



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.



NGĀ PŪKENGĀ PĀRONGO SURVEY

The Information Skills survey sought information from students about their strategies for, involvement in, and enjoyment of information gathering activities. The survey was administered to the students in an independent tasks session (four students working individually on tasks, supported by a teacher).

The survey included eight questions which invited students to record a rating response by circling their choice, one question which required a short written answer, and two questions which invited students to tick up to three options from a list (including an "other" option where students could describe an additional response).

One item asked students to indicate where they usually go when trying to find information. They could tick up to three options. Their responses are shown here in order of popularity. The percentage of students indicating each source of information is shown adjacent.

The students were asked about what they did when they found information they were looking for that was in English. Thirty-nine percent indicated that they would read and use the information. Twenty percent would continue looking for information in te reo Māori, and 37 percent indicated they would do something else (most of these students saying they would translate it and use it or ask their teacher about it).

Another item asked students to indicate what they do when they can't find information they need. Again they could tick up to three options, and the percentage of students indicating each option is shown. The most popular choices were to keep looking, to ask the teacher, or to ask a parent.

WHERE STUDENTS USUALLY FIND INFORMATION:

Source:	% response
internet	75
parent	37
friend	37
teacher	31
school library	29
books at home	19
town library	20
CD-ROM	11
other (<i>written in</i>)	7

WHEN STUDENTS CAN'T FIND INFORMATION:

Strategy:	% response
keep looking	63
ask the teacher	48
ask a parent	47
ask a friend	37
ask a librarian	35
give up	9
other (<i>written in</i>)	4

The remaining seven items used a rating format. Percentages of students choosing each response are shown on the following page.

NGĀ PŪKENGA PĀRONGO SURVEY 2005

	<i>he maha ngā wā</i>	<i>āhua maha ngā wā</i>	<i>ētahi wā</i>	<i>kore rawa</i>
1. E hia ngā wā ka rapu kōrero koe mō tētahi kaupapa e rangahau ana koe?	13	30	50	6
2. E hia ngā wā ka rapu kōrero koe mō tētahi kaupapa nā tō hia mōhio ki taua kaupapa, kāore nā te tohutohu a tō kaiako?	31	20	41	9
	😊	😐	😐	😞
3. He mahi pai noa iho ki a koe te rapu kōrero mō tētahi kaupapa?	41	43	9	7
4. E mōhio pai ana koe ki te rapu kōrero mō tētahi kaupapa?	40	35	24	2
5. He mahi pai ki a koe te whakaatu i ō kōrero ki ētahi atu tāngata?	17	43	29	10
6. He mahi pai ki a koe te tuhituhi i ngā kōrero e rangahau ana koe?	22	46	15	18
	<i>he maha ngā wā</i>	<i>āhua maha ngā wā</i>	<i>ētahi wā</i>	<i>kore rawa</i>
7. E hia ngā wā kua whakamahi koe i te rārangi puna kōrero o te whare pukapuka, (ā-kāri, ā-rorohiko rānei) ki te kimi kōrero mō tētahi kaupapa?	21	30	41	2

NGĀ TIKANGA-Ā-IWI SURVEY

Students' attitudes, interests and liking for a subject have a strong bearing on their achievement. The Social Studies survey sought information from students about their curriculum preferences and perceptions of their own achievement. The survey was administered to the students in an independent session (four students working individually on tasks, supported by a teacher).

The survey included 21 items which asked students to record a rating response by circling their choice, and two items which invited students to write comments. The results of the latter two items are not reported here.

Favourite subjects

The students were first asked to select their three favourite school subjects from a list of 12 subjects. It is important to note



that these subjects are the same subjects asked about in English medium schools, and therefore not necessarily independent subjects that might be recognised by Māori medium students. Percentages choosing each subject are shown on the adjacent table. Toi Ataata, Pāngarau and Hangarau were the clear favourites

Rating items

Five of the 21 rating items gave overall views about the subject, Tikanga-ā-Iwi, and the results are presented in the table on the adjacent page. The remaining 16 questions were really two parallel sets of eight questions. The first set asked about student enjoyment of eight aspects of social studies, while the second set asked about the frequency with which school programmes focused on these eight aspects. Most of the students indicated that they enjoyed Tikanga-ā-Iwi at school and wanted to continue studying Tikanga-ā-Iwi. Thirty percent wanted to do more Tikanga-ā-Iwi, with just nine percent wanting less. Two thirds or more of the students showed positive attitudes to learning in all of the eight listed aspects. They reported similar levels of attention to each aspect, apart from "Ngā kaupapa o te wā o ināianei – i Aotearoa me ngā whenua o tāwāhi."



