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Motivation and engagement of Māori and Pacific students at PTEs: Lessons for improved teaching and learning strategies

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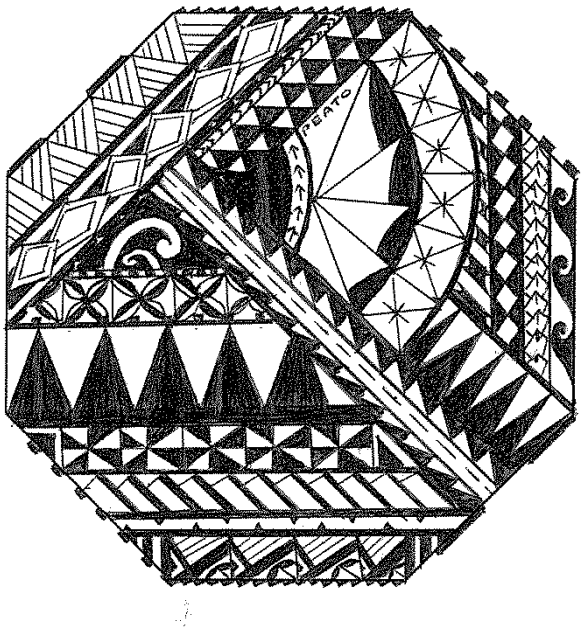

Acknowledgements

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Table of Contents

Executive Summary

This report describes a study of engagement and motivation of tertiary students attending three Private Training Establishments in New Zealand during 2014, focusing on Māori and Pacific students. The primary purpose of the study was to elicit feedback from students on ways of enhancing teaching and learning at PTEs. The participating students were drawn from levels two to six of the National Qualifications Framework, and were studying towards Certificate and Diploma-level qualifications.

The study includes both quantitative and qualitative components, including a survey of students and focus groups with students. The study involved investigations of the following themes:

1. Approaches to enhancing teaching and learning strategies and classroom practice for all PTE students, with a focus on Māori and Pacific students.

2. Student engagement and motivation across ethnicity, gender, and socio-economic level.

3. Strategies for improving student engagement and motivation.

The main findings of the study are as follows:

1. Corroboration of prior studies that demonstrated the importance (for academic success) of positive tutor-student relationships, cultural responsiveness, the use of varied teaching and learning approaches (emphasizing practical work) and attractive physical environments.

2. Only minor systematic differences in engagement and motivation across ethnicity, gender and socio-economic level were identified, indicating that Māori and Pacific students are not greatly different from others in either engagement or motivation.

3. The single socio-economics-based difference identified in the study related to learning more if the tutor cares how the student is doing.

4. Māori and Pacific Island respondents spend more time in providing care for dependents than others; more than 25% of Māori and Pacific Island students provide care for over 30 hours per week.

5. Māori and Pacific students spend more time in study-related activity weekly than other students, averaging approximately 12 hours by comparison to approximately seven hours for other students.

6. Participating students provided very positive feedback on the participating PTEs in meeting the cultural needs of all students, but particularly of Māori and Pacific students.

The recommendations for enhanced teaching and learning strategies arising from this study are as follows:

1. Employ tutors who are responsive to all students, but particularly tutors who are experienced in teaching priority learners (e.g. Māori, Pacific and younger learners).

2. Employ tutors who use a range of teaching and learning methods (especially practical activities and the use of devices such as IPADs, Internet, You Tube and recorded classroom sessions) and who have industry experience that they can bring to the classroom.

3. Encourage a flexible approach to running classroom sessions that include breaks during which students can either rest or undertake physical activity.

4. Create attractive physical environments that motivate students, and promote a sense of belonging for Māori and Pacific students in particular. The physical environment could include Māori and Pacific art, posters and sculptures, and other icons.

During late 2015 the authors will conduct further research on the data collected through the course of this study. This additional work will include the analysis of student achievement and the impacts of engagement and motivation on achievement.

1. Introduction

1.1 Need for the Study

Many studies have been conducted on the performance of Māori and Pacific learners in secondary education and several studies have explored teaching and learning strategies for Māori and Pacific learners at PTEs. However, engagement and motivation of students, particularly of Māori and Pacific learners in tertiary institutions in New Zealand, remain under-researched. The purpose of this study is to:

1) address this knowledge gap, focusing on non-university institutions
2) elicit feedback to enhance teaching and learning in order to enhance educational outcomes for students.

In recent years gains have been made in the participation and education outcomes of Māori and Pacific students in tertiary education (private training establishments, universities, institutes of technology and polytechnics, and wānanga). Nevertheless, Māori and Pacific tertiary learners remain less successful than other learners in attaining qualifications. Recent studies have suggested that the low socio-economic status of many Māori and Pacific learners may be the primary cause of under-achievement in education. For example, Marie, Ferguson and Boden (2008) found that the low socio-economic status of Māori students is the main cause of low academic performance in secondary education.

In addition, it has long been recognised that socio-economic status is a strong predictor of success in the labour market (e.g. Mare, 1995). Labour market outcomes for Māori and Pacific peoples are less positive than for others. For those groups, unemployment rates are higher, employment rates are lower, and average income is less than for the rest of the labour force. Mare asserts that such poor outcomes can be attributed to differences between the Māori and non-Māori populations in demographic structure, educational attainment and geographic distribution. He also finds that the lower educational attainment of Māori is associated with higher unemployment and poor employment and earnings prospects. Thus the lower educational attainment of Māori and Pacific and other groups may in fact be an outcome of under-privilege.

1.2 The Objectives of the Study

The primary objective of the study is to share student feedback on best practice teaching and learning strategies that will support the creation of learning environments that enhance outcomes for all learners and, particularly, for Māori and Pacific learners.

The second objective of the study is to share an enhanced understanding of those factors that engage and motivate Māori and Pacific learners in PTEs across relevant Levels 2 - 6 of the National Qualifications Framework.

These objectives were addressed through a mix of qualitative research (focus groups with students) and quantitative research (the implementation of a survey of students).

1.3 The Participant Institutions

A successful study requires a sufficient sample of participating students from a range of institutions to provide meaningful findings. Ultimately, the goal is to produce robust analysis and findings that are generalizable to the wider body of non-university tertiary students. Every effort was made to ensure a minimum of 100 students within the survey, and at least six focus groups that included up to eight students in each. To create a sufficiently large sample, the involvement of three PTEs was secured.

The project commenced with quantitative analysis, conducted in early 2014. This phase included a survey of students at the New Zealand Institute of Sport (NZIS), the New Zealand College of Massage (NZCM) and the Waikato Institute of Leisure and Sport Studies (WILSS). Though the focus of this study is on Māori and Pacific students, other students (e.g., European and Asian) were included in the study in order to elicit feedback from students of diverse cultural backgrounds and to provide comparison groups.

1.3.1 The New Zealand Institute of Sport and the New Zealand College of Massage

The New Zealand Institute of Sport and the New Zealand College of Massage are both owned by the Fiso Group and managed by the same Senior Management Team. In addition, many of the courses provided by the two institutions embody similar curricula, and in some cases are taught by the same staff. These PTEs have sites in Auckland, Wellington and Christchurch.

As at March 2013, NZIS had 393 students (26% Māori and 25% Pacific students) and employed over 40 academic and other staff. NZCM had 226 students (13% Māori and 9% Pacific students) and employed 14 full-time staff and other part-time contractors.

1.3.2 The Waikato Institute of Leisure and Sport Studies

Though located in Hamilton, the Waikato Institute of Leisure and Sport Studies (WILSS) is a PTE that delivers sports-related programmes and qualifications across New Zealand, including National Certificates in Sport Management and National Certificates in Sport Administration. All of its students are studying for Certificates at Levels 3 and 4. In 2014 its student population included 898 students (26% Māori, 14% Pacific and 56% European).

In summary, the ethnic composition of the student cohort across the three PTEs varies considerably, but in all of the institutes Māori and Pacific students are in a minority.

1.4 The Participating Students (Student Survey)

Figure 1 shows the percentages of students from each PTE who responded to the Student Survey. Nearly half of the total student sample were studying at NZCM.

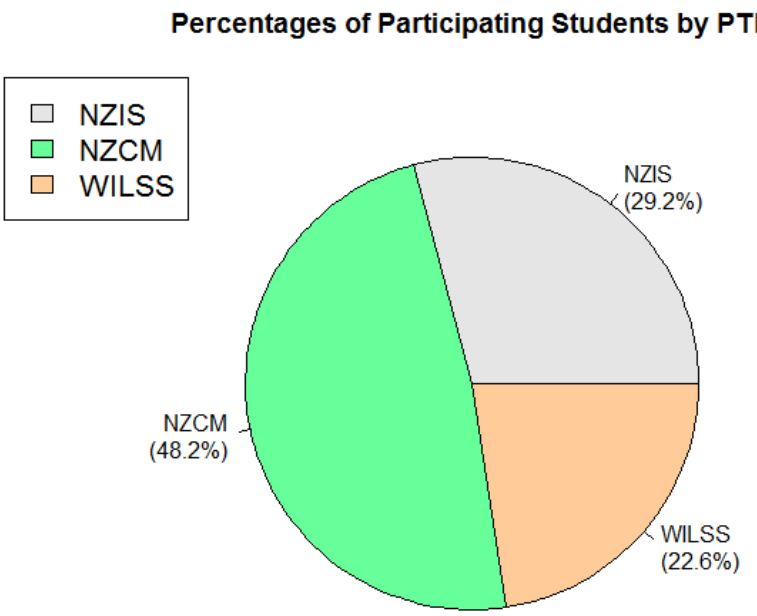


Figure 1: Percentages of the student sample from each PTE.

Figure 2 shows the percentages of students by ethnicity. Māori (22.6%) and Pacific learners (7.3%) make up slightly less than one third of all respondents.

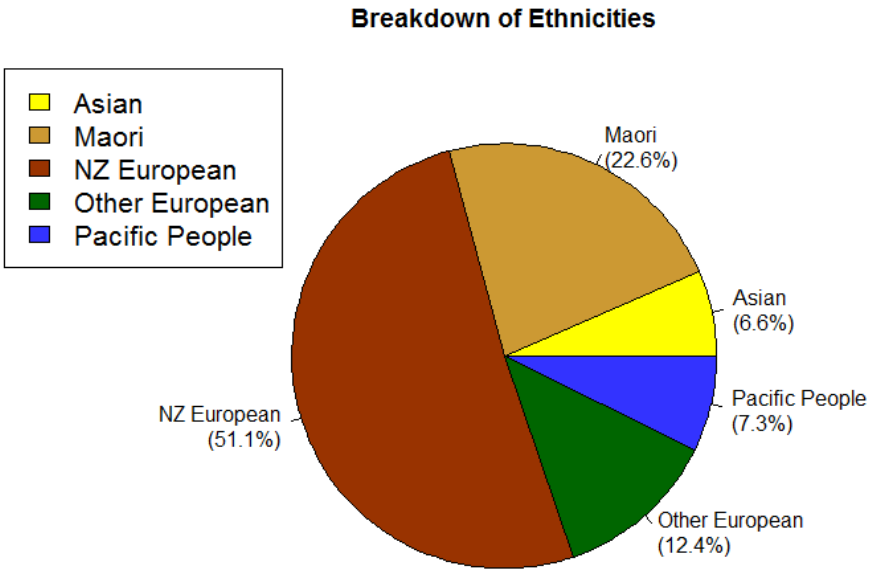


Figure 2: Percentages of the student sample from each ethnic group.

Fewer Pacific students participated in the study than originally anticipated. While this sample is sufficient to provide useful findings, it is not sufficient to enable certain statistical procedures (that otherwise could have been used in the study) to detect small differences in survey responses across ethnicity-based and other subgroups. The small sample of Pacific students cannot sustain the use of sophisticated statistical techniques such as Item Response Theory, which would have made it possible to compare survey responses across subgroups in a very robust manner.

2. Prior Studies of Māori and Pacific Students at PTEs

This section summaries key research projects in the PTE sector and highlights specific findings that contributed to academic success for Pacific learners.

Marshall et al (2008) investigated the practices of nominated Māori and Pacific PTEs in relation to teaching and learning, and programme design. The study identifies three key components to creating a holistic, good-practice Māori/Pasifika PTE. These components are:

1. Adopting the surrogate whānau/aiga concept
2. Creating a sense of belonging
3. Creating a sense of greater humanity.

The authors found that tutors are critical in influencing the attitudes and efforts of learners. They also identified the attributes of good tutors: flexibility, commitment, passionate about teaching, being focused on learners, and being able to motivate. Successful PTEs adopt flexible course structures and timings, develop individualised learning plans, use one-on-one learning, and encourage student reflection and feedback.

Fiso and Huthnance (2012) attempted to identify the holistic strategies of teaching and learning that are effective for Pacific learners and to enhance progression and completion of Pacific learners in the PTE sector. Le So'otaga or 'The Bridge' investigated holistic practices at high-performing Pacific PTEs, and identified how those practices benefit Pacific learners and support academic achievement. The research followed the Pacific methodology of kakala (a process of project set-up and data collection) and talanoa (focus group process of dialogue). The following factors emerged as key influences on the success of learners at the participating PTEs:

1. Creation of cultural contexts
2. Motivation for academic achievement
3. Motivation for employment opportunities
4. Inspiring tutors and teaching
5. Security in a family-like context
6. Finding flexibility and fun.

The key organisational features of best holistic practices demonstrated by Pacific PTEs included the following:

1. Sharing'ofa, fakalofa, alofa and aroa (or compassion for their students)

2. Demonstrating advanced understanding of cultural values (va, fa'asinomaga, feagaiaga, tuā'oi, lotu, tapuakiaga, taui, tautua, vosa and vagahau) and integrating these values in their own teaching practices
3. Providing a culturally appropriate context and atmosphere by promoting cultural appreciation and expression, and creating an atmosphere of welcome
4. Fa'asinomaga to encourage confidence, self-worth and pride
5. Setting the expectation that all learners can achieve
6. Acting as a bridge for professional development, ensuring accessible pathways between qualifications, and providing a commitment to career readiness through explicit links to industry.

Fiso and Huthnance (2012) identified key features of successful tutor practice, as follows:

1. Staff who share similar cultural backgrounds to their Pacific students
2. Understanding and supporting a range of learning needs and using flexible teaching approaches
3. Effective tutor-learner relationships that reinforce mutual respect, trust and reciprocity through a va feagai'aga
4. Providing consistent, day-by-day monitoring and reviewing of learners, and providing time for learners outside the classroom
5. Providing dependable support, advice and encouragement for learners' personal circumstances
6. Providing willingly negotiated flexible schedules that take account of special circumstances, particularly family and lotu obligations
7. Setting (and consistently reminding learners of) higher goals and 'big picture' priorities.

Other research on students attending PTEs included the following research studies: Greenhalgh et al (2011), Tomoana et al (2012), Snelling et al (2011), Smith and Crane (2012) and Zepke et al (2005).

Greenhalgh et al (2011) also attempted to identify tutor practices (in relation to delivery of content, student engagement, and cultural awareness) for successful Māori outcomes at Workforce Development. The authors assert that their results demonstrate the effectiveness of a bicultural approach to tutoring adult students. Where Māori students did not constitute a minority in their classes, they did not feel culturally alienated, and they achieved success rates that compared favorably with those of other students.

Greenhalgh et al found that the most commonly-identified contributors to the successful achievement of students' aims were support and teaching. Other important factors were identified, such as supportive peers, cultural understanding in the classroom, and good tutors. However, subject matter, and the demands of travel to and from classes, were identified as barriers to Māori achieving their aims. Greenhalgh et al conclude that an important factor in the PTE sector is the ability of tutors to help students to overcome such barriers through

pastoral care. Tankersley (2004; cited in Greenhalgh et al, 2011) found that, to be healthy, Māori require opportunities to learn their language, access to education and qualifications, to employment and to have their culture valued.

Tomoana et al (2012) also collated best practice exemplars of tutor practices that have enhanced successful learning experiences for Māori, Pacific and youth learners at Whitireia New Zealand, an ITP with a culturally-diverse student body. The researchers identified a set of five enablers for successful learning experiences:

1. Strong relationships between tutors and students and between students
2. Tutors who believe that all students can achieve
3. Awareness that every student is different, even within Māori, Pacific, and youth
4. Tutors who are reflective in their practice
5. Tutors who use sound teaching principles.

Tomoana et al highlighted the importance of relationships with, and cultural responsiveness to, Māori, Pacific, and youth learners. However, appropriate teaching practice was also identified as of great importance.

