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.

MUSIC

The national monitoring music survey sought information from students about their involvement in and enjoyment of music curriculum experiences at school. Students were also asked about their involvement in and enjoyment

MUSIC SURVEY

percentages: general education **Māori immersion**

1. How much do you like doing music at school?

43 **49**	45 **35**	8 **10**	4 **6**

2. How often do you do these things in music at school?

	lots	*quite often*	*sometimes*	*never*
a. Singing	12 **30**	42 **40**	42 **28**	4 **2**
b. Playing instruments	15 **17**	23 **5**	47 **58**	15 **20**
c. Listening to music	39 **40**	21 **24**	34 **34**	6 **2**
d. Dancing/moving to music	17 **13**	22 **33**	43 **31**	18 **23**
e. Making up music	10 9	16 24	44 **39**	30 **28**

3. How much do you **like** doing these things in music at school?

a. Singing	33 **56**	38 **32**	19 **10**	10 **2**
b. Playing instruments	50 **39**	32 **39**	12 **20**	6 **2**
c. Listening to music	75 **60**	17 **26**	7 **14**	1 **0**
d. Dancing/moving to music	33 **37**	34 **30**	21 **19**	12 **14**
e. Making up music	24 24	40 27	25 **29**	11 **20**

4. How much time out of school do you **do** these things in music?

	lots	*quite often*	*sometimes*	*never*
a. Singing	21 **30**	19 **23**	43 **36**	17 **11**
b. Playing instruments	10 **10**	17 **17**	46 **50**	27 **23**
c. Listening to music	61 **47**	24 **18**	12 **29**	3 **6**
d. Dancing/moving to music	19 **17**	21 **26**	36 **37**	24 **20**
e. Making up music	13 **17**	7 **10**	41 **33**	39 **50**

5. How much do you **like** doing these things out of school time?

a. Singing	38 **47**	25 **29**	26 **20**	11 **4**
b. Playing instruments	35 **29**	37 **44**	14 **19**	14 **8**
c. Listening to music	86 **53**	13 **23**	0 **22**	1 **2**
d. Dancing/moving to music	37 **31**	25 **27**	24 **21**	14 **21**
e. Making up music	28 **8**	19 **27**	32 **34**	21 **31**

6. How do you feel about learning or doing more music as you get older?

52 **41**	35 **53**	9 **4**	4 **2**

of music related activities out of school time. 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 regard music in relation to themselves.

Each survey was administered in a session which included group and independent tasks. The surveys included 22 questions that could be responded to by ticking or circling a chosen response. Responses to these 22 questions are summarised in the large table on the previous page.

The most notable differences between Māori students in general education and students in Māori immersion programmes involves singing and listening to music. Students in Māori immersion programmes reported greater involvement in singing both in and outside school, similarly, they expressed greater enjoyment of singing in school and out of school time. Students in Māori immersion programmes spent less time listening to music out of school, and expressed lower levels of enjoyment of listening to music (in and out of school).

TECHNOLOGY

The national monitoring technology survey sought information from students about their perceptions of their achievement and potential in technology. Students were also asked about their involvement in technology related activities within school and beyond. The survey was administered to students in independent format, with teacher help readily available. Four questions asked students to select a response on a four point scale.

The remaining survey questions were open ended, inviting students to give a written or spoken response. For each question, their responses were categorized into several categories, as indicated below.

What is technology?

At the beginning of the survey, students were asked what they thought technology was. The table at right summarises the responses into eight categories.

For both Māori students in general education and students in Māori immersion programmes, the most popular category was *Making and designing*, with other areas substantially lower.

WHAT IS TECHNOLOGY?	% responses GEd	MI
Hi-tech equipment/computers	16	24
Making and designing	46	38
Learning about equipment	13	11
Science	3	4
Inventing	5	0
Meeting needs, solving problems	10	0
Workshop subjects	20	4
Other appropriate	24	5

TECHNOLOGY SURVEY

percentages: general education **Māori immersion**

1. How much do you like doing technology at school?								
	61	**56**	31	**40**	6	**4**	2	**0**
2. How good do you think you are at technology compared to other subjects?								
	14	**33**	67	**57**	15	**10**	4	**0**
	most days		*more than once a week*		*less than once a week*		*hardly ever*	
3. How often do you use a computer at school?								
	23	**16**	24	**45**	24	**27**	29	**12**
4. How often do you use a computer when not at school?								
	38	**26**	16	**29**	10	**18**	36	**27**

What do you do in technology?

In a related question, students were asked what sorts of things their class did when they were doing technology at school. Their responses were categorised into eight categories and are summarized in the table at right.

