

Attitudes and Motivation

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.

The Science Survey and the Art Survey each sought information from students about their curriculum preferences, their perceptions of their own achievements and their involvement in related activities in their own time. These surveys were administered to the students in an independent session (four students working individually on tasks supported by a teacher). Reading and writing help was available if requested.



TE PŪTAIAO SURVEY

Students were asked to indicate their first three preferences from a list of six class science activities. The percentages choosing each activity as first preference and as one of the top three preferences are tabulated adjacent.

SCIENCE ACTIVITY:

	1 st CHOICE	TOP 3
	% responses	% responses
being told about science	8	26
being shown about science	24	68
reading about science	3	39
talking about science	5	18
going on field trips	29	84
doing things like experiments	32	50

Students liked more active and visual science activities, rather than being told about science, reading about it, or talking about it. While “doing things like experiments” was the most popular first choice activity, “going on field trips” and “being shown about science” were more often chosen among the three preferred activities.

One open-ended question was asked. Responses to the question “What do you like doing most in science in your own time” were coded into three categories. Easily the most popular category was “doing experiments” (21% of students). Reading, viewing, listening, or writing activities related to science drew 10 percent support, and applied science or technology activities (such as making a radio, building creations or cooking) drew 13 percent support.



TE TIROHANGA PŪTAIAO 2003

	😊	🙂	😐	☹️
1. Pēhea nei tō rekareka ki te mahi pūtaiao i te kura?	27	65	8	0
	<i>he nui te mātauranga pūtaiao</i>	<i>he āhua nui te mātauranga pūtaiao</i>	<i>ētahi mātauranga pūtaiao</i>	<i>he paku nei te mātauranga pūtaiao</i>
2. Pēhea nei te nui o te mātauranga pūtaiao e ako ana koe i te kura?	19	37	35	8
	<i>kia rahi ake</i>	<i>kia ōrite</i>	<i>kia iti ake</i>	
3. E hiahia ana koe kia rahi ake ngā akoranga pūtaiao i te kura?	26	74	0	
	<i>he nui ngā wā</i>	<i>he āhua nui ngā wā</i>	<i>ētahi wā</i>	<i>kore rawa</i>
4. E hia nei ngā wā ka tino pārekareka ngā mahi pūtaiao o tō akomanga?	10	42	44	4
5. E hia nei ngā wā ka mahi koe i ēnei mahi pūtaiao i te kura?				
Tētahi haerenga pūtaiao, ka mahi rānei ki waho	4	8	68	20
Ka toro atu ki tētahi wāhi pūtaiao	0	20	35	45
He mahi rangahau, he taumahi	14	30	42	14
He mahi ā-rōpū	21	36	37	6
He whakamātau ka whakamahia ngā rauemi noa o ia rā	8	21	58	13
He whakamātau ka whakamahi taputapu pūtaiao	8	25	55	12
He whakataetae pūtaiao	6	23	38	33
	😊	🙂	😐	☹️
6. Ki tōu whakaaro, pēhea nei tō mātauranga ki te mahi pūtaiao? (excluding 10% and 6% who said "kāore au i te mōhio")	11	59	25	5
7. Pēhea nei tō rekareka ki te mahi pūtaiao i tōu ake wā — i waho atu i te kura ?	19	37	23	21
	<i>he nui ngā wā</i>	<i>he āhua nui ngā wā</i>	<i>ētahi wā</i>	<i>kore rawa</i>
8. Ka mahi koe i ētahi kaupapa pūtaiao tino pai i tōu ake wā — i waho atu i te kura?	11	12	45	32
	<i>āe</i>	<i>ākene pea</i>	<i>kāore</i>	
9. E hiahia ana koe kia haere tonu tō ako i te pūtaiao ina pakeke koe?	31	61	8	
10. Ki tōu whakaaro, ka mahi koe i roto i ngā mahi pūtaiao ina pakeke koe?	19	54	27	

The students' responses to nine rating items are presented in a table on the next page, together with their perceptions of the relative frequency of seven different science activities in school.