PERCENTAGES OF STUDENTS RATING SUBJECTS AMONG THEIR THREE FAVOURITES:

Subject:	% response
Toi Ataata	42
Pāngarau	38
Hangarau	35
Pūtaiao	23
Toi Whakaari	23
Tuhituhi	22
Te Reo Māori	21
Toi Pūoro	16
Mātauranga Kori Tinana	14
Toi Kanikani	12
Tikanga ā-Iwi	10
Panui Pukapuka	11
Kōrero	4
Hauora	7

NGĀ TIKANGA Ā-IWI SURVEY 2005



1. Pēhea nei ō whakaaro ki te mahi tikanga ā-iwi i te kura?

33

40

21

7

he nui te mātauranga

āhua nui te mātauranga

ētahi mātauranga

iti noa iho te mātauranga

2. He nui te mātauranga ka ākona e koe i roto i te tikanga ā-iwi?

16

44

35

5

kia rahi ake

kia pērā tonu

kia iti ake

3. E hiahia ana koe kia rahi ake, kia pērā tonu, kia iti ake rānei te mahi tikanga ā-iwi i te kura?

30

60

9

he maha ngā wā

āhua maha ngā wā

ētahi wā

kore rawa

4. E hia nei ngā wā ka tino pārekareka tā koutou mahi tikanga ā-iwi?

9

47

35

7



5. Pēhea nei ō whakaaro kia haere tonu tō ako i te tikanga ā-iwi, i a koe e pakeke haere ana?

28

51

14

7

Pēhea nei ō whakaaro ki te ako i ēnei kaupapa i roto i te tikanga ā-iwi?



8. Te āhua o te noho me te mahi ā-rōpū o te iwi.

51

33

12

5

9. Ētahi whenua o tāwāhi me te āhua o te noho o ngā iwi o reira.

30

53

16

0

10. Ētahi atu wāhi i Aotearoa me te āhua o te noho o ngā iwi o reira.

30

53

16

0

11. Ngā momo mahi whai oranga a te tangata, a te iwi.

37

49

12

2

12. Ngā take e rerekē ai ngā whakaaro o tēnā iwi, o tēnā iwi.

19

53

26

2

13. Ngā kaupapa o te wā o ināianei – i Aotearoa me ngā whenua o tāwāhi.

26

52

17

5

14. Te āhua o te noho o ngā iwi i ngā rā o mua.

30

44

12

14

15. Te āhua o te noho o ngā iwi i ngā rā kei te heke mai.

30

37

30

2

E hia ngā wā ka ako koe i ēnei kaupapa i roto i te tikanga ā-iwi?

he maha ngā wā

āhua maha ngā wā

ētahi wā

kore rawa

16. Te āhua o te noho me te mahi ā-rōpū o te iwi.

21

47

33

0

17. Ētahi whenua o tāwāhi me te āhua o te noho o ngā iwi o reira.

16

40

37

7

18. Ētahi atu wāhi i Aotearoa me te āhua o te noho o ngā iwi o reira.

16

47

33

2

19. Ngā momo mahi whai oranga a te tangata, a te iwi.

23

40

33

5

20. Ngā take e rerekē ai ngā whakaaro o tēnā iwi, o tēnā iwi.

12

42

37

9

21. Ngā kaupapa o te wā o ināianei – i Aotearoa me ngā whenua o tāwāhi.

16

28

53

2

22. Te āhua o te noho o ngā iwi i ngā rā o mua.

16

53

28

2

23. Te āhua o te noho o te iwi i ngā rā kei te heke mai.

21

35

33

9

MATHEMATICS — PĀNGARAU SURVEY

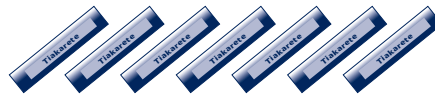
Students' attitudes, interests and liking for a subject have a strong bearing on their achievement. The Pāngarau survey sought information from students about their curriculum preferences and perceptions of their own achievement. The survey was administered to the students in an independent session (four students working individually on tasks, supported by a teacher).

The survey included eleven items which asked students to record a rating response by circling their choice, two items which asked them to select three preferences from a list, one item which asked them to nominate up to six activities, and three items which invited them to write comments.

Preferred pāngarau activities

Students were presented with a list of nine pāngarau activities and asked to nominate up to three that they liked doing at school.

Pāngarau competitions and tests continue to feature strongly. A new activity was added for the 2005 survey in order to reflect an area of the emphasis in the Te Poutama Tau professional development programme. The majority of students from the schools that were identified as having participated in the programme rated "Te whakamārama i ōku ake whakaaro pāngarau" as a preferred activity.