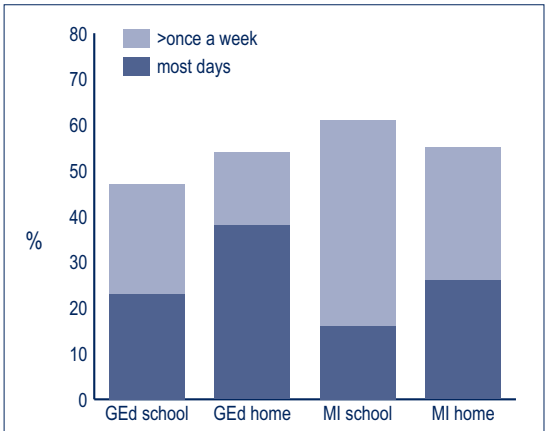
The two strongest categories for Māori students in general education were:
➢ *workshop subjects* (47 percent of students);
➢ *making and designing* (37 percent of students)

The three strongest categories for Māori immersion students were:
➢ *making and designing* (70 percent of students)
➢ *learing about equipment* (68 percent of students)
➢ *computers* (46 percent of students)

Students in Māori immersion programmes were more positive about how good they were at technology.

WHAT DO YOU DO IN TECHNOLOGY?	% responses	
	GEd	MI
Computers	16	46
Making and designing	37	70
Learning about equipment	4	68
Science or Maths	14	3
Solving problems	1	0
Doing research	3	0
Workshop subjects	47	0
Other appropriate	23	27

Computer use



Home and school use of computers

Smaller proportions used a computer "most days" at school or home, but a higher proportion used a computer more than once a week at school (see table at left).

Students were asked what sort of things they do when using the computer both at school and when not at school. The table below summarises the results, with the responses showing the percentages of computer use when not at school in the column 'home'. For both Māori students in general education and students in Māori immersion programmes, playing games is the most popular use of the computer when not at school, with research the next most popular use.

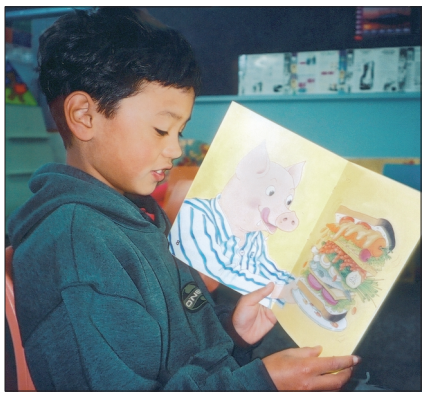
For Māori students in general education, playing games is also the most popular use of the computer at school. Other popular activities at school are publishing, research and computer skills.

When at school, the most popular activity for students in Māori immersion programmes is computer skills. Other activities were about half as popular.

COMPUTER USE	% responses			
	GEd		MI	
	school	home	school	home
Publishing	34	11	13	7
Games	45	62	20	45
Research	29	29	18	27
Computer skills	29	17	38	11
Drawing and pictures	7	7	18	13

READING AND SPEAKING

The national monitoring reading and speaking surveys sought information from students about their curriculum preferences and their perceptions of their achievement. Students were also asked about their enjoyment of and involvement in reading and speaking activities, within school and beyond. The surveys were administered in a session which included group and independent tasks, with a teacher reading the survey to year 4 students and available to help with writing. There were four questions that invited students to select up to three choices from lists of 8 to 10 options, two questions that asked for very brief written responses, and 21 questions in a 4 or 5 option rating format, with students circling the option they preferred.



Reading at school

The students were presented with a list of eight reading activities and asked which they liked doing most at school. They were invited to tick up to three activities. The responses are shown below. Students in Māori immersion programmes were more positive about reading with a buddy or partner, and less positive about looking at or browsing through books.

PREFERRED READING ACTIVITES AT SCHOOL	% response	
	GEd	MI
silent reading	52	51
written work	49	53
listening to the teacher reading	41	40
reading with a buddy or partner	41	51
looking at or browsing through books	31	20
talking about books	19	22
reading aloud	17	24
reading with the teacher	12	9

Reading in own time

In response to a list of seven types of reading material, students indicated up to three which they liked reading in their own time. The responses are shown below.

PREFERRED READING MATERIAL IN OWN TIME	% response	
	GEd	MI
story books (fiction)	41	26
magazines	16	15
books about real things and people (non-fiction)	13	11
comics	10	4
no response	9	27
other	5	4
junk mail	4	0
poetry	1	9
newspapers	1	4

Because of a lower response rate from students in Māori immersion programmes, it is difficult to compare the two distributions.

A good reader

Another question asked the students to select up to three "important things a person needs to do to be a good reader". They were given 10 approaches to choose from. The responses are shown below.