Zepke et al (2005) aimed to identify policies, processes and teaching and learning approaches adopted by tertiary education institutions to improve the outcomes of diverse first-year students. They found that the reasons for non-completion of educational programmes in an adult education setting are very diverse. They identified the most important factor in early withdrawal as a non-institutional one: too much going on in the lives of students. The second most important reason was heavy course workloads. Other reasons included being enrolled in the wrong course, and courses that did not suit the way students learn. The study produced the following recommendations:

1. Foster an institutional culture where good teaching is valued
2. Create an institutional culture that is learner-centered
3. Foster positive relationships between students and staff
4. Cultivate high-quality teaching
5. Ensure that sound academic advice is available
6. Provide and maintain facilities, resources and student (client) services necessary to support high quality learning and teaching
7. Restrict class and tutorial group sizes so that teachers and tutors can establish rapport with each student
8. Monitor student performance and operate an early warning system that identifies underperformance.

Snelling et al (2011) investigated the causes of withdrawal of learners from their programmes or not completing courses of study in one Northland PTE, and attempted to identify practices which help to engage learners to completion. This study found the following factors that affect retention and graduation:

1. Family situations and unplanned events
2. Under-estimation of the commitment required for tertiary study and workload

3. A limited understanding of the many aspects of study support.

Snelling et al assert that most PTE students are not independent learners who have the skills and motivation to seek assistance that they require to complete their programmes. They argue that many modern learners are accustomed to receiving instruction on how to study, how to write assignments or essays, and on how to manage timetables and study load. However, second-chance learners have either never received such advice or have not received it for many years. They report that successful students need learner-centered tutors, familiarity with writing tasks and assessments, and high expectations of their own outcomes.

Summary of the Prior Research

The studies described here emphasize the importance of cultural context for Māori and Pacific students, tutors who relate positively to Māori and Pacific students, and teaching and learning strategies that are effective for them. Support in the form of pastoral care is critical for success.

3. Research Approaches adopted within the Study

The study included qualitative and quantitative approaches. These approaches are discussed in the following sections.

3.1 Qualitative Approach – Student Focus Groups

The qualitative research, student focus groups, was intended to complement the quantitative work and elicit feedback that underpins enhanced teaching and learning practice, enhanced classroom practice, and enhanced learning environments. The following questions were explored within the qualitative part of the study:

1. The characteristics of effective tutors
2. How to create engaging and relevant teaching and learning programmes
3. How to create engaging and relevant learning environments.

The focus groups were conducted between June and November 2014. The interviews and focus groups involved groups of between four and eight students at each session. Each session was conducted by an experienced qualitative researcher, Susan Henricksen or David Lillis, and sometimes a second researcher, Sandra Storz. Two focus groups were conducted at WILSS by Jo Bailey (General Manager at WILSS). Refer to Appendix 1 for the focus group questions.

3.2 Quantitative Approach – Student Survey

The intent of the surveys and associated quantitative analysis was to elicit a wide range of student feedback and to make it possible to generalize the findings of the surveys to the wider body of learners, particularly to Māori and Pacific learners across all PTEs. A copy of the survey is attached as Appendix 2.

The quantitative research involved implementation of questionnaires on dimensions of student engagement and motivation. The items were adapted from the following surveys:

1. An adaptation of the Australasian Survey of Student Engagement (AUSSE)
2. An adaptation of Victoria University of Wellington's Student Survey of Goals for my Learning (SSGL).

Initially it was intended to perform statistical analysis of assessment data, such as course grades and course completions. However, since many of the course assessments at each institution comprise Unit Standards which have only two available grades (Not Achieved and Achieved), and since each institution achieves very high completion rates, direct statistical analysis of the available results would have yielded little useful information. Consequently, it was decided not to proceed with a comprehensive analysis of academic achievement during 2014. Instead, a light-handed analysis was conducted, based on self-reported academic achievement. However, a future study may involve a more rigorous analysis, following the development of a suitable method and appropriate measures of academic performance.

3.2.1 The AUSSE Survey of Student Engagement

The AUSSE questionnaire comprises 50 rigorously tested items (and many more sub-items) that measure six dimensions of tertiary education, as follows: *Active Learning, Academic Challenge, Student and Staff Interactions, Enriching Educational Experiences, Supportive Learning Environment*, and *Work Integrated Learning*. In addition, it measures six key outcomes: Higher Order Thinking, General Learning Outcomes, General Development Outcomes, Average Overall Grade, Departure Intention, and Overall Satisfaction. Many of the items comprise Likert agreement scales or rating scales. All of the AUSSE items were adapted for the present study. The complementary Staff Engagement Questionnaire provides parallel measurement of these dimensions from a staff perspective. The staff questionnaire was not used during the present study, but may be utilized in a later study involving the same participant PTEs.

3.2.2 The SGGL Survey of Student Motivation

The SSGL measures four dimensions of learning motivation. These dimensions are as follows: *Doing My Best, Doing Just Enough, Teacher Affiliation,* and *Fear of Failure*. In addition, it measures motivation orientations with regard to a preferred course (*Mastery Approach, Performance Approach,* and *Performance Avoidance and Efficacy*). Many of the SSGL items comprise Likert agreement scales or rating scales. A total of 13 SSGL items were adapted for the present study.

Modifications to both the AUSSE and SSGL questionnaires were implemented in order to enhance their appropriateness for the present study (and for Māori and Pacific tertiary learners in particular).

3.3.3 Analytic Methods for Survey Analysis

A range of analytic techniques was utilised to identify differences in item responses across sub-groups (e.g. ethnicity, gender and socio-economic status), and to explore relationships between key variables. Relationships between students' responses on these survey instruments and academic performance were also investigated.

In this study the AUSSE and SGGL surveys were analysed item-by-item, rather than as psychometric scales. It is intended to perform a rigorous psychometric analysis of the survey responses in a later study. Percentages of respondents responding in each Likert category were plotted on bar charts in order to show variation across the Likert categories and across subgroups. The associations between subgroup membership (e.g. ethnicity) and item responses were then investigated by calculating a Chi Square statistic.

4. Findings of the Qualitative Research

4.1 The Focus Groups

Eight focus group sessions were conducted during 2014. Four were conducted at the NZCM, two at the NZIS and two at WILSS. In general, eliciting feedback from Māori and Pacific students proved challenging, as many Māori and Pacific students were reluctant to speak in front of others or else wanted to provide only positive feedback on teaching and learning at their own PTEs. However, the researchers gained valuable experience during the first focus groups, and the later focus groups elicited useful feedback. Some preliminary analysis was conducted using Nvivo qualitative software, but the transcripts were also analyzed through repeated listening and group discussion between the researchers.

Five major themes emerged from the analysis of the focus group transcripts, as follows:

1. Themes pertaining solely to Māori and Pacific students
2. Factors that motivate students and assist learning
3. The physical environment
4. Relationships with tutors
5. Relationships within the Institution.

These themes are discussed in the following sections.

4.2 Themes relating solely to Māori and Pacific students

Several Māori and Pacific students articulated the need for money and scholarships to support Māori and Pacific students. However, all but one Māori and Pacific students participating in the focus groups feel that their needs are being met by their institutions. Suggestions for enhancement of cultural understanding included more education on Māori and Pacific culture.

> *Students recognise the need for understanding of Māori culture; how you communicate in different situations. Maybe more education around that topic and Treaty of Waitangi or something about Marae procedures.*

> *Because so many cultures are here, maybe each student could give a presentation on their own culture to give all a view of these individual cultures. This would be an experience for*

everyone. Maybe a group could give a presentation of their own country's culture (i.e. Japanese or Chinese or Māori students). This might be a good way of starting courses - particularly with food and sharing. Maybe students could bring food from their own cultures.

Studying here was almost like a breath of fresh air. Everyone is on the same level; everyone had the same requirements and commitments.

What I would like is if you guys would consider doing a mihi - like we had when the Hawaiian person came in. If we had someone who could come in and talk about Māori massage – I would like that - and that could be a morning session which could even go into Māori health and the Treaty of Waitangi – that could be added on to show a positive…

In one focus group, held in Auckland, Māori students indicated that they are looking for a quiet space such as a room where they can be together. In this case, the students had been part of a combined class, so that the number of students was large. They suggested the provision of a whānau room where Māori students could socialise and talk:

I would like it if there was a little whānau room or somewhere we could go to, to discuss how we are feeling, in a Māori way - not like speaking Māori, but where we feel we can go to be understood by other peers in our group who are also Māori. We can discuss things.

I would like to see just mainly images - even just posters of more positive Māori people, things that we have accomplished - positive things.

Like other students, Māori students sometimes regard themselves as visual learners:

I like the self-directed learning - how you teach just straight out. I am more the visual learner, so seeing a lot of pictures is good, or something more practical so I can see it - and I will pick it up straight away. Like YouTube videos – they work for me because I can see it happening and it sinks in; whereas with theory I'm like unclear. But if I see it and then I can see it in writing - then I know.

For the students who provided such feedback trust and positive relationships with other students were very important. The same students indicated that their PTE

was meeting their needs as Māori students, and stated that achievement is therefore up to them (i.e. up to their learning).

4.3 Factors that Motivate Students and Assist Learning

Māori, Pacific and other students provided useful feedback in relation to factors that motivate them and help to create a positive learning environment for them, as follows:

Students enjoy the camps that NZIS and NZCM provide.

Several students suggested the use of IPADS instead of writing.

Recognition of prior learning is important to students, who are given credit for programmes and courses completed successfully prior to enrolling in their current institutions.

Institutions could provide food at each campus using dispensers or a tuck shop.

Students believe that they learn best and retain more through practical work than through theory.

Several students asked for course notes to be made available on-line.

> *Making course notes available on-line would take some of the pressure off trying to absorb absolutely everything that is thrown at you in the course.*

Several students suggested the use of videos (e.g. You Tube) to enhance the learning experience. Many regard themselves as visual learners, so that visual learning is most effective for them.

> *I found You Tube clips on very dry subjects. Having visual impact and someone talking brought it alive for me.*

Students enjoy physical activity during class and view such activity as a welcome break from sitting down. Related suggestions include five minute breaks in the morning and, later in the day, doing collective breathing exercises, reading and engaging in physical exercises outdoors. Students believe that these activities help their bodies and minds to stay active, break the monotony of sitting for several hours at a time, and enhance their learning.

Students endorsed the need for teachers who are working in industry and who bring their working knowledge into the classroom. For many students such teachers have proven invaluable for their learning. Tutors who have great knowledge are valued, but students feel that they need tutors who are already practicing in the workplace and who can inform

students about the working world. Their wealth of practical knowledge is perceived as a great advantage for students.

Students recognise the need for extra tutors for learners who fall behind. They believe that a PTE should provide opportunities for students to have extra tutorials and other help when they are struggling.

Students are very concerned about the relevance of the courses they are required to take during their programmes of study. All of the participating students believed that their programmes of study, and the courses within those programmes, are relevant to their academic and employment needs.

> *Physiology is a huge factor in what we are learning. The course content was very relevant, and took a lot of time.*
>
> *All courses are relevant to what we need. Health psychology is a huge content, and its relevance is showing now.*
>
> *Really enjoyed all the subjects. Without all the assessments and exams I would happily sit through it all again. The tutors were amazing.*
>
> *The courses were motivating; unexpected surprises; passion of tutors, and learning stuff you weren't aware of before.*
>
> *Can apply straight of way in our season of sport; directly apply learning to work.*

Students endorsed the use of quizzes as a tool that both provides effective assessment and enhances learning.

> *Quizzes on line are essential and relieve pressure. They are more filtered and direct to what you want us to take away from the subject. It's easier for you to check on-line and know whether you understand and are on-track.*
>
> *Quizzes are very beneficial. They do take time, but the gain in learning is huge. What if everyone wanted to get feedback – another class of 2-3 hours answering questions. In the real world it's not practical. Short questions are good. I would like Moodle questions due before class.*
>
> *I would like to see more assignments instead of one big at the end.*

One Māori student made the following statement:

> *I like the Moodle stuff – with a book that makes you think – as an individual – while I'm seeing what I'm being taught, so I love the Moodle stuff. I don't like the closed book assessment at the end of the year because there is so much to take in. To do that in one hit I have a nightmare. Because learning the Diploma this year -there is so much I had forgotten. At least with the Moodle things I know that is my work; that's my understanding and that's my mark.*

Several students (Maori, Pacific and others) suggested visiting workplaces as a way of enlightening them about the working world.

> *Visiting work places to see what everyone does would be good.*

Other motivating factors that assist learning include peer assessments, the use of work books, and receiving tutor feedback.

4.4 The Physical Environment

The physical environment is an important matter for students. Not surprisingly, students prefer large classrooms and small class sizes. Students also appreciate the provision of high class computing facility with sufficient computers to meet the needs of their classes.

Several students recommended the provision of an outdoor facility (i.e. a small gymnasium like the one at NZIS).

> *The classrooms are quite well laid out. Maybe more prompts and related material on walls in upstairs classrooms would be good. Downstairs classrooms are very standard, with a very basic layout. In relation to the cost of course really need more, charts etc. on the walls. We need a good layout and a good structure.*

Students believe that their classrooms need props, such as posters, charts, research papers and pictures and diagrams that have visual impact. Many regard themselves as visual learners. They believe that such props make learning easier, and assist the memory.

> *When I first arrived and didn't know what to expect, I was pleased with classroom situation. It's hands on - not a university-type establishment. I could use everything straightaway.*

4.5 Relationships with Tutors

Students affirmed their belief that they achieve more success in course in which they relate positively to tutors. In this matter the focus groups confirmed the findings of the student survey.

Generally, the students believe that their tutors made themselves available, and encouraged students to question ideas and topics about which they were unsure. Students like tutors to incorporate different teaching and learning approaches, including visual, audio, and different speeds of delivery.

> *The facilitators were excellent athletes. We had a successful coach, who stayed at grassroots level and had real anecdotes*

Students articulated the difficulty of staying engaged in the classroom if they are being talked at for a long period of time. Students want the time for everyone to talk or ask questions, so they remain engaged.

Several students recognised the value of additional tutoring for those who experience difficulty with the curriculum.

Students also affirmed the need for opportunities to talk to tutors after class, and recognise that all students need the opportunity to have their say. However, they also recognise the need to control dominant talkers, and suggest 'hands up' as a good way to let everyone have their say.

4.6 Relationships within the Institution

Generally, the focus groups endorsed the high quality of relationships between students and tutors at the participating PTEs.

> *I think relationships are pretty good; the initial sense is quite welcoming, being greeted at reception - friendly staff. It felt like quite a welcoming environment. At different classes we are all very welcoming to each other- greeting each other. In terms of classrooms - everyone welcomes each other. Tutors ask how things are going – a very approachable environment.*
>
> *Everyone sits with own groups at lunchtime and the teachers are helpful and approachable. I think on a personal basis that everyone seems to be friendly. It seems to be a welcoming environment, and most people are caring in regards to how you feel and how your day is going.*
>
> *I think everyone is open to each other's culture. There is no racism, and it is very tailored to your specific cultural needs. If there is a problem*

there is always a way around it. If a culture has specific needs - these are attended to.

4.7 Qualitative feedback from the Student Survey

The student survey (discussed in Section 5 of this report) included three questions that elicited textual feedback for enhancement of student learning outcomes. The three questions were as follows:

1. What are the best aspects of how your PTE engages students in learning?
2. What could be done to improve how your PTE engages students?
3. Please give feedback on how your PTE can improve its teaching and assist your learning.

The main responses to these three questions are given in Appendix 3. The textual responses to these questions agree closely with the themes that emerged from the focus groups. Reponses to these survey items emphasized the following themes:

1. The need for awareness of different learning styles
2. The need for hands-on teaching, group activities and practical work
3. Supportive, helpful and knowledgeable tutors
4. After-class tutorials and support
5. The need for social events
6. The need for career and vocational support
7. Provision of food on campus
8. Recording of lectures for future review.

These themes corroborate the findings of the focus groups.

5. Survey Analysis and Findings

5.1 Characteristics of the Survey Students

A total of 145 students responded to the student surveys:

Gender

- 90 (62%) were female and 55 (38%) were male.

Ethnicity

- 73 (50.3%) were New Zealand European, 18 (12.4%) were Other European, 31 (21.4%) were Māori, 13 (9%) were Pacific, and ten (6.9%) were Asian. Clearly, the number of participating Pacific students was not as great as anticipated.
- Seven (4.8%) of respondents were international students, while the remainder were domestic students.

Level of Study

- 40 students were studying at Level 4 (6 Māori and Pacific learners).
- 40 students were studying at Level 6 (10 Māori and Pacific learners).
- Of the responding students 49.5% were in their first year at their institution; 38.3% were in their second year; 9.4% were in their third year and 2.8% were in their fourth year.
- Of the Māori and Pacific students 45.2% were in their first year at their institution; 35.5% were in their second year; 16.1% were in their third year and 3.2% were in their fourth year.