About a quarter of the students were very enthusiastic about science at school and most of the remainder liked it moderately well. Field trips, visits and experiments occurred often for one third or less of the students, in their view. Group work and projects were the most common science activities.











NGĀ TOI ATAATA SURVEY

In the Art Survey, students were asked an open question: "What do you like doing most in art in your own time?" Painting was the most popular activity (38%), closely followed by drawing (36%) and then printmaking (26%).

The students' responses to 13 rating items are presented in a table, together with their perceptions of the relative frequency of 10 different art-making activities in school.

TE TIROHANGA TOI 2003

									
1. Pēhea nei tō rekareka ki te mahi toi i te kura?	58	40	2	0					
	<i>he nui te mātauranga toi</i>	<i>he āhua nui te mātauranga toi</i>	<i>ētahi mātauranga toi</i>	<i>he paku nei te mātauranga toi</i>					
2. Pēhea nei te nui o te mātauranga toi e ako ana koe i te kura?	28	42	30	0					
	<i>he nui ngā wā</i>	<i>he āhua nui ngā wā</i>	<i>ētahi wā</i>	<i>kore rawa</i>					
3. E hia nei ngā wā ka tino pārekareka ngā mahi toi o tō akomanga?	12	48	38	2					
	<i>kia rahi ake</i>	<i>kia ōrite</i>	<i>kia iti ake</i>						
4. E hiahia ana koe kia rahi ake ngā akoranga toi i te kura?	50	47	3						
	<i>he nui ngā wā</i>	<i>he āhua nui ngā wā</i>	<i>ētahi wā</i>	<i>kore rawa</i>					
5. E hia nei ngā wā ka mahi koe i ēnei mahi toi i te kura?									
te tā pikitia	26	41	33	0	te hanga taura	5	28	54	13
te peita	13	25	57	5	te mahi uku	13	19	39	29
te mahi tā	18	32	47	3	te raranga, te mahi papanga	8	20	39	33
te whakapiripiri	3	23	63	11	ngā mahi ā-rōpū	27	28	35	10
te whakairo	15	23	34	28	te mahi rorohiko	30	22	35	13
	<i>he nui ngā wā</i>	<i>he āhua nui ngā wā</i>	<i>ētahi wā</i>	<i>kore rawa</i>					
6. E hia ngā wā ka mātakitaki koe i te toi ataata, ka whakawhitiwhiti kōrero mō te toi ataata i te kura?	13	13	54	20					
7. E hia nei ngā wā ka ako koe i ētahi mahi toi hōu i te kura?	8	51	41	0					
					<i>kāore au i te mōhio</i>				
8. Ki tōu whakaaro, he pēhea nei tō pai ki te mahi toi?	41	41	8	5	5				
9. Ki te whakaaro o tōu pouako, he pēhea nei tō pai ki te mahi toi?	26	36	12	8	18				
10. Ki te whakaaro o tōu whaea, tōu matua, tōu kaitiaki rānei, he pēhea nei tō pai ki te mahi toi?	40	35	3	0	22				
11. Pēhea nei tō rekareka ki te mahi toi i tōu ake wā — i waho atu i te kura?	23	56	21	0					
	<i>he nui ngā wā</i>	<i>he āhua nui ngā wā</i>	<i>ētahi wā</i>	<i>kore rawa</i>					
12. Ka mahi koe i ētahi kaupapa toi tino pai i tōu ake wā — i waho atu i te kura ?	10	28	47	15					
	<i>āe</i>	<i>ākene pea</i>	<i>kāore</i>						
13. E hiahia ana koe kia haere tonu tō ako i te mahi toi ina pakeke haere koe?	40	57	3						
14. E hiahia ana koe ki te mahi hei kaimahi toi ina pakeke koe?	15	49	36						

More than half of the students were very enthusiastic about doing art at school, although 40 percent were not happy about the frequency of “really good” art activities. Drawing, group activities, printmaking and computer graphics were

reported to be the most common art activities in school. Looking at art and talking about it in class were reported to be infrequent activities for about three quarters of the students.