IMPORTANT THINGS FOR A GOOD READER AT SCHOOL	% response	
	GEd	MI
enjoy reading books	51	24
read a lot	40	35
concentrate hard	40	11
go back and try again	38	22
sound out words	35	38
choose the right book	33	16
learn hard words	20	53
think about what I read	15	35
practise doing hard things	12	22
listen to the teacher	9	38

Compared to Māori students in general education, students in Māori immersion programmes placed much greater emphasis on learning hard words and listening to the teacher, and less emphasis on concentrating hard, enjoying reading books, and choosing the right book.

Survey table

Responses to the 21 rating items (opposite) revealed a number of interesting differences. Compared to Māori students in general education, students in Māori immersion programmes were more positive about reading at school, getting a book for a present, and looking at books in a bookshop, but less positive about their teacher reading a story out loud and about talking to their whole class. They reported fewer opportunities to talk to their whole class or to others in their class.

READING AND SPEAKING SURVEY

Percentages: general education **Māori immersion**

											don't know
1. How much do you like reading at school?											
	28	**41**	56	**52**	8	**7**	8	**0**			
2. How good are you at reading?											
	28	**38**	56	**51**	13	**11**	3	**0**			
3. How good does your teacher think you are at reading?											
	24	**21**	32	**49**	8	**2**	3	**2**	33	**26**	
4. How good does your Mum or Dad think you are at reading?											
	47	**53**	24	**22**	7	**5**	5	**0**	17	**20**	
				heaps		*quite a lot*		*sometimes*		*never*	
5. Does your teacher tell you what you are good at in reading?											
				11	**7**	20	**53**	53	**40**	16	**0**
6. Does your teacher tell you what you need to improve at in reading?											
				15	**18**	17	**43**	48	**37**	20	**2**
7. How often do you read to others at school?											
				3	**9**	19	**27**	55	**40**	23	**24**
8. How much do you like reading in your own time – not at school?											
			23	**23**	39	**43**	23	**25**	15	**9**	
9. How do you feel about getting a book for a present?											
			30	**56**	41	**31**	22	**13**	7	**0**	
10. How do you feel about looking at books in a bookshop?											
			41	**56**	37	**24**	19	**16**	3	**4**	
11. How do you feel about going to a library?											
			42	**50**	33	**25**	18	**14**	7	**11**	
12. How do you feel about the stories/books you read as part of your reading programme at school?											
			30	**22**	39	**49**	21	**22**	11	**7**	
13. How do you feel when your teacher reads a story out loud?											
			50	**29**	28	**44**	17	**20**	5	**7**	
14. How do you feel about how well you read?											
			47	**20**	37	**64**	12	**14**	4	**2**	
15. How do you feel about reading in a group in the classroom?											
			32	**29**	42	**35**	15	**27**	11	**9**	
16. How do you feel when you are asked to read out loud to the teacher?											
			24	**33**	32	**31**	29	**11**	15	**24**	
17. How do you feel when asked to read out loud to the class?											
			15	**18**	29	**33**	27	**22**	29	**27**	
18. How much do you like talking to your whole class?											
			36	**11**	25	**47**	28	**24**	11	**18**	
19. How much do you like talking to a group in your class?											
			55	**44**	29	**38**	15	**14**	1	**4**	
				heaps		*quite a lot*		*sometimes*		*never*	
20. How often do you get to talk to your whole class?											
				15	**0**	24	**27**	52	**64**	9	**9**
21. How often do you get to talk to others in your class?											
				41	**18**	37	**34**	22	**48**	0	**0**

Student's preferred activities in their own time

The students were presented with a list of nine activities that they might do in their spare time, and asked to tick up to three activities that they most liked to do. The responses are shown below, in order of popularity for year 4 students:

PREFERRED ACTIVITY IN OWN TIME	% response	
	GEd	MI
play games or sport	46	49
watch TV	40	44
play with friends	38	42
play video or computer games	32	44
talk on telephone with friends	32	40
music	30	15
read	29	22
do art	22	29
make things	8	2

Compared to Māori students in general education, students in Māori immersion programmes were a little more inclined to choose to play video or computer games, and substantially less inclined to choose music as an activity. Reading was the sixth most popular activity for both groups, ahead of just two other options.

Lanugage mainly spoken at home

Students were also asked "Which language do you mainly speak at home?".The responses were placed in categories and percentages are tabulated (below).

LANGUAGE MAINLY SPOKEN AT HOME	% responses	
	GEd	MI
English	89	65
Māori	10	35
Samoan	0	1
Other Pacific language	1	1
Asian language	0	3
Other language	0	1
Māori and English equally	0	2

Predictably, students in Māori immersion programmes were substantially more likely to have Māori be the main language spoken at home. However, almost two thirds of the Māori immersion students did not have the learning synergy of predominant home use of the language they were using in school.