Activities important to learning pāngarau

An open-ended question asked students to nominate what they considered to be some very important things a person needs to learn or do in pāngarau. They were asked to try to think of three things. Their responses were coded into six categories. Basic facts and aspects relating to pāngarau knowledge were seen to be most important.



Maths in own time

A second open-ended question asked students "What are some interesting maths things you do in your own time?" Their responses were coded into five categories, and the results shown in the table below are percentage totals, out of those students who responded.



HE AHA ĒTAHI O NGĀ MAHI PĀNGARAU E PAI ANA KI A KOE I TŌU AKE WĀ (I WAHO ATU I TE WĀ KURA)?

	% response
meka matua (<i>basic facts</i>)	55
paheko tau, rapanga (<i>number operations and problems</i>)	26
kēmu (<i>games</i>)	7
mahi pukapuka (<i>book work</i>)	2
mahi kē atu (<i>other</i>)	2

HE AHA NGĀ MOMO MAHI PĀNGARAU E PAI ANA KI A KOE?

	% response
te whakataetae pāngarau	58
te whakamātautau pāngarau	42
ngā mahi mai i tētahi pukapuka pāngarau	35
ngā mahi tuhituhi i roto i taku pukapuka pāngarau	32
ngā rapanga me ngā kēmu pāngarau	31
te mahi i ngā whārangi tārua	31
te whakamahi rauemi pāngarau	28
te whakamahi tātaitai	22
te whakamārama i ōku ake whakaaro pāngarau	16

HE AHA ĒTAHI O NGĀ KAUPAPA MATUA I ROTO I TE PĀNGARAU HEI AKO MŌ TE TANGATA?

	% response
meka matua (<i>basic facts</i>)	95
mātauranga pāngarau (<i>algebra, money, percentages, use of calculators, etc.</i>)	79
pūkenga whakaaroaro (<i>thinking skills</i>)	12
pūkenga pānui, pūkenga tuhituhi (<i>reading and writing skills</i>)	5
pūkenga whakaoti rapanga (<i>problem solving skills</i>)	4
pūkenga pāhekoheko (<i>co-operative work skills</i>)	3



Work Strategies

The third open-ended question asked "If you have something really hard to do in maths, what do you do?" Students' responses were coded into four categories, and the results shown in the table adjacent are percentage totals, out of those students who responded.



KA AHA KOE MĒNĀ HE UAU A TŌU MAHI PĀNGARAU?

	% response
ka pātai atu ki te kaiako (ask the teacher)	35
ka kimi āwhina (seek help)	28
ka waiho noa (leave it)	16
kia kaha ake te mahi (try harder)	12

Rating items

Responses to the 11 rating items are presented in the table below. The percentage of students opting for each rating is shown. Overall, students continue to show positive attitudes to pāngarau and their ability in pāngarau, as well as working independently, in groups and helping others. Eighty-eight percent were positive about continuing to learn pāngarau as they grew older.

TE PĀNGARAU SURVEY 2005

	<i>kia rahi ake</i>	<i>kia pērā tonu</i>	<i>kia iti ake</i>	<i>kāore au i te mōhio</i>
1. E hiahia ana koe kia rahi ake, kia pērā tonu, kia iti ake rānei te mahi pāngarau i te kura?	30	53	14	3
2. Pēhea nei ō whakaaro ki te mahi pāngarau i te kura?	56	33	5	5
3. Ki tō whakaaro, pēhea nei tō pai ki te mahi pāngarau?	37	47	12	2
				<i>kāore au i te mōhio</i>
4. Ki te whakaaro o tō kaiako, pēhea nei tō pai ki te mahi pāngarau?	23	47	12	2
				9
5. Ki te whakaaro o tō whaea, tō matua rānei, pēhea nei tō pai ki te mahi pāngarau?	37	37	12	0
6. Pēhea nei ō whakaaro ki te mahi takitahi i te pāngarau?	51	28	14	5
7. Pēhea nei ō whakaaro ki te mahi takirua, mahi ā-rōpū rānei i te pāngarau?	53	35	7	2
8. Pēhea nei ō whakaaro ki te āwhina i tētahi atu ākongā i tana mahi pāngarau?	53	40	2	2
9. Pēhea nei ō whakaaro i te wā ka ako koe i tētahi kaupapa pāngarau hou?	53	26	12	7
10. Pēhea nei ō whakaaro ki te mahi pāngarau i tōu ake wā (i waho atu i te wā kura)?	33	30	23	12
11. Pēhea nei ō whakaaro kia haere tonu tō mahi pāngarau i a koe e pakeke haere ana?	47	41	12	0