Place of Study

- 68 (47%) students were attending NZCM, 45 (31%) were attending NZIS, and 32 (22%) were attending WILSS.
- 15 (34%) Māori and Pacific students were attending NZCM, 23 (52%) were attending NZIS, and 6 (14%) were attending WILSS.

About 65% of all respondents were studying full-time and 35% were part-time. About 68% of Māori and Pacific were studying full-time and 32% were part-time.

About 61% of all respondents and 68% of Māori and Pacific respondents held a government-funded place (Youth Guarantee or New Zealand Loan Scheme).

About 39% of all respondents had received one or more direct financial payments from government and 61% had not. About 41% of Māori and Pacific respondents had received one or more direct financial payments from government and 58% had not.

About 25% of all respondents (35% of Māori and Pacific respondents) had received financial assistance from their PTE (scholarships, loans, stipends etc).

About 11% of all respondents and 6% of Māori and Pacific respondents (two students) reported a language other than English as the main language in their homes.

About 8% of all respondents and 13% of Māori and Pacific respondents considered themselves to have a disability, impairment or long-term condition.

About 45% of all respondents and 39% of Māori and Pacific respondents undertake approximately one quarter of their study on-line. About 23% (29% of Māori and Pacific respondents) do approximately one half of their study on-line, and 16% of all respondents (16% of Māori and Pacific respondents) do all or nearly all of their study on-line.

About 28% of all respondents (45% of Māori and Pacific respondents) live with parents or guardians; 43% of all respondents (32% of Māori and Pacific respondents) live with partners or children; 18% of all respondents (13% of Māori and Pacific respondents) live with friends or in a shared house; 5% (6% of Māori and Pacific) live by themselves; 1% (0% of Māori and Pacific) live in a hall of residence; while about 6% (3% of Māori and Pacific) live in other accommodation.

The most commonly-reported highest level of parental education was some or all of secondary school (44% for fathers and 36% for mothers - 48% for Māori and Pacific fathers and 35% for Māori and Pacific mothers). About 10% of fathers and 15% of mothers held either vocational certificates or diplomas as their highest qualifications. About 6% of Māori and Pacific fathers and 6% of Māori and Pacific mothers held either vocational certificates or diplomas as their highest qualifications. About 13% of fathers and 15% of mothers held undergraduate university degrees or diplomas as their highest qualifications. None of the Māori and Pacific fathers and 13% of Māori and Pacific mothers held undergraduate university degrees or diplomas as their highest qualifications. About 6% of fathers and 11% of mothers held postgraduate university degrees or diplomas as their highest qualifications. About 6% of Māori and Pacific fathers and 10% of Māori and Pacific mothers held postgraduate university degrees or diplomas as their highest qualifications. In general, mothers were somewhat more highly qualified than fathers.

A separate addendum to this report gives summary tables and relevant graphs for each item (question) of the student survey.

5.2 Student Motivation: item responses

A total of 13 questions were taken from the Survey of Goals for my Learning. Each of these questions involves a five-point agreement scale in which more positive responses are accorded higher scale scores. The total numbers of responses falling within each category are given in the addendum, along with a weighted average score.

The Cronbach Alpha coefficient for all 13 items taken together was calculated at 0.81. This value indicates a very high internal consistency across the items. A Principal Components Analysis (PCA) on all 13 items suggested the presence of at least three components. Figure 3 shows the resulting scree plot from this PCA analysis.

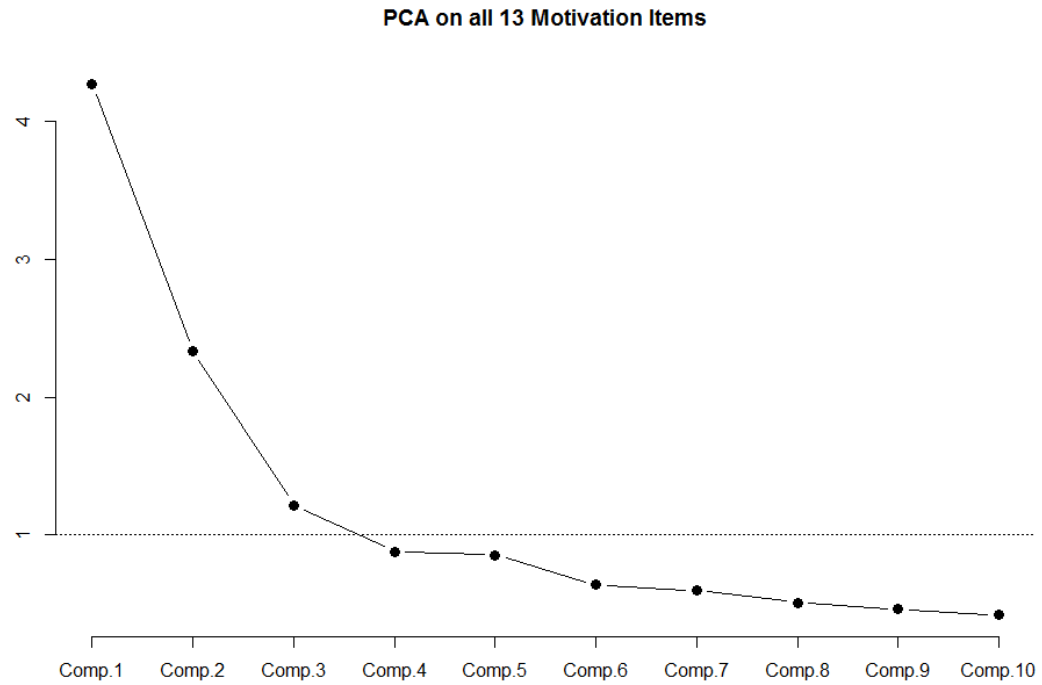


Figure 3: Scree Plot of a PCA Analysis of the 13 Motivation Items

The vertical axis of Figure 3 gives the magnitude of the principal component eigenvalues. The first component is not especially dominant, so that we cannot consider the entire set of items to form a uni-dimensional scale. In a future study the authors may perform analyses on selected subsets of items, each subset treated as a uni-dimensional scale.

The student survey produced a large volume of data that cannot all be discussed in this report. It is intended that further analysis of the survey data set be conducted during 2015. However, three interesting themes emerged from the responses to these items:

1. In general, responding students expect to get good grades and strive to achieve good grades, even when good grades are not strictly necessary for overall success in their qualifications.
2. Students tend to prefer assessments where they can get the grades that they want.
3. In general, responding students do not dislike tasks or subjects that are difficult for them.

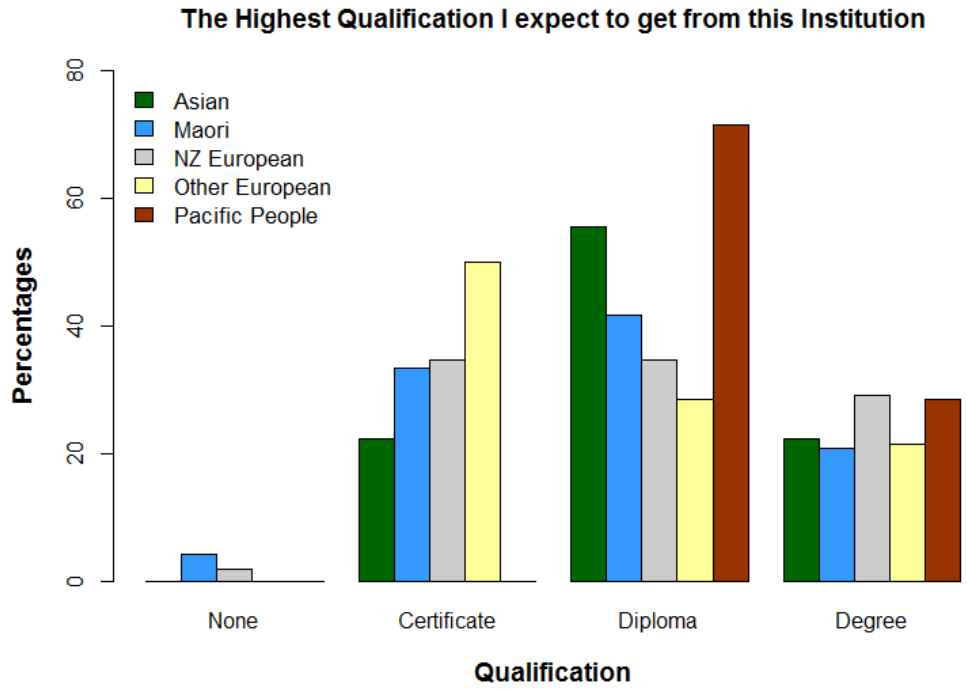
High levels of agreement were accorded to the three items relating to tutors and the extent to which tutors help students and care about students' performance. Clearly, positive relationships with tutors are very important to students, who believe that they perform best when they can rely on tutors to help. Students like subjects more and learn more when they believe that the tutor cares about them and their academic success. Such findings are unsurprising, and corroborate the findings of the studies described in the previous section to this report.
Only 31% of responding students expected to leave with a Certificate. About 40% expected to leave with a Diploma and about 27% expected to leave with a degree. NZCM offers a degree programme, while NZIS offers pathways to degrees from other institutions. However, WILSS does not offer degrees. Thus, responses relating to degrees were recorded by students from NZCM and NZIS only.

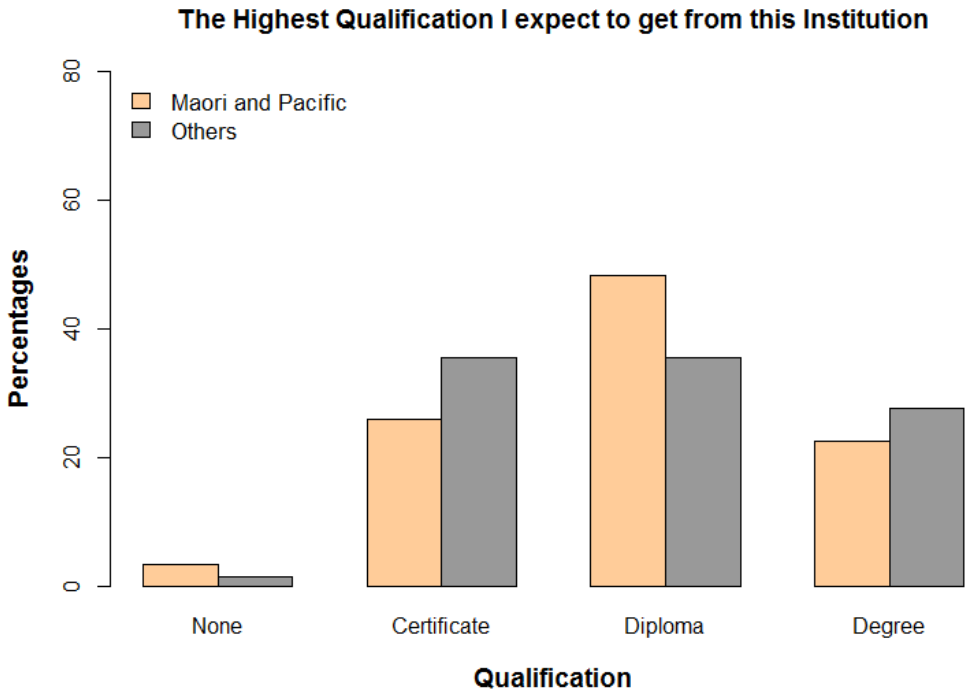
5.3 A Measure of Student Expectations

During the course of this study a graphical approach to depicting the distributions of responses to Likert items was developed. In this approach the percentages of each subgroup (e.g. ethnicity or gender-based) responding in each Likert category (e.g. Strongly disagree, disagree, Neutral, Agree, Strongly agree) are plotted as a grouped bar chart, in which the height of each bar gives the percentage of respondents of the relevant subgroup responding in a given category. This visual approach has the advantage of enabling visual comparison across all subgroups and across all categories simultaneously. As a further refinement of this analysis, the results of Māori and Pacific students were grouped together and compared with those of all other ethnicities (also grouped together). In this study we refer to these composite groups as combined subgroups.

Possibly, one determinant of engagement and motivation is students' expectations of the highest qualification that they expect to obtain. This expectation was measured through a

survey item *The Highest Qualification I expect to get from this institution*. Figures 4 and 5 give the responses to this item, partitioned by ethnicity.





Figures 4 and 5: Highest Qualification Expected

We see that the combined subgroup of Māori and Pacific students were somewhat less likely to expect a Certificate as their highest qualification, while Māori and Pacific students were somewhat more likely to expect a Diploma as their highest qualification. In fact, only NZCM and NZIS provide either pathways to degree programmes or else directly to degree programmes. As noted previously, WILSS does not provide degrees, so that the percentages in the above bar charts cannot be compared across the various qualifications. Rather, the intention is to compare across ethnicities, and in this respect, the percentages are representative.

5.4 Measures of Student Engagement

The Cronbach Alpha coefficient for all 27 sub-items of item 10 of the AUSSE survey (from which the four items were taken) was calculated at 0.86. (Item 10 asked respondents to record the frequency of a range of activities on the following scale: *Never, Sometimes, Often* and *Very often*). This value indicates a very high internal consistency across the 27 sub-items, possibly even indicating a degree of redundancy (where some items may be measuring the same or very similar construct as others). A Principal Components Analysis on all 27 items suggested the presence of at least nine components. Figure 6 shows the resulting scree plot from this analysis.

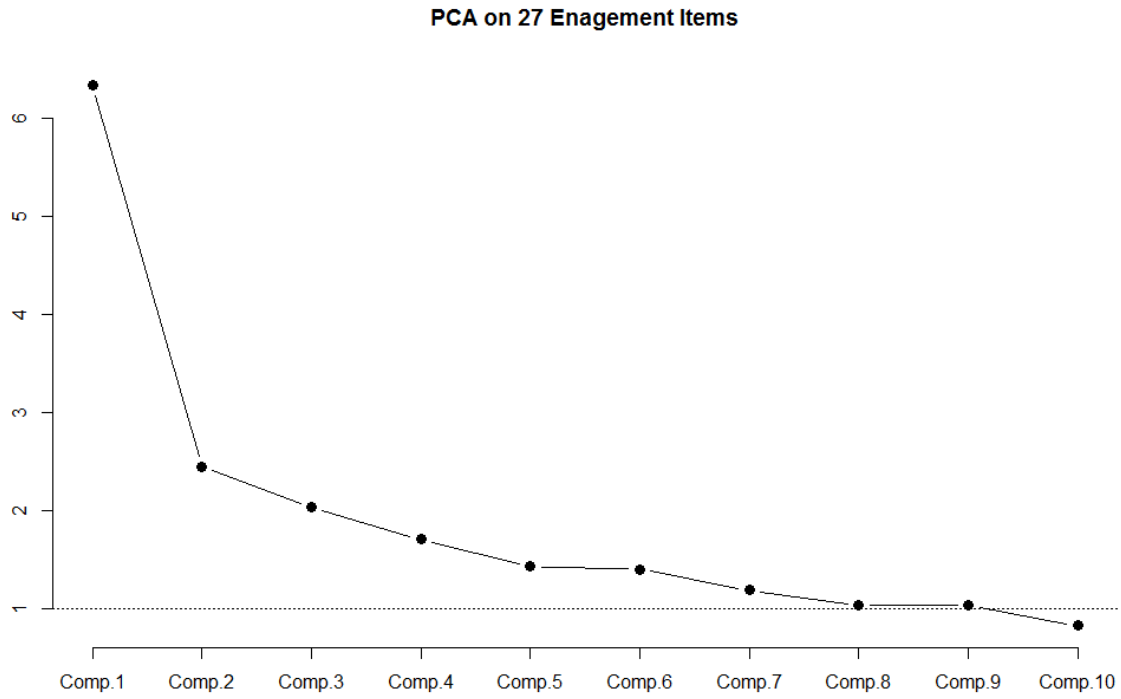
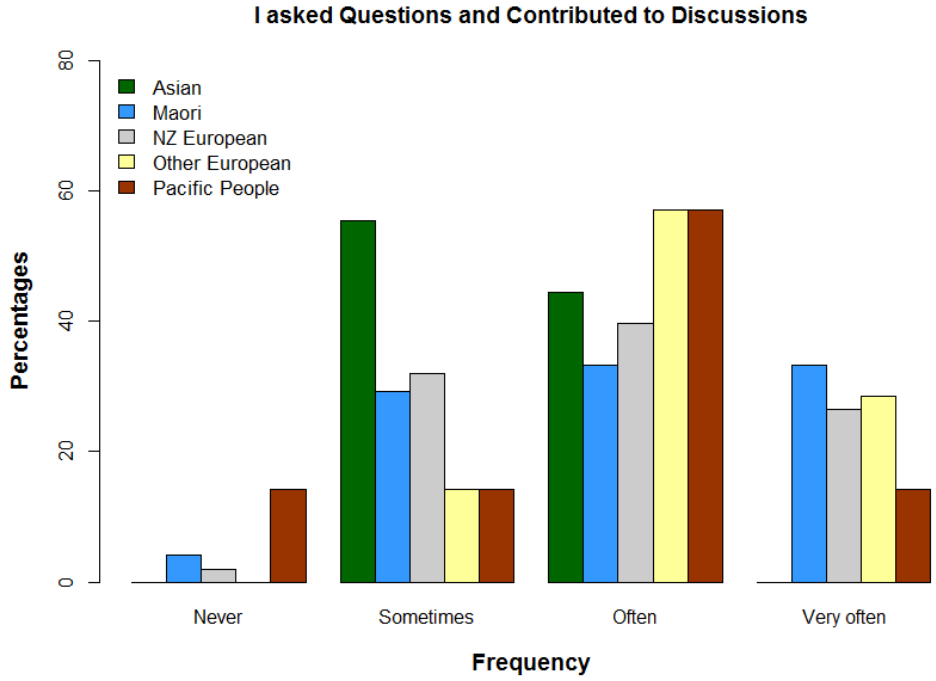


