

Attitudes and Motivation

The national monitoring assessment programme recognises the impact of attitudinal and motivational factors on student achievement in individual assessment tasks. Students' attitudes, interests and liking for a subject have a strong bearing on progress and learning outcomes. Students are influenced and shaped by the quality and style of curriculum delivery, the choice of content and the suitability of resources. Other important factors influencing students' achievements are the expectations and support of significant people in their lives, the opportunities and experiences they have in and out of school, and the extent to which they have feelings of personal success and capability.

Health and Physical Education Surveys

The national monitoring health and physical education surveys sought information from students about their curriculum preferences and their perceptions of their achievement. Students were also asked about their involvement in health and physical education activities within school and beyond. The surveys were administered to both year 4 and year 8 students in groups of four students, with most questions requiring short written answers and others a written response. Instructions and questions were read to year 4 students, and teacher help with reading was provided where requested by year 8 students.

There are numerous research questions that could be asked when investigating student attitudes and engagement. In national monitoring it has been necessary to focus on a few key questions that give an overall impression of how students view health and physical education as school, home and community activities.

HEALTH SURVEY

The health survey included one item which asked students to indicate preferred and disliked health activities at school, four items which invited students to record a rating response, and five items which sought open-ended responses. Responses to the open-ended items are not reported here.

The students were presented with a list of thirteen health activities and asked which they liked doing most at school. They were invited to tick up to three activities. They were also asked to indicate activities that they did not like doing at school, by putting crosses alongside up to three activities. Their responses are shown below.

| ACTIVITY | Y4 % responses | | Y8 % responses | |
|---------------------------------------|----------------|---------|----------------|---------|
| | like | dislike | like | dislike |
| Foods and healthy living | 37 | 9 | 52 | 11 |
| Learning about friendships | 39 | 7 | 29 | 10 |
| Learning about caring for myself | 34 | 10 | 28 | 10 |
| Caring for others | 31 | 8 | 14 | 7 |
| Knowing how to keep safe: | | | | |
| at home | 27 | 7 | 25 | 10 |
| in the community | 9 | 12 | 17 | 13 |
| at school | 12 | 10 | 8 | 18 |
| Knowing how my body works | 22 | 13 | 30 | 21 |
| Knowing about diseases & illnesses | 18 | 27 | 32 | 16 |
| Risks to being healthy | 13 | 16 | 12 | 18 |
| Learning how to get on with others | 9 | 9 | 9 | 11 |
| Knowing how to feel good about myself | 7 | 10 | 12 | 14 |
| Learning about families | 8 | 10 | 5 | 19 |