

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.

National monitoring surveys seek information from students about their curriculum preferences and their perceptions of their achievement. Students are asked about their involvement in curriculum-related activities within school and beyond. The surveys are administered to students in groups of four students, with most questions requiring short written answers and others a written response.

## WRITING SURVEY

The writing survey sought information from students about their curriculum preferences and perceptions of their achievement. It was administered to the students in a session that included both team and independent tasks (four students working together or individually on tasks, supported by a teacher).

Students were asked what writing activities they liked most at school, choosing up to three responses from a list of six. The percentages of students choosing each option are summarized below.

PREFERRED WRITING AT SCHOOL:	% responses	
	GE <sup>d</sup>	MI
writing stories	51	59
writing letters	42	76
writing poems	37	15
writing in science, social studies and other subjects	36	56
keeping a diary	31	15
other (write what it is)	14	26

Compared to Māori students in general education, students in Māori immersion settings were much more positive about letter writing and writing in the context of other subjects, but much less positive about writing poems or keeping a diary.



Students were then asked what writing activities they liked to do in their own time, choosing their favourite activity from a list of six options. Again, compared to Māori students in general education, students in Māori immersion settings were more positive about letter writing and less positive about writing poetry.

PREFERRED WRITING IN OWN TIME:	% responses	
	GE <sup>d</sup>	MI
writing stories	27	26
writing letters	24	38
writing poems	11	0
keeping a diary	11	12
writing about science, social studies and other subjects	11	6
writing about hobbies or sports	4	15

Asked what “people need to do to be good writers”, students could choose up to three things from a list of ten. Compared to Māori students in general education, students in Māori immersion settings chose “use their imagination” much less and “write neatly” and “talk about their work with others” much more.

THINGS NEEDED BY GOOD WRITERS:	% responses	
	GE <sup>d</sup>	MI
use their imagination	58	15
learn how to use punctuation	36	32
like writing	32	21
be willing to try things out	28	41
know how to spell words	18	21
go back and check their work	13	18
talk about their work with others	11	32
read a lot	10	21
write lots	10	0
write neatly	9	32

Students were asked to write down what they needed to do to “get better in writing” (see table on following page). For each student, up to three distinct responses were coded and tallied under eight headings. Compared to Māori students in general education, students in Māori immersion settings placed greater emphasis on improving their editing and checking, their neatness, and how often they wrote, and less emphasis on improving their spelling.

NEED TO DO TO GET BETTER:	% responses	
	GEd	MI
spelling	30	11
neatness	24	38
punctuation	19	24
write more often	12	24
increase ideas/resources	12	21
enjoyment	7	9
editing/checking	4	26
understanding mechanics/grammar	3	3

Responses to the fifteen rating items are presented in the table below. Compared to Māori students in general education, students in Māori immersion settings:

- were much more positive about writing at school;
- felt that their parents were more positive about their writing ability;
- thought that they were better at spelling (in Māori, rather than English);
- read their writing to friends more often;
- used computers for writing much more often, both at school and at home

WRITING RATING ITEMS 2002				
Percentages: General Education Māori Immersion				
	😊	😐	😞	😡
1. How much do you like writing at school?	17 26	26 62	47 12	10 0
2. How good do you think you are at writing?	19 24	54 55	20 21	7 0
3. How good does your teacher think you are at writing?	24 28	52 66	22 6	2 0
4. How good does your Mum or Dad think you are at writing?	39 55	44 36	16 9	1 0
5. How much do you like writing in your own time (not at school)?	27 24	24 31	24 36	25 9
6. How good do you think you are at spelling?	24 50	43 34	24 16	9 0
7. How often do you write things like stories, poems or letters at school?	<i>most days</i>	<i>2-3 times a week</i>	<i>about once a week</i>	<i>hardly ever</i>
	25 32	27 36	30 17	18 15
	<i>heaps</i>	<i>quite a lot</i>	<i>sometimes</i>	<i>never</i>
8. How often do you read to others what you write?	11 6	16 32	63 62	10 0
Who else reads what you write?				
9. teacher	42 39	31 32	25 26	2 3
10. parent	16 22	35 41	36 28	13 9
11. brother/sister	7 14	9 7	32 54	52 25
12. friend	20 23	29 51	42 26	9 0
13. other	14 6	11 23	35 42	40 29
14. How often do you write using a computer at school?	13 39	20 31	60 30	7 0
15. How often do you write using a computer at home?	31 61	18 12	27 15	24 12

## HEALTH EDUCATION SURVEY

The students were first asked to select their three favourite school subjects from a list of twelve subjects. The results are shown in the adjacent table. Compared to Māori students in general education, students in Māori immersion settings rated mathematics, science and reading substantially higher, and physical education, technology and music substantially lower. Physical education was the top, or top-equal, choice for both groups, while health was lowest for Māori students in general education and ninth of the twelve subjects for students in Māori immersion settings.