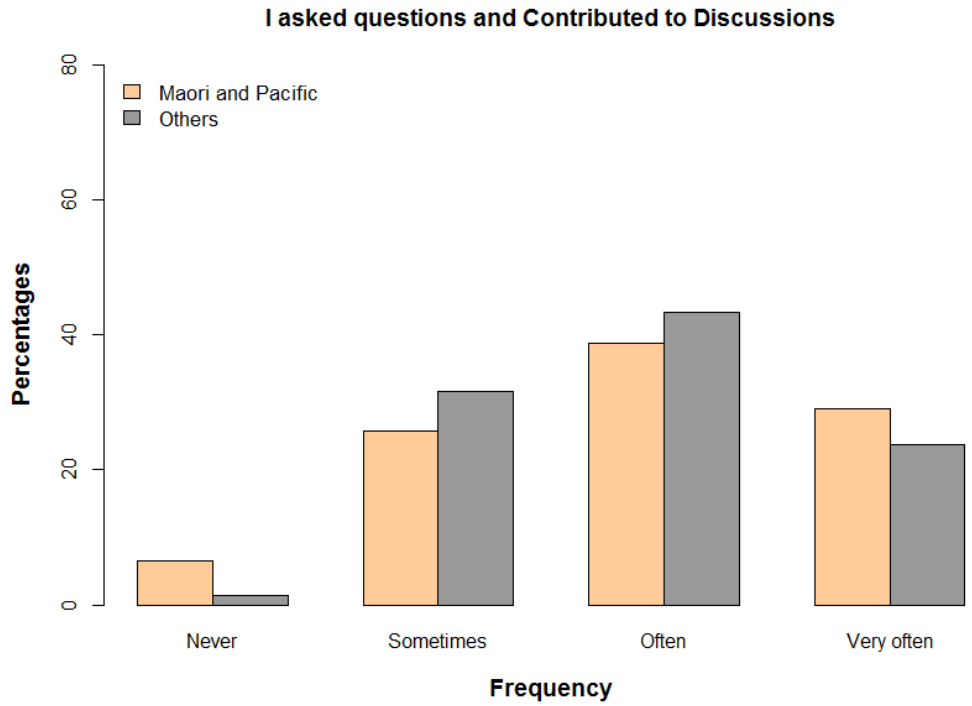
Figure 6: Scree Plot of a PCA Analysis of all Engagement Items

As in Figure 3, the vertical axis gives the magnitudes of the principal component eigenvalues. Figure 6 shows that the first component is not particularly dominant (i.e. the first eigenvalue is not much greater than succeeding eigenvalues), and the remaining components explain much

of the total variance in the item responses. Thus we cannot consider the entire set of 27 sub-items from this question to form a uni-dimensional scale. In a future study the authors will perform analyses on suitable sub-sets of these items, treating them as uni-dimensional scales.

Four representative measures of student engagement are presented here (the complete data set of items measuring engagement cannot be presented in a report of this scope). The complexity of distributions across five subgroups (of different sample sizes) and across five categories make it difficult to make visual assessments of the overall differences in motivation across subgroups. However, the approach adopted here makes it possible to compare subgroups within each Likert category and lends itself to a Chi Square test of association between subgroups and their Likert responses. Figures 7 and 8 give the responses to the first student engagement item, partitioned by ethnicity.





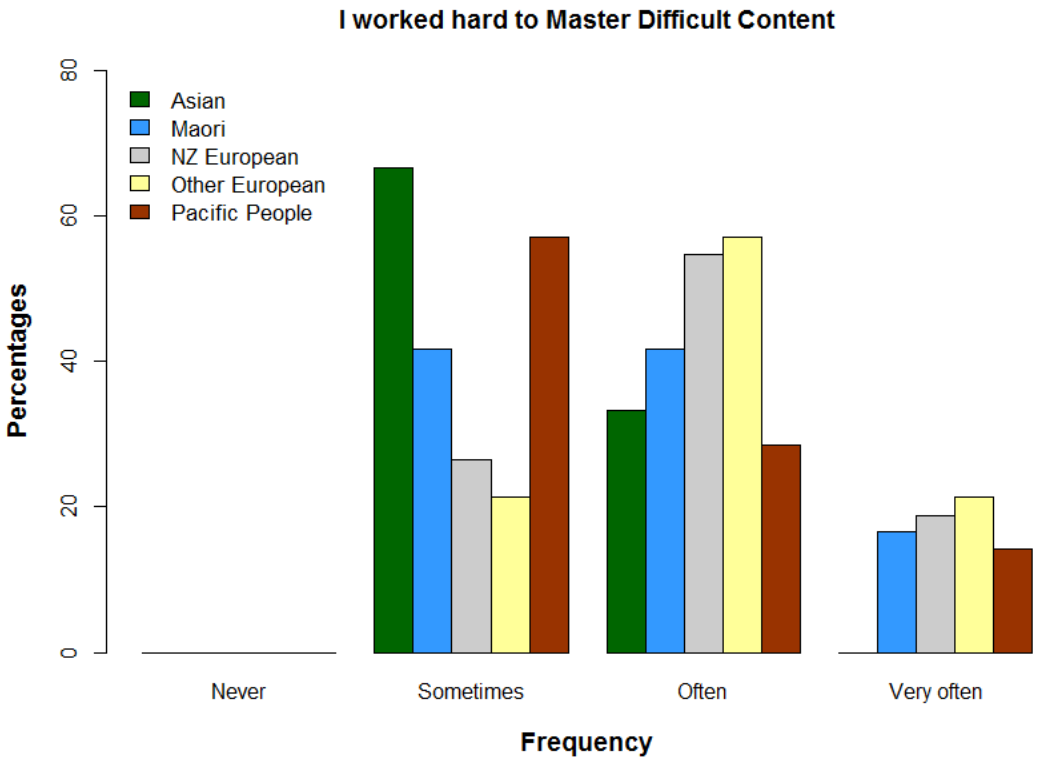
Figures 7 and 8: Asking Questions and Contributing to Discussions

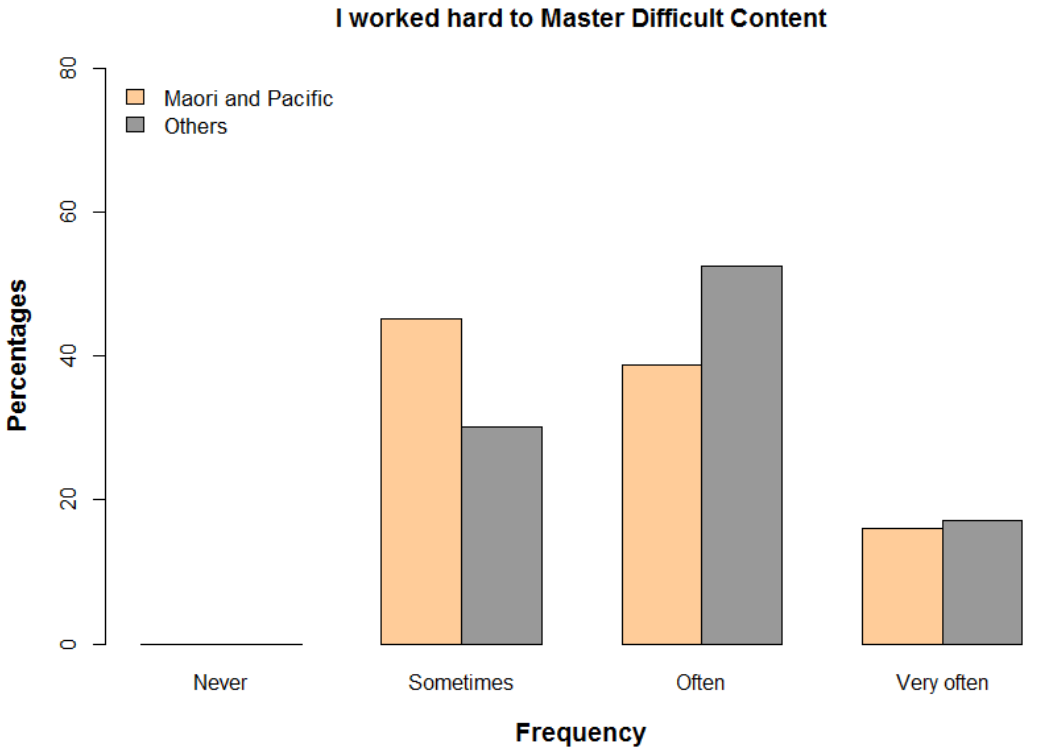
The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

A Chi Square test was performed to test the association between ethnicity and *I asked Questions or contributed to discussions in-class or online.* The calculated χ-squared value was 11.3 on 12 degrees of freedom, and the calculated p-value was 0.50. Thus, at the chosen level of confidence (α = 0.05), we have no evidence for any substantial difference across ethnicities.

We also see minor differences between the responses across combined subgroups for the measure *I asked Questions or contributed to discussions in-class or online,* except for the category Never (which was selected by a higher percentage of Māori and Pacific students than by other students).

Figures 9 and 10 give the responses to the second student engagement item, partitioned by ethnicity.





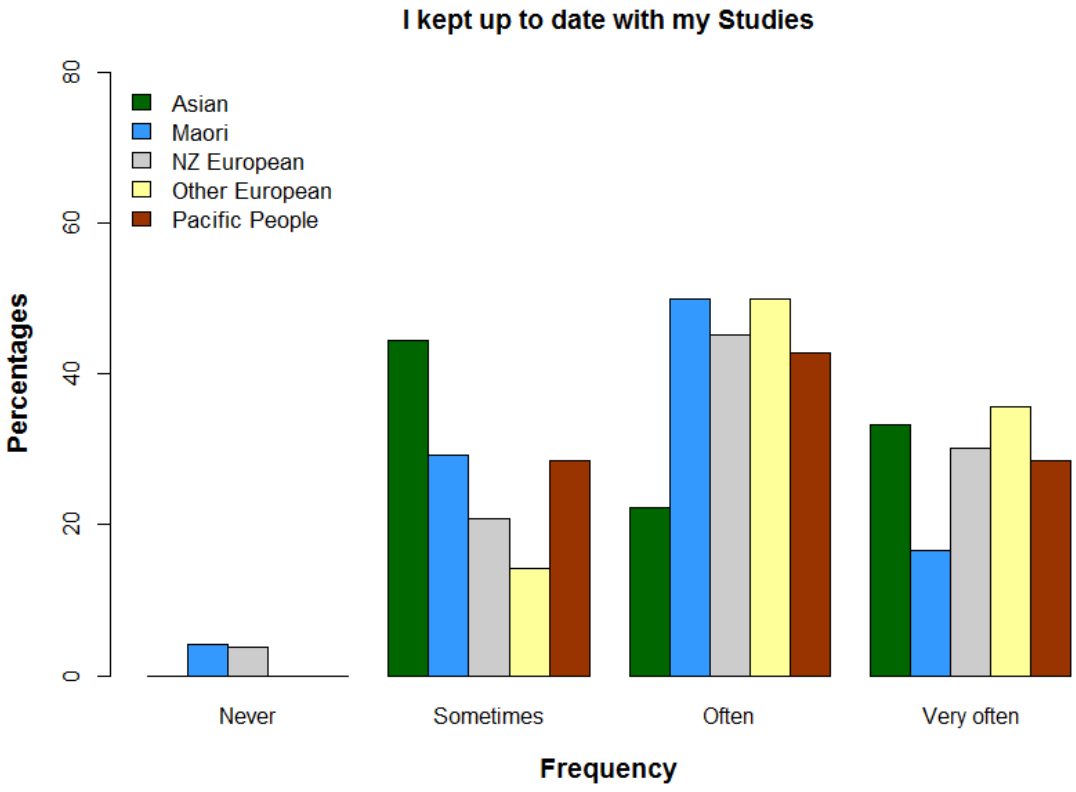
Figures 9 and 10: working hard to master difficult content

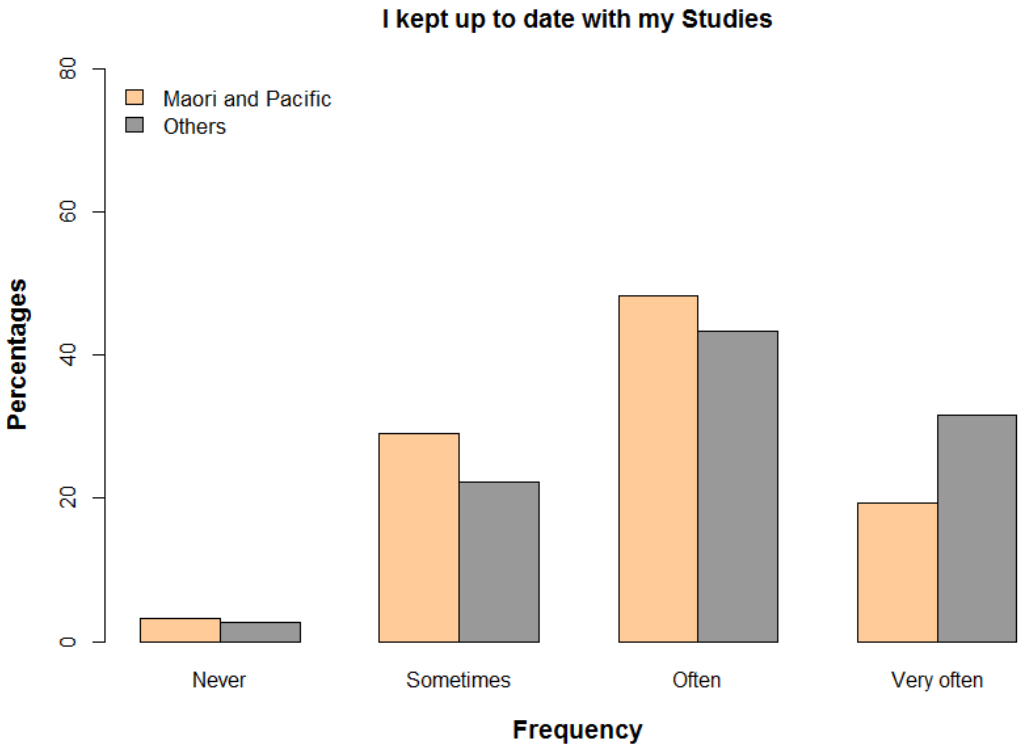
The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

A Chi Square test was performed to test the association between ethnicity and *I worked hard to master difficult content.* The calculated χ-squared value was 7.8 on 8 degrees of freedom, and the calculated p-value was 0.45. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

We see little difference between the responses across combined subgroups for the measure *I worked hard to master difficult content,* except for the category Sometimes (which was selected by a higher percentage of Māori and Pacific students than by other students).

Figures 11 and 12 give the responses to the third student engagement item, partitioned by ethnicity.





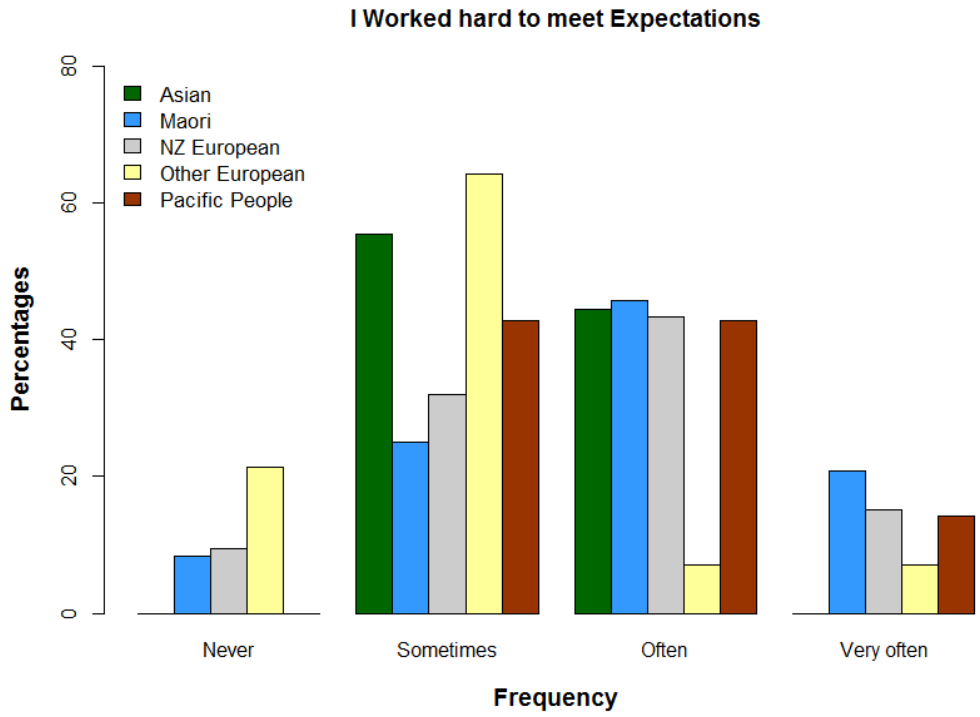
Figures 11 and 12: I kept up to date with my studies

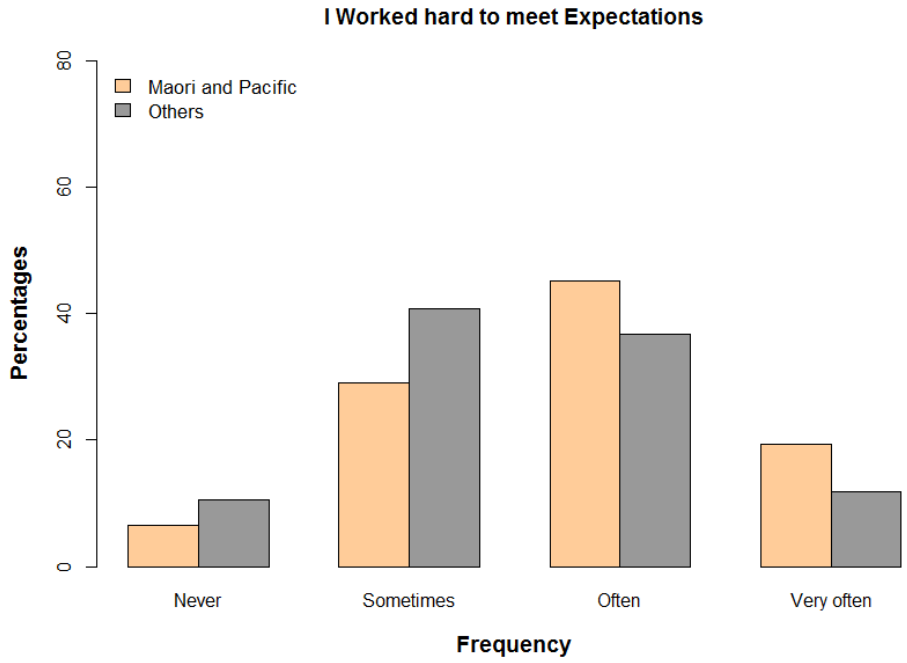
The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

A Chi Square test was performed to test the association between ethnicity and *I kept up to date with my studies.* The calculated χ-squared value was 6.4 on 12 degrees of freedom, and the calculated p-value was 0.89. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

We see minor differences between the responses across combined subgroups for the measure *I kept up to date with my studies,* except for the category Very often (which was selected by a lower percentage of Māori and Pacific students than by other students).

Figures 13 and 14 give the responses to the fourth student engagement item, partitioned by ethnicity.





Figures 13 and 14: I kept up to date with my Studies

The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

Across all Likert categories we see differences between the responses across combined subgroups for the measure *I worked harder than I thought I could to meet a teacher's/tutor's expectations*.

A Chi Square test was performed to test the association between ethnicity and *I worked harder than I thought I could to meet a teacher's/tutor's expectations.* The calculated χ-squared value was 13.8 on 12 degrees of freedom, and the calculated p-value was 0.31. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

Inter-item Correlations for the four Engagement Items

Inter-item correlations were calculated by first re-coding the character variable factor levels as numeric factor levels and applying Spearman's Rho. Table 1 gives the inter-item correlations for the four engagement measures presented here (with suitable abbreviations).

	Questions discussions	**Worked to master**	**Up to date**	**Worked harder**
Questions discussions	1	0.1	0.01	0
Worked to master	0.1	1	0.16	0.05
Kept up to date	0.01	0.16	1	0.17
Worked harder	0	0.05	0.17	1

Table 1: Inter-item correlations between the four engagement items

All four inter-item correlations are very small, suggesting that these items measure quite different, non-overlapping constructs.

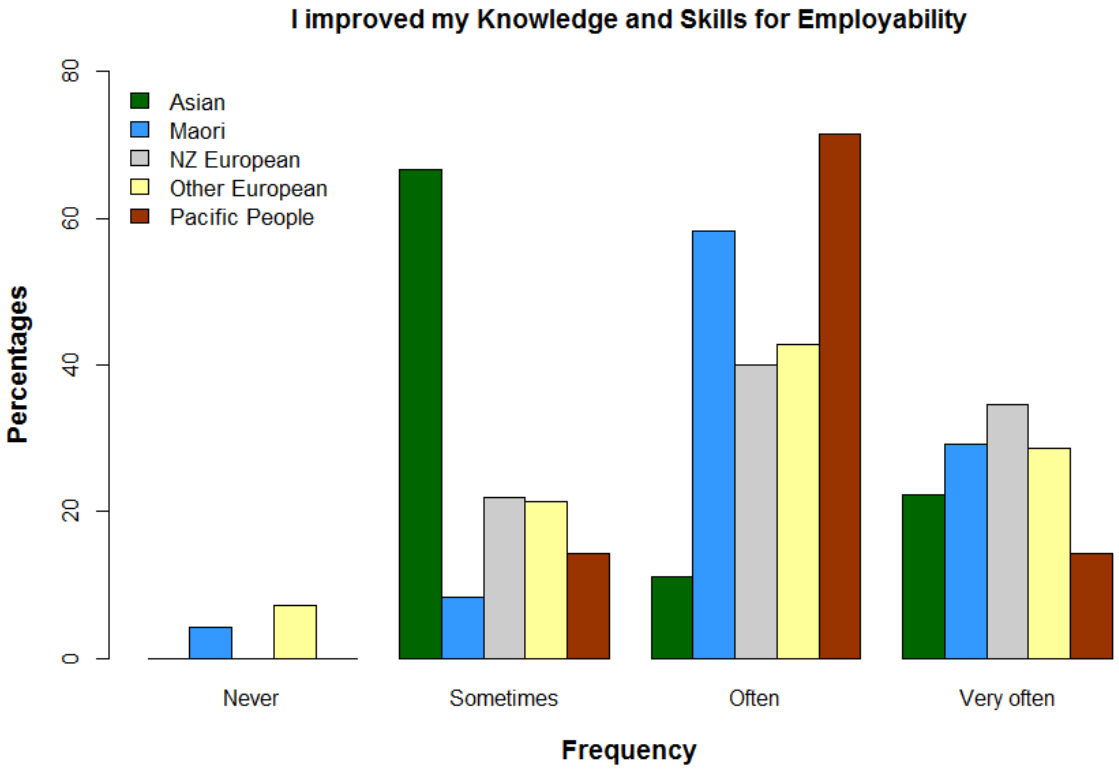
Item correlations were also calculated across all 27 items. These inter-item correlations vary greatly but were higher than expected, with a mean correlation of 0.22. However, those items that correlated most strongly with other items related specifically to working on assessments:

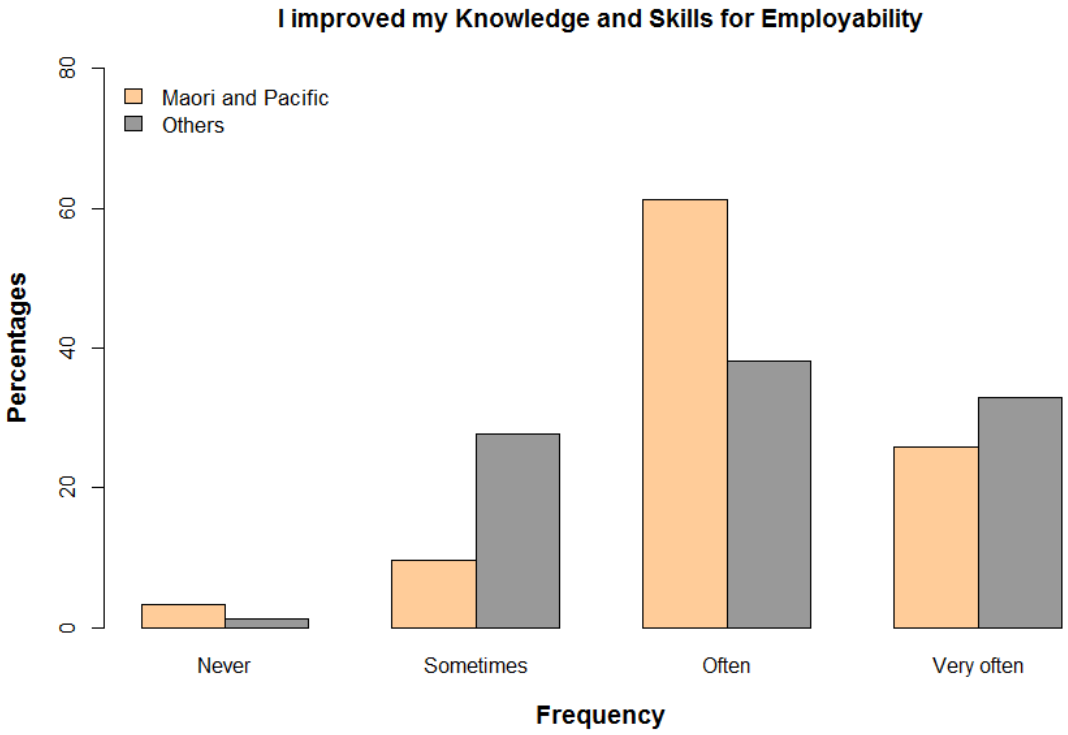
1. I Included diverse perspectives in class discussions or assignment
2. Worked on essays or assignments requiring integrating ideas from various sources
3. Put together ideas or concepts from different subjects
4. Discussed ideas with others outside class
5. Sought advice from academic staff
6. I worked harder than I thought I could to meet a teacher's/tutor's expectations
7. I used library resources on campus or online

Each of the above correlations was greater than 0.25 (modest correlations). These correlations are stronger than those for other items, suggesting the considerable importance to students of working towards the successful completion of assessments.

5.5 Measures of Engagement in relation to Future Employment

Four representative measures of student engagement in relation to employment are presented here. Figures 15 and 16 give the responses to the first employment-related engagement item, partitioned by ethnicity.





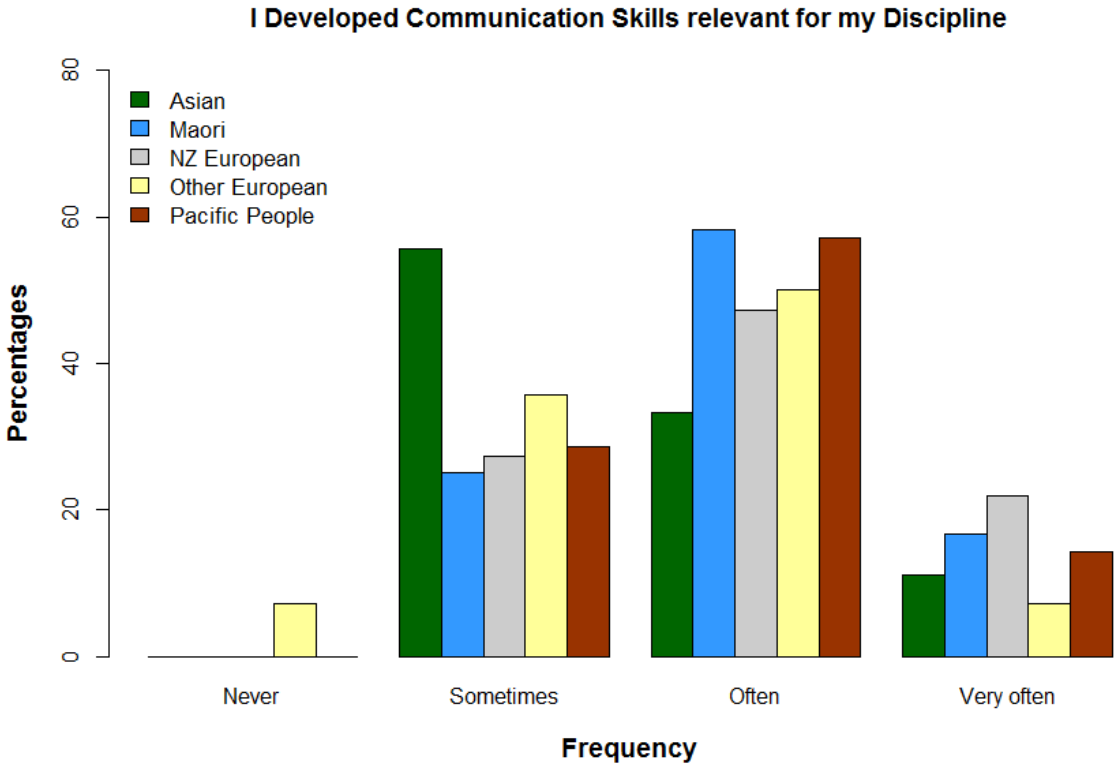
Figures 15 and 16: first employment-related engagement item

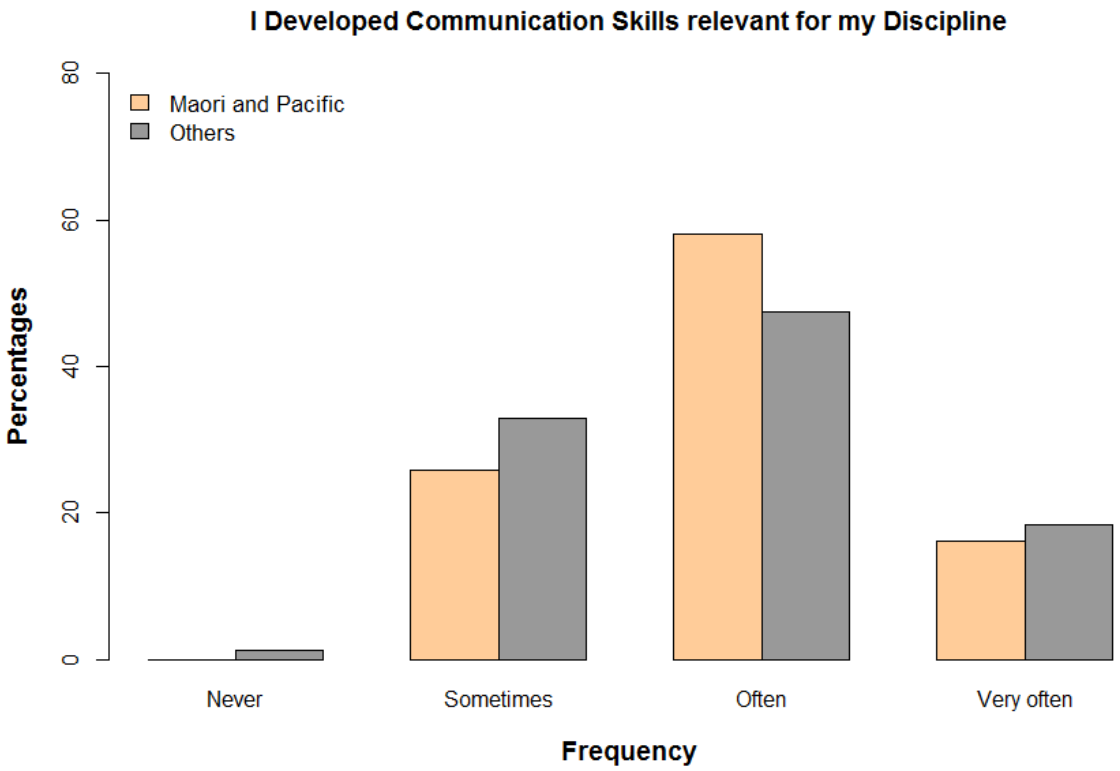
The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

A Chi Square test was performed to test the association between ethnicity and *I improved my Knowledge and Skills for Employability.* The calculated χ-squared value was 18.9 on 12 degrees of freedom, and the calculated p-value was 0.09. Thus, given our small sample, we find weak evidence for any substantial difference across ethnicities (i.e. not significant at α = 0.05, but significant at α = 0.1).

