

Book review

A Review of Henning, M. A., Krägeloh, C. U., & Wong-Toi, G. (Eds.) (2015). *Student motivation and quality of life in higher education*. Singapore: Routledge. ISBN: 978-0-415-85805-2 (hbk) & 978-1-315-81407-0 (ebk), number of pages: 212, price: \$102.91

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Academic attainment is one of the expected outcomes for students studying in higher education. High levels of academic attainment create more employment opportunities, which could lead to greater individual wellbeing and societal prosperity in the long run. Student motivation and quality of life are two major factors contributing to academic attainment; however research is lacking in terms of the connections between student motivation and quality of life in higher education. Specifically, mechanisms underlying how student motivation and quality of life interact with each other still needs to be established to enable optimal educational outcomes.

In their book, Henning, Krägeloh and Wong-Toi invited tertiary students, academics and higher education advisors to present their views on the close relationship between student motivation and quality of life. All three editors have extensive experience in teaching and research in higher education. Dr Marcus Henning is a Senior Lecturer at the Centre for Medical and Health Sciences Education, University of Auckland and Dr Chris Krägeloh is an Associate Professor in psychology at AUT University. Both Henning and Krägeloh are trained psychologists and established the New Zealand World Health Organization Quality of Life Group. Together they have produced over 40 publications on motivation and quality of life in a wide range of health and educational settings. Glenis Wong-Toi's work at Student Learning Services, University of Auckland, focuses on academic development for students with specific learning difficulties and psychological factors that enhance academic outcomes for higher education students. The contributors of the book come from a wide range of disciplines and their chapters consider the links between motivation and quality of life from a cross-cultural perspective.

The intended audience of this book is very broad. Students who are seeking advice to improve academic performance, academics who are searching for innovative ways to enhance their teaching methods, and learning support advisors who are looking for evidence-based research to guide their practice should all be interested in the theories and research presented in this book.

There are 23 chapters organized into five parts. Part One of the book contains two chapters of students' accounts on how motivation and quality of life influence their academic success. Both students acknowledged the importance of having a life outside of university to sustain their ability to achieve academic goals while maintaining a good quality of life. Part Two of the book consists of Chapters 3 to 5 and they provide different theoretical accounts on motivation to learn and quality of life, such as the expectancy-value theory, achievement goal theory and positive psychology theory. These chapters consider how cognitive and affective

factors, such as self-efficacy, intrinsic value, affection, goals and self-regulation, contribute to motivation and quality of life. The authors also provide evidence of how to apply the diverse perspectives on motivation to learn and quality of life in higher education. As a highlight of the book, Part Three of the book (Chapters 6 to 15) focuses on the cross-cultural perspective on motivation to learn and quality of life. For instance, researchers from Canada and Taiwan (Chapters 6 & 7) outline issues reported by international students when studying abroad and suggest support services that could better support their learning and thus increase their quality of life. Chapters 8 to 15 present different viewpoints on motivation and quality of life from cultures that vary hugely in their sociocultural orientation (e.g., independent vs interdependent cultures). Another highlight of the book comes from Part Four (Chapters 16 to 22), which describes various intervention programmes (i.e., motivation-focused counselling, computer assisted self-care programmes) that have shown to be effective in increasing motivation to learn and quality of life in higher education. These should be of high interest to tertiary educators, as the ultimate goal of higher education, in my opinion, focuses on how to promote life-long learning, which is sustained by high levels of intrinsic motivation and quality of life.

The last chapter of the book provides the reader with a dynamic model integrating the concepts of motivation to learn and quality of life as they apply to higher education. This model can be described by four quadrants, representing different statuses of students' motivation to learn and quality of life. The optimal status is *prosperity*, in which students display high levels of motivation and quality of life. *Frustration* occurs when students experience low quality of life but maintain high motivation to learn. *Confusion* refers to a status where students are well supported to enjoy high quality of life but lack motivation and *entrapment* occurs when low motivation is accompanied by low quality of life. The four statuses are not mutually exclusive and students may not stay in any given status for very long as their learning environment keeps evolving as time goes by. Although the editors did not specify particular interventions that could move students away from the least desirable status of entrapment and transition into the most desirable status of prosperity, this dynamic model paves the way for future research to investigate how motivation to learn, quality of life and culturally-specific social norms interact with each other to empower students to achieve their academic goals.

As suggested by Henning and colleagues, educators, families and students all need to work together to establish a support system for students to achieve their academic goals in higher education. Vital to this support system are Learning Advisors at higher education institutions, who are at the forefront of identifying students in need and connecting them with the appropriate services to improve their learning and wellbeing. It would be a valuable exercise for Learning Advisors to apply Henning and colleagues' dynamic model in their practice to critically evaluate the model's validity and effectiveness.