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.

HEALTH ACTIVITIES – LIKES AND DISLIKES:	% responses GEd		% responses MI	
	LIKE	DISLIKE	LIKE	DISLIKE
food and healthy eating	41	16	26	21
how to keep safe	39	11	3	24
friendships	35	10	24	6
how to care for myself	32	16	56	9
how my body works and how to care for it	32	20	32	15
how to keep healthy	22	21	18	41
families	21	12	24	9
how to care for others	17	17	35	12
how to get on with others	17	18	35	9
my feelings and how to feel good about myself	12	26	6	26

### FAVOURITE SUBJECTS:

	% responses	
	GEd	MI
physical education	68	47
technology	51	29
art	45	47
music	34	18
mathematics	23	38
Māori	18	15
science	16	38
reading	10	21
speaking	9	6
writing	7	9
social studies	7	9
health	4	12



Compared to Māori students in general education, students in Māori immersion settings were dramatically less enthusiastic about “how to keep safe”, and substantially less enthusiastic about “foods and healthy eating”, but substantially more enthusiastic about “how to care for myself”, “how to care for others”, and “how to get on with others”.

Responses to the four rating items are presented at the top of the following page. Compared to Māori students in general education, students in Māori immersion settings reported more class work that helped them to learn about health, were somewhat less enthusiastic about its value, but were substantially more enthusiastic about continuing to learn or do more health education as they got older.

## HEALTH EDUCATION RATING ITEMS 2002

Percentages: General Education Māori Immersion



1. How much do you like doing health education at school?

27 28

57 59

14 10

2 3

2. Do you think learning about health education is useful to you at school and out of school?

61 41

35 47

3 9

1 3

3. How do you feel about learning or doing more health education as you get older?

30 56

53 41

15 3

2 0

4. How often does your class do things that help you learn about health?

*lots**quite a lot**sometimes**never*

7 16

23 53

66 28

4 3

## PHYSICAL EDUCATION SURVEY

The students were presented with a list of seven activities that they might do in physical education at school, and were asked to tick up to three activities that they most like to do. Compared to Māori students in general education, students in Māori immersion settings were similarly and highly enthusiastic about ball activities, dramatically less enthusiastic about athletics, substantially more enthusiastic about swimming, and somewhat more enthusiastic about gymnastics, dance, and te reo kori.

## FAVOURITE ACTIVITIES:

% responses  
GEd MI

ball activities

67 69

athletics

44 2

swimming/aquatics

29 49

fitness

27 31

gymnastics

21 33

dance

19 31

te reo kori  
(Māori activities)

16 29

FAVOURITE APPROACHES TO  
PHYSICAL EDUCATION:% responses  
GEd MI

class games

56 60

doing things in teams

54 51

school sports days

47 51

playing for fun  
(not winning or losing)

43 40

competitions  
(winning or losing)

40 40

doing things on your own

12 22

The students were then presented with a list of six ways of doing physical education activities, and were asked to tick up to three ways that they liked. The responses are shown adjacent, ordered from most to least popular for year 8 students. The patterns are very similar for Māori students in general education and students in Māori immersion settings.



When asked to write down up to three very important things a person needs to learn or do to be good in physical education, Māori students in general education emphasized fitness most, followed by three almost equally popular options: good sportsmanship, positive attitudes and effort, and physical or game skills. Students in Māori immersion settings emphasized physical or game skills most, followed in turn by training/practising, fitness, and good sportsmanship.

When asked to write down three really important things they had learned in physical education, large majorities of both groups mentioned the rules, techniques or skills of particular activities or games. For Māori students in general education good sportsmanship, cooperating with others, and positive attitudes or effort came next, while for students in Māori immersion settings fitness, training/practising, and warm-ups/stretching came next.

Responses to the 9 rating items are presented below. Compared to Māori students in general education, students in Māori immersion settings were equally positive about physical education at school and in their



own time and about equally physically active over the 24 hours preceding the survey. They were somewhat less enthusiastic about increasing the amount of physical education at school and about continuing physical education when they were older, but were somewhat more positive about their own ability and how their teacher and family viewed their ability.

### PHYSICAL EDUCATION RATING ITEMS 2002

		Percentages:		General Education		Māori Immersion			