We see minor differences between the responses of the combined subgroups for the measure *I improved my Knowledge and Skills for Employability,* except for the categories Sometimes (which was selected by a lower percentage of Māori and Pacific students than by other students) and Often (which was selected by a higher percentage of Māori and Pacific students)

Figures 17 and 18 give the responses to the second employment-related engagement item, partitioned by ethnicity.





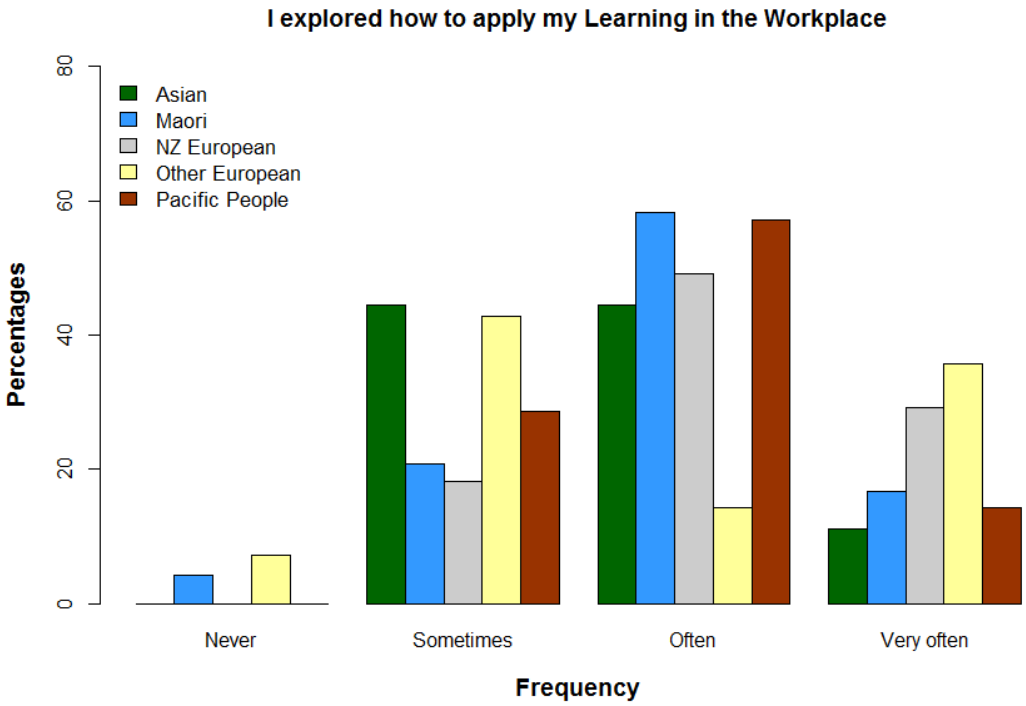
Figures 17 and 18: second employment-related engagement item

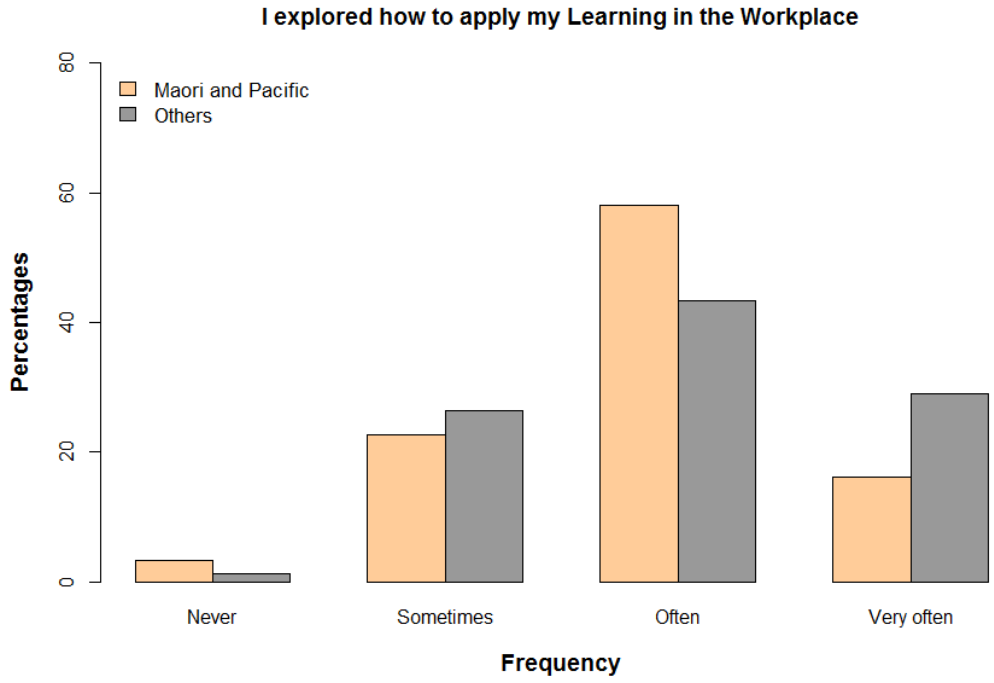
The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

A Chi Square test was performed to test the association between ethnicity and *I Developed Communication Skills relevant for my Discipline.* The calculated χ-squared value was 12.3 on 12 degrees of freedom, and the calculated p-value was 0.42. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

We see minor differences between the responses across combined subgroups for the measure *I Developed Communication Skills relevant for my Discipline* for the categories Sometimes (which was selected by a lower percentage of Māori and Pacific students than by other students) and Often (which was selected by a higher percentage of Māori and Pacific students than by other students).

Figures 19 and 20 give the responses to the third employment-related engagement item, partitioned by ethnicity.





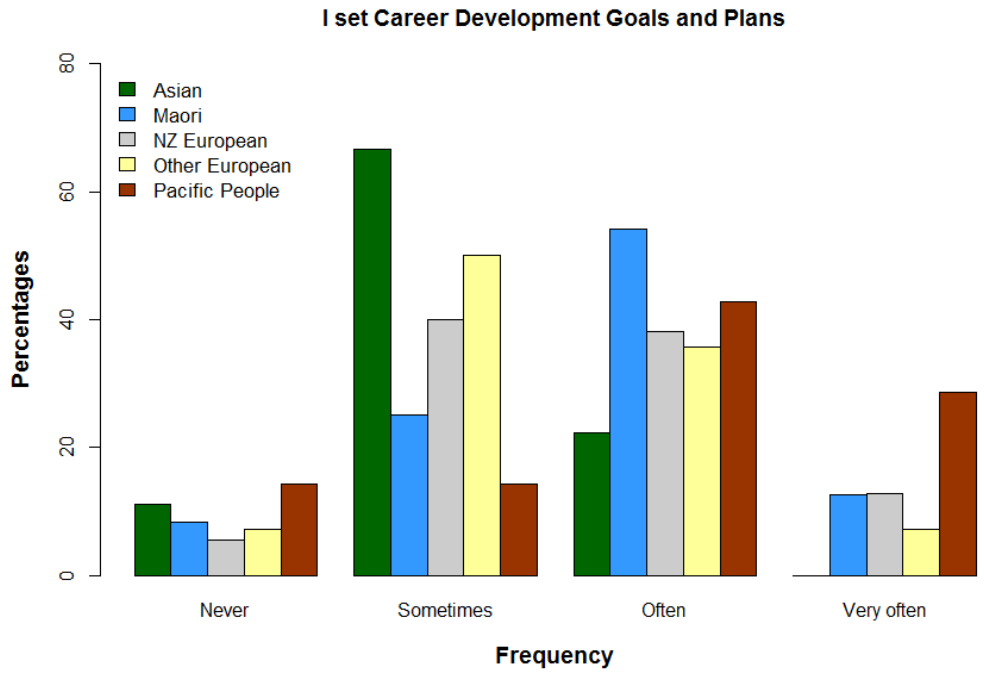
Figures 19 and 20: third employment-related engagement item

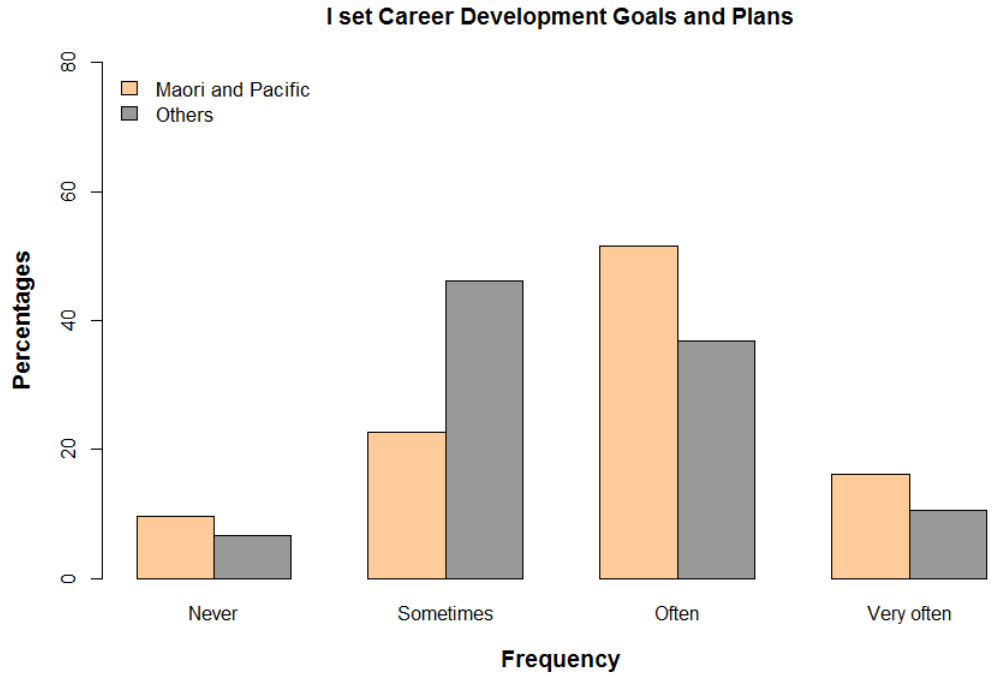
The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

A Chi Square test was performed to test the association between ethnicity and *I explored how to apply my Learning in the Workplace.* The calculated χ-squared value was 14.1 on 12 degrees of freedom, and the calculated p-value was 0.30. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

We see minor differences between the responses of subgroups for the measure *I explored how to apply my Learning in the Workplace* except for the category Very often (which was selected by a lower percentage of Māori and Pacific students than by other students).

Figures 21 and 22 give the responses to the fourth employment-related engagement item, partitioned by ethnicity.





Figures 21 and 22: fourth employment-related engagement item

The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

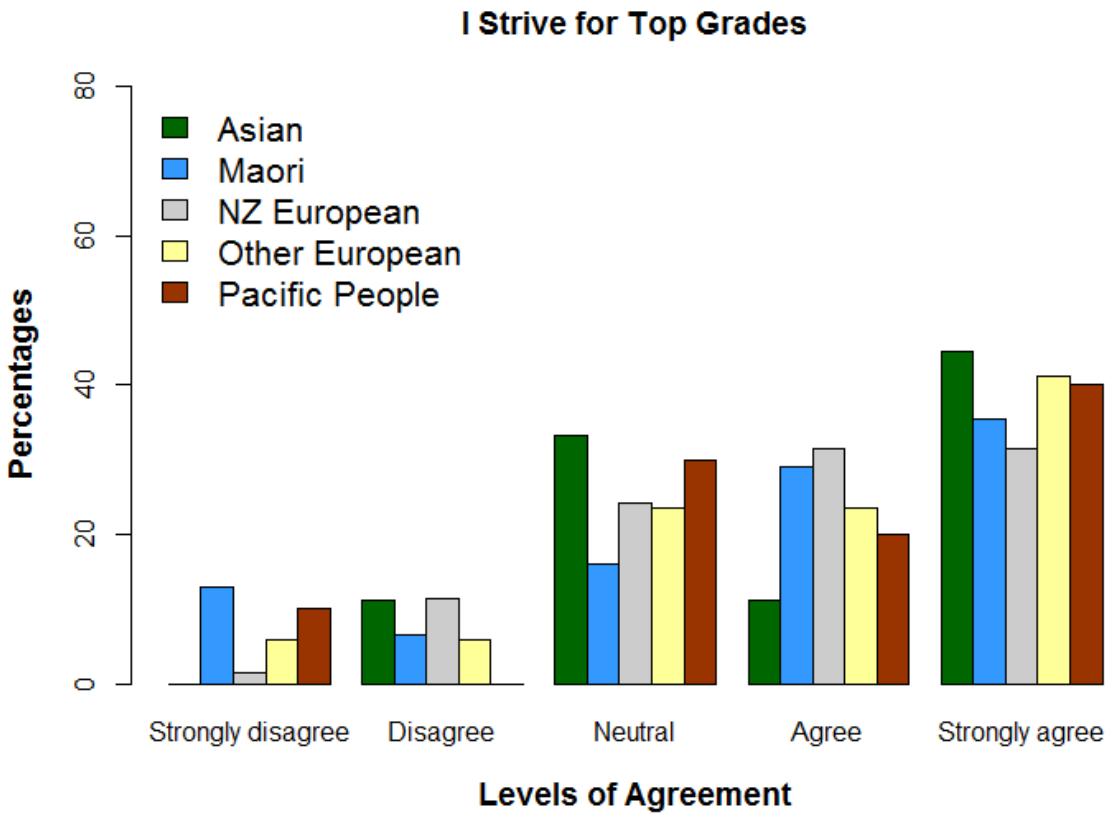
A Chi Square test was performed to test the association between ethnicity and *I set Career Development Goals and Plans.* The calculated χ-squared value was 12.1 on 12 degrees of freedom, and the calculated p-value was 0.44. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

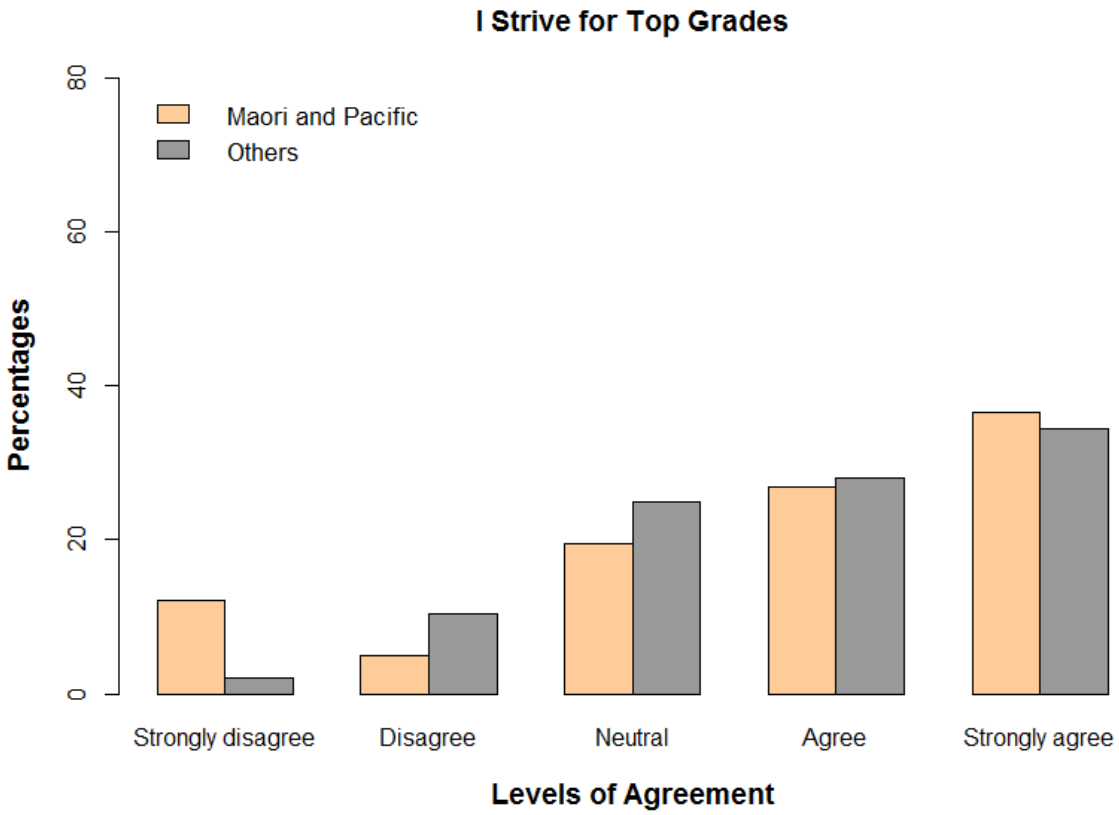
We see differences between the responses across combined subgroups for the measure *I set Career Development Goals and Plans* for the categories Sometimes (which was selected by a lower percentage of Māori and Pacific students than by other students) and Often (which was selected by a higher percentage of Māori and Pacific students than by other students).

5.6 Measures of Student Motivation

Four representative measures of student motivation (adapted from the Survey of Goals for my Learning) are presented here (again - the complete data set of thirteen items measuring motivation cannot be presented in a report of this scope and will be reported in a later study). These motivation measures were each recorded on a five category Likert scale (visual analogue scale).

Figures 23 and 24 give the responses to the first motivation item, partitioned by ethnicity.


I Strive for Top Grades
Asian
Maori
NZ European
Other European
Pacific People
Percentages
0
20
40
60
80
Strongly disagree
Disagree
Neutral
Agree
Strongly agree
Levels of Agreement


I Strive for Top Grades
Maori and Pacific
Others
Percentages
0
20
40
60
80
Strongly disagree
Disagree
Neutral
Agree
Strongly agree
Levels of Agreement

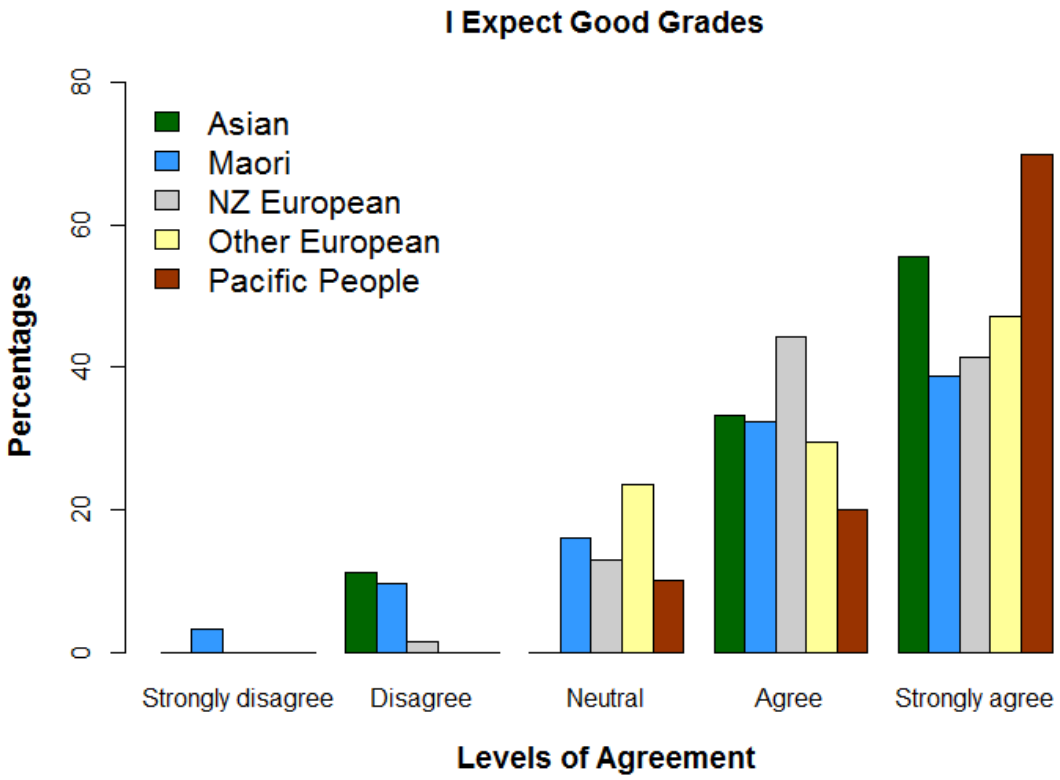
Figures 23 and 24: first motivation item

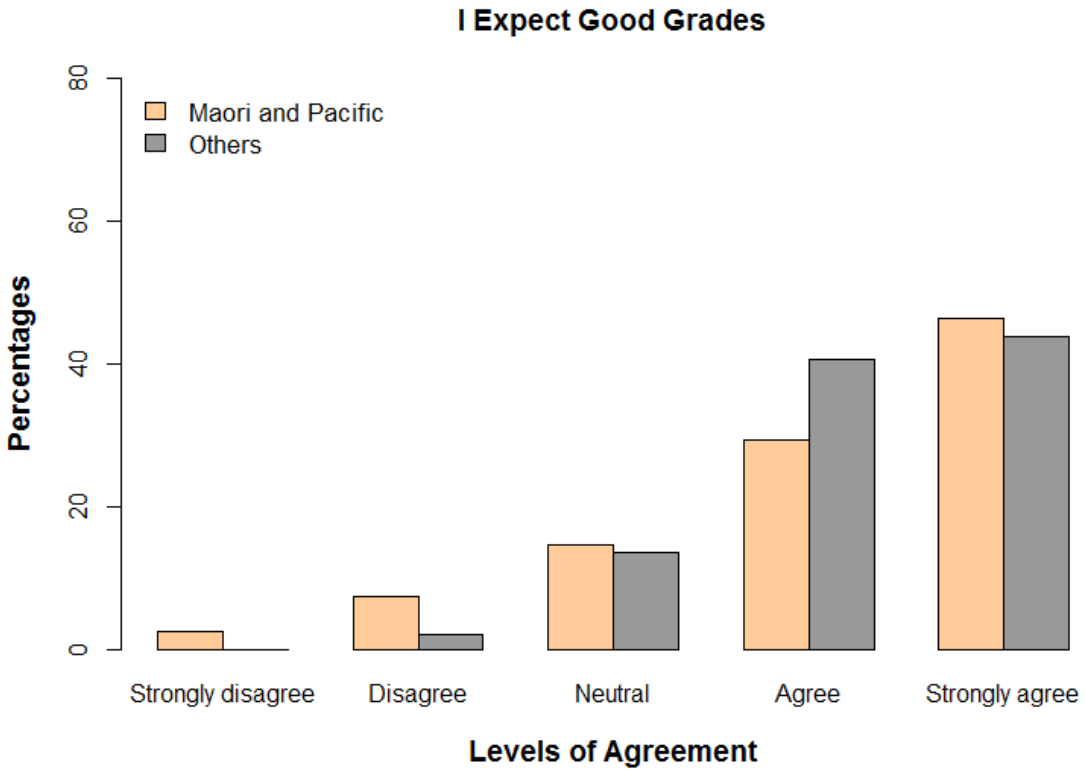
The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

A Chi Square test was performed to test the association between ethnicity and *I strive for Top Grades even when I don't need them to achieve my Goals.* The calculated χ-squared value was 11.6 on 16 degrees of freedom, and the calculated p-value was 0.75. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

We see little difference between the responses of the combined subgroups for the measure *I strive for Top Grades even when I don't need them to achieve my Goals*, except for the categories Strongly disagree (which was selected by a higher percentage of Māori and Pacific students than other students) and Disagree (which was selected by a lower percentage of Māori and Pacific students than other students).

Figures 25 and 26 give the responses to the second motivation item, partitioned by ethnicity.





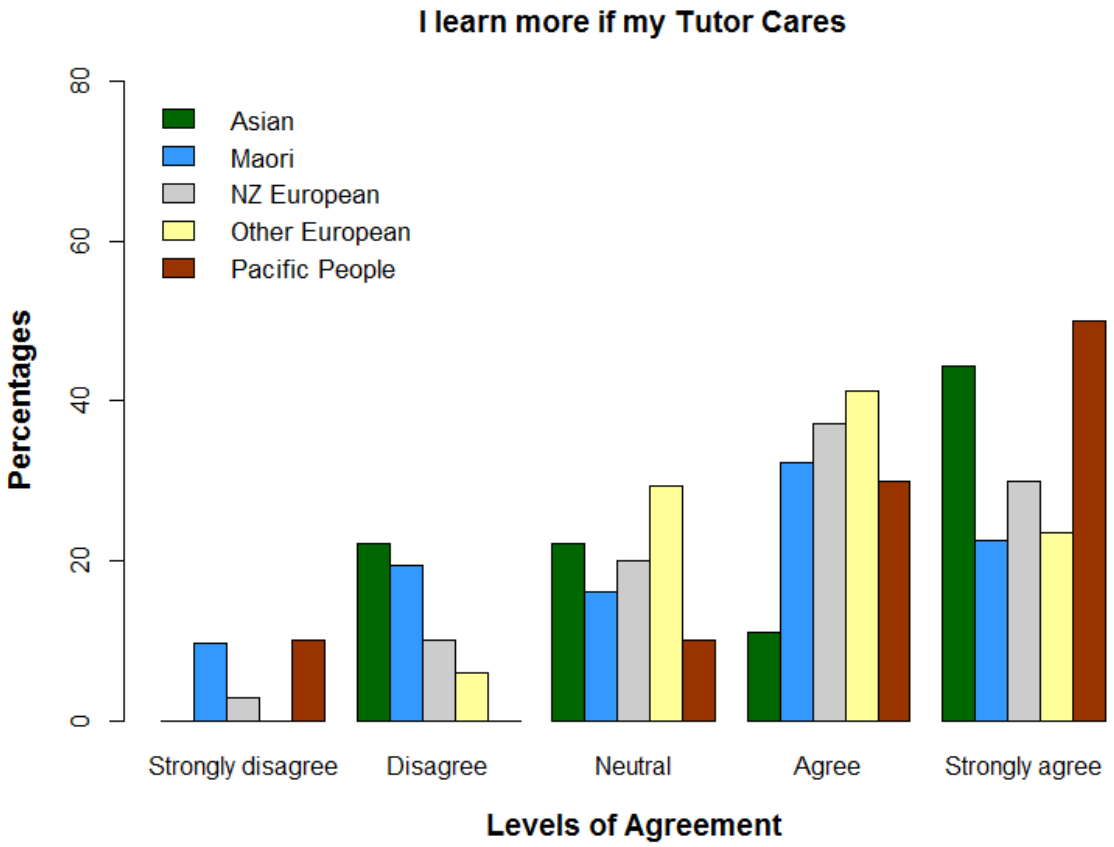
Figures 25 and 26: second motivation item

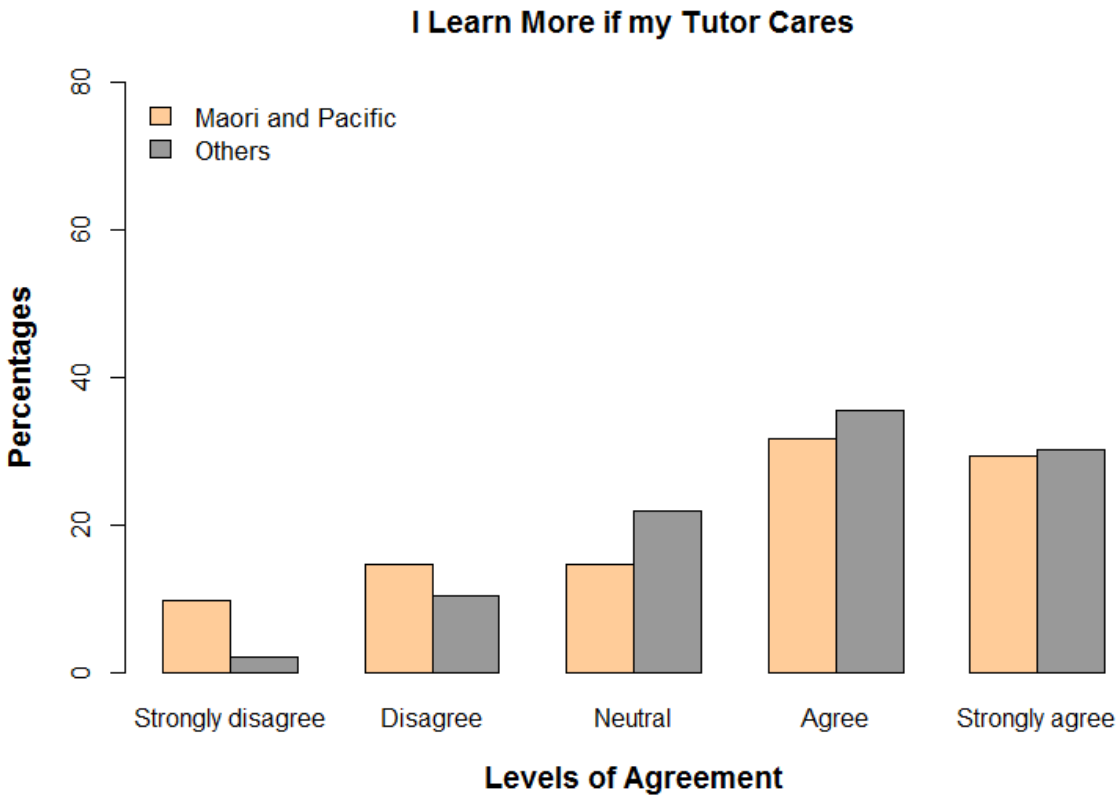
The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

A Chi Square test was performed to test the association between ethnicity and *I expect to get good grades this year*. The calculated χ-squared value was 16.9 on 16 degrees of freedom, and the calculated p-value was 0.40. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

We see little difference between the responses of combined subgroups for the measure *I expect to get good grades this year*, except for the categories Disagree (which was selected by a higher percentage of Māori and Pacific students than other students) and Agree (which was selected by a lower percentage of Māori and Pacific students than other students).

Figures 27 and 28 give the responses to the third motivation item, partitioned by ethnicity.





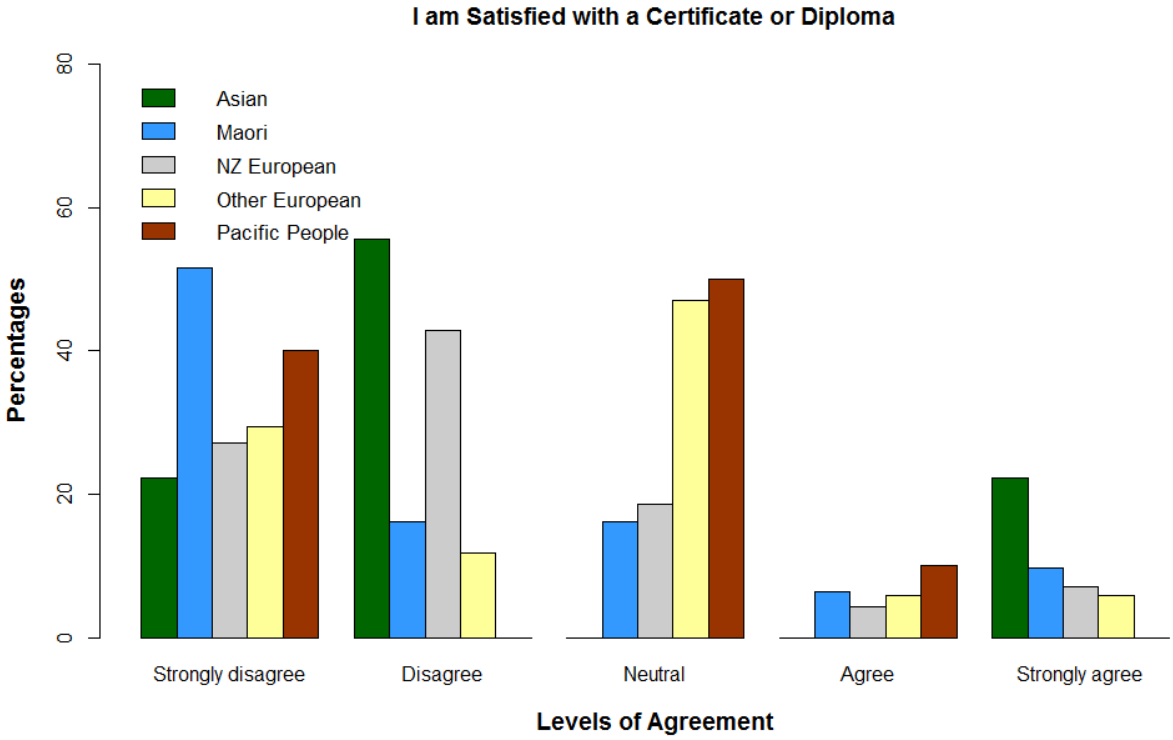
Figures 27 and 28: third motivation item

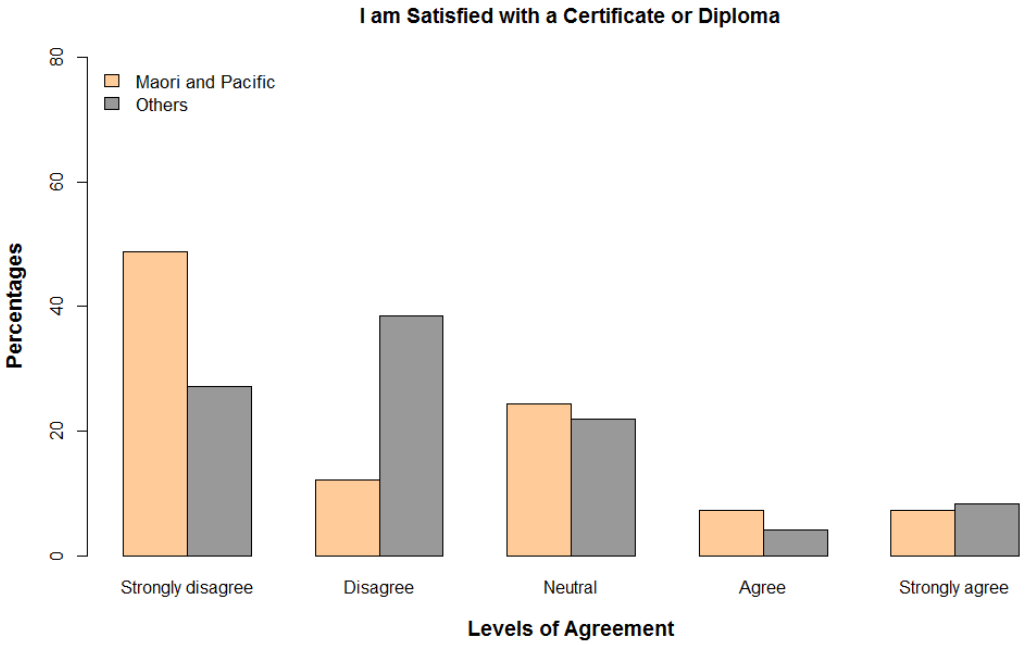
The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

A Chi Square test was performed to test the association between ethnicity and *I learn more if my tutor cares how well I do*. The calculated χ-squared value was 14.7 on 16 degrees of freedom, and the calculated p-value was 0.54. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

We see minor differences between the responses of the combined subgroups for the measure *I learn more if my tutor cares how well I do,* except for the category Strongly disagree, which was selected by a higher percentage of Māori and Pacific students than by other students.

Figures 29 and 30 give the responses to the fourth motivation item, partitioned by ethnicity.





Figures 29 and 30: fourth motivation item

Clearly, for this item the percentages of responses in each category recorded by each ethnic group do vary.

A Chi Square test was performed to test the association between ethnicity and *If I just get a Certificate or Diploma before I leave this PTE, I will be satisfied and have no plans to study for a higher qualification*. The calculated χ-squared value was 32.2 on 16 degrees of freedom, and the calculated p-value was 0.009. Thus, given our small sample, we have strong evidence for a difference across ethnicities for this item.

We see only small differences between the responses of subgroups for the measure *If I just get a Certificate or Diploma before I leave this PTE, I will be satisfied and have no plans to study for a higher qualification,* except for the categories Strongly disagree (which was selected by a higher percentage of Māori and Pacific students than by other students) and Disagree (which was selected by a smaller percentage of Māori and Pacific students than others).

Table 2 gives the inter-item correlations for the four motivation measures presented here (with suitable abbreviations).

	Strive	**Expect**	**Certificate Diploma**	**Learn more**
Strive	1	0.35	0.06	0.26
Expect	0.35	1	-0.09	0.2
Certificate Diploma	0.06	-0.09	1	0.12
Learn more	0.26	0.2	0.12	1

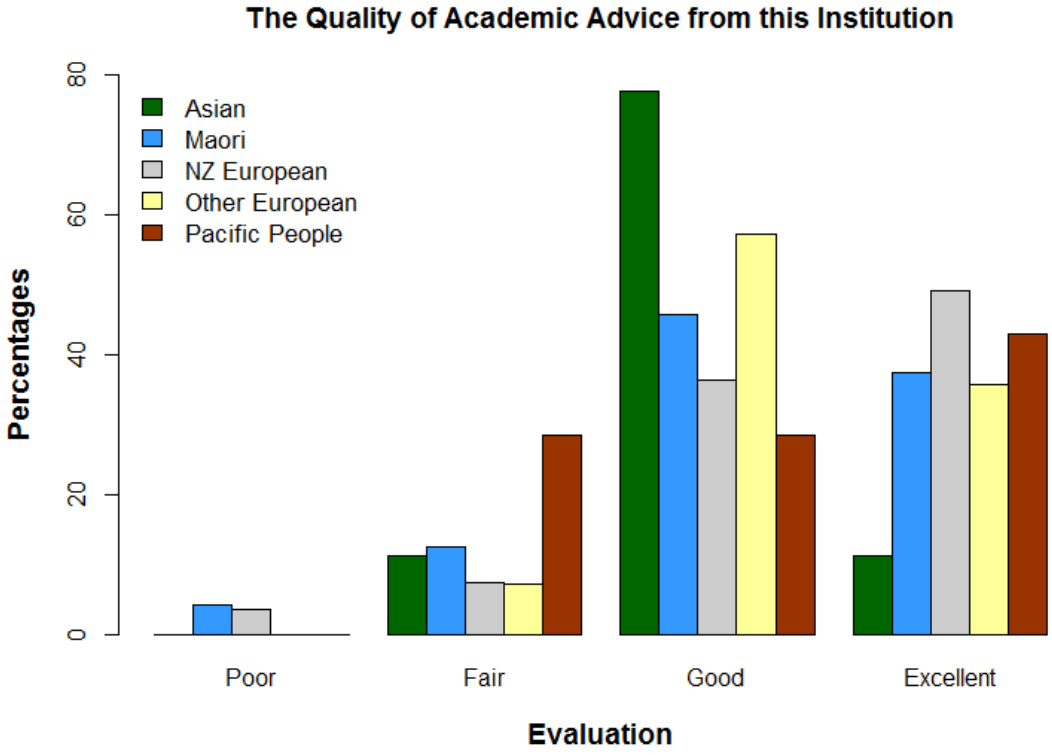
Table 2: Inter-item correlations for the four motivation measures

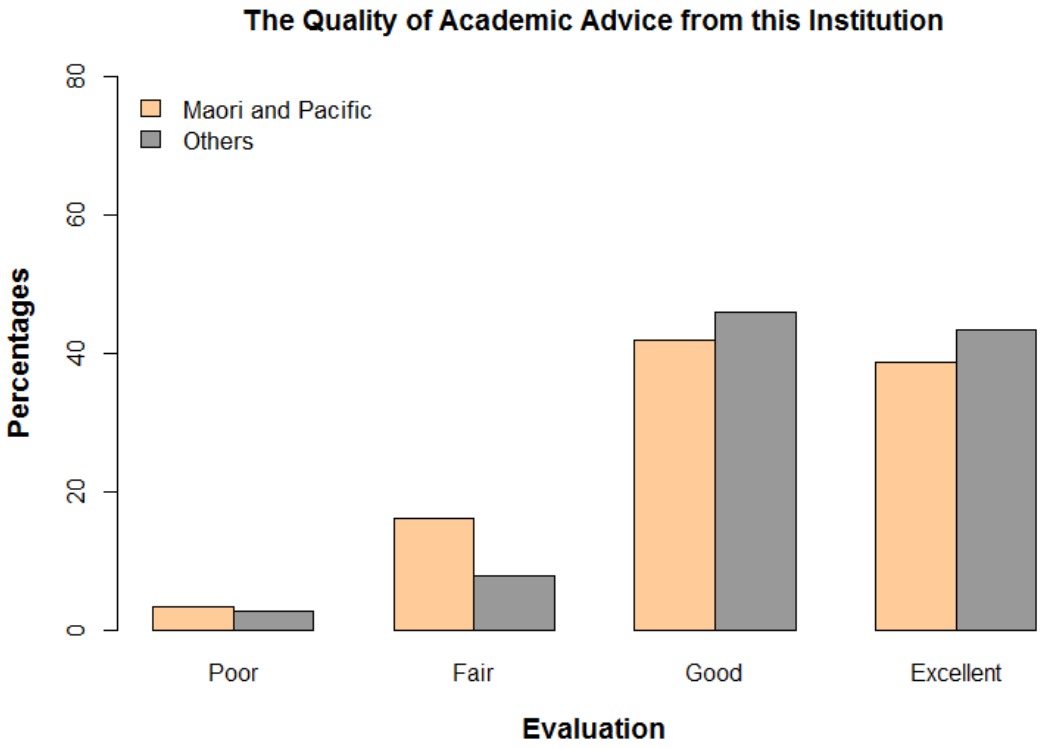
The correlation between *I expect to get good grades this year* and *I strive for good grades* is moderately strong, while the correlation between *I strive for good grades* and *If I just get a Certificate or Diploma before I leave this PTE, I will be satisfied and have no plans to study for a higher qualification* is small and negative. Such correlations were expected.

Inter-item correlations were calculated across all thirteen motivation items. The inter-item correlations vary greatly, with a mean inter-item correlation of 0.31 (i.e. moderately strong correlations). However, those items relating to tutors (*I like subjects where the tutor encourages me*, *I do best when the tutor believes in me* and *I learn more if my tutor cares how well I do*) correlated most strongly with other items. This finding suggests the importance of the tutor in creating learning environments that are conducive to success.

5.7 Student Evaluations of their Educational Experience

One indirect measure of student engagement is the extent to which students evaluate their institutions or their educational experiences positively or negatively. Here we report three measures in which students provided such evaluations. Figures 31 and 32 give the responses to the first evaluation item, partitioned by ethnicity.





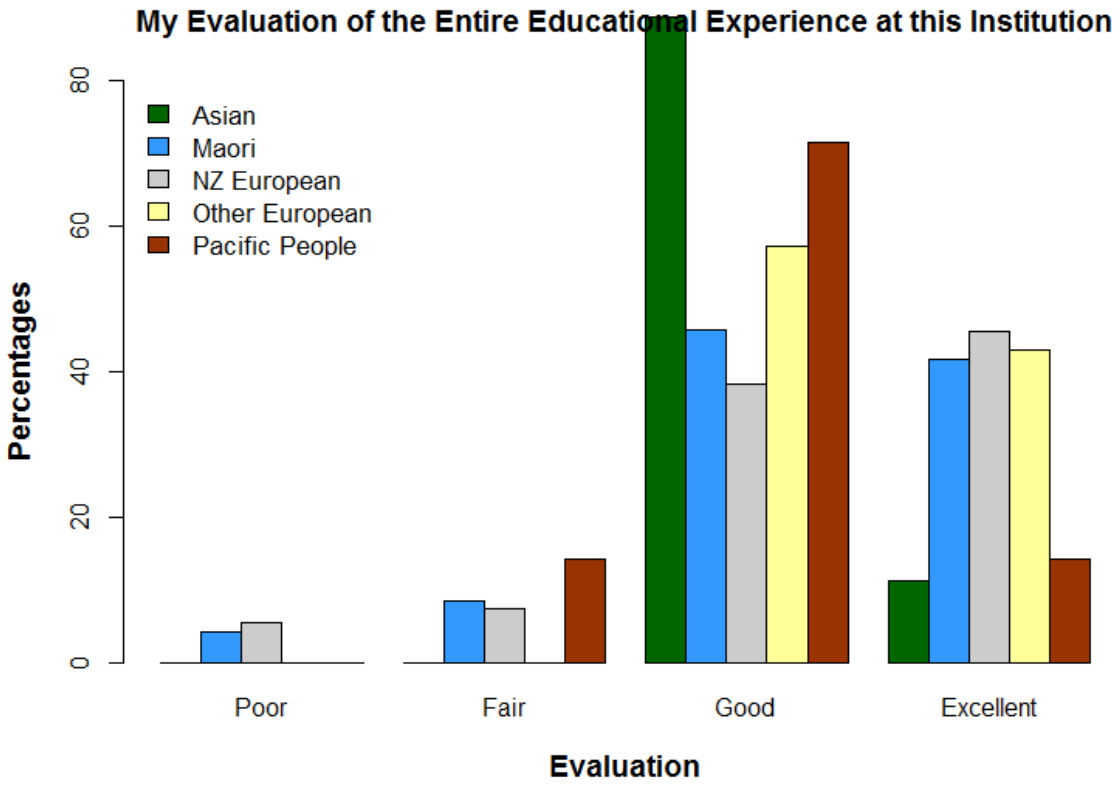
Figures 31 and 32: first evaluation item

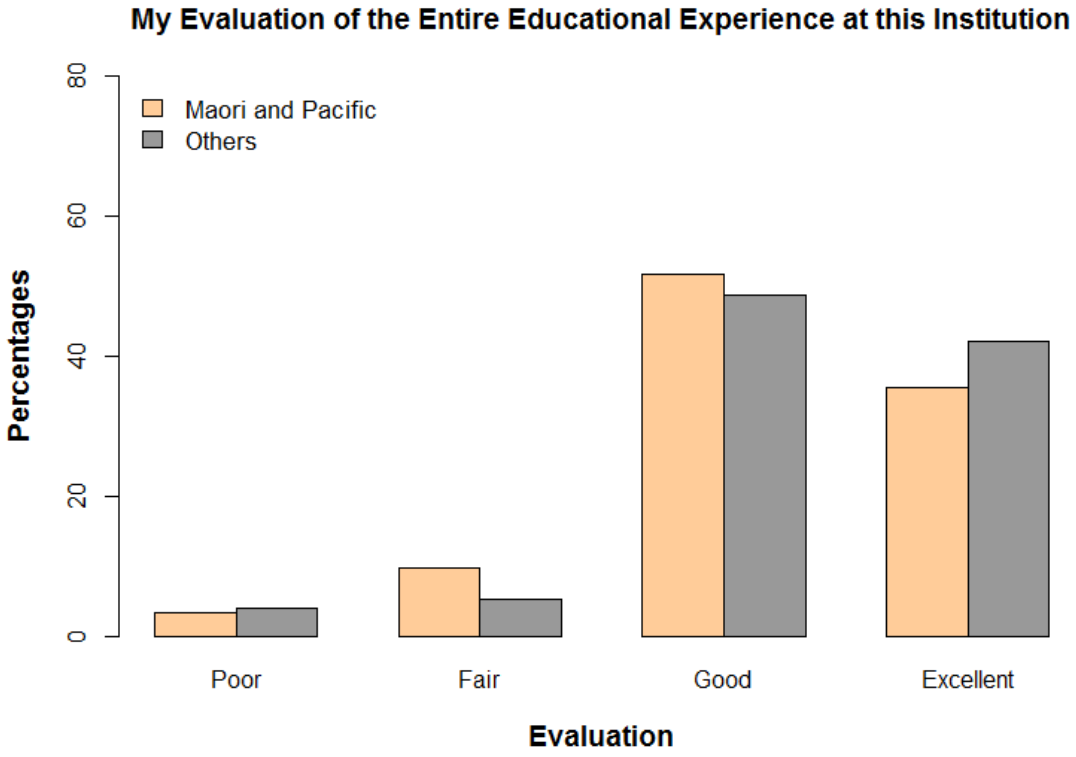
Most students rate the quality of academic advice received from their institutions as either good (45%) or excellent (42%).

The percentages of responses in each category recorded by each ethnic group do vary, but not systematically. Higher percentages in one category are balanced by lower percentages in another category, so that no overall difference across ethnicities is apparent.

A Chi Square test was performed to test the association between ethnicity and *My rating of the quality of academic advice I received from this institution*. The calculated χ-squared value was 13.2 on 16 degrees of freedom, and the calculated p-value was 0.65. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

Figures 33 and 34 give the responses to the second evaluation item, partitioned by ethnicity.



