	<p>"...my teachers said that I have to do a few goals because I didn't do very well in other stuff"</p> <ul style="list-style-type: none"> <li>- Is not performing well in some areas in school.</li> <li>- Needs to exert more effort and perform more tasks to perform better.</li> <li>- Immediately shifted topic to favorite subject after talking briefly about "not doing very well in other stuff".</li> <li>- Discomfort? Embarrassment at not performing well?</li> <li>- Good at Writing (personal writing rather than structured, creative writing)</li> <li>- "decorating numbers" : structured subject such as Maths is more interesting when integrated with Art</li> <li>- being good in a subject is synonymous to liking it</li> </ul>	<p>Teacher feedback</p> <p>Self-doubt as a result of teacher feedback(?)</p> <p>Integrated methods in Teaching</p> <p>Interest and skill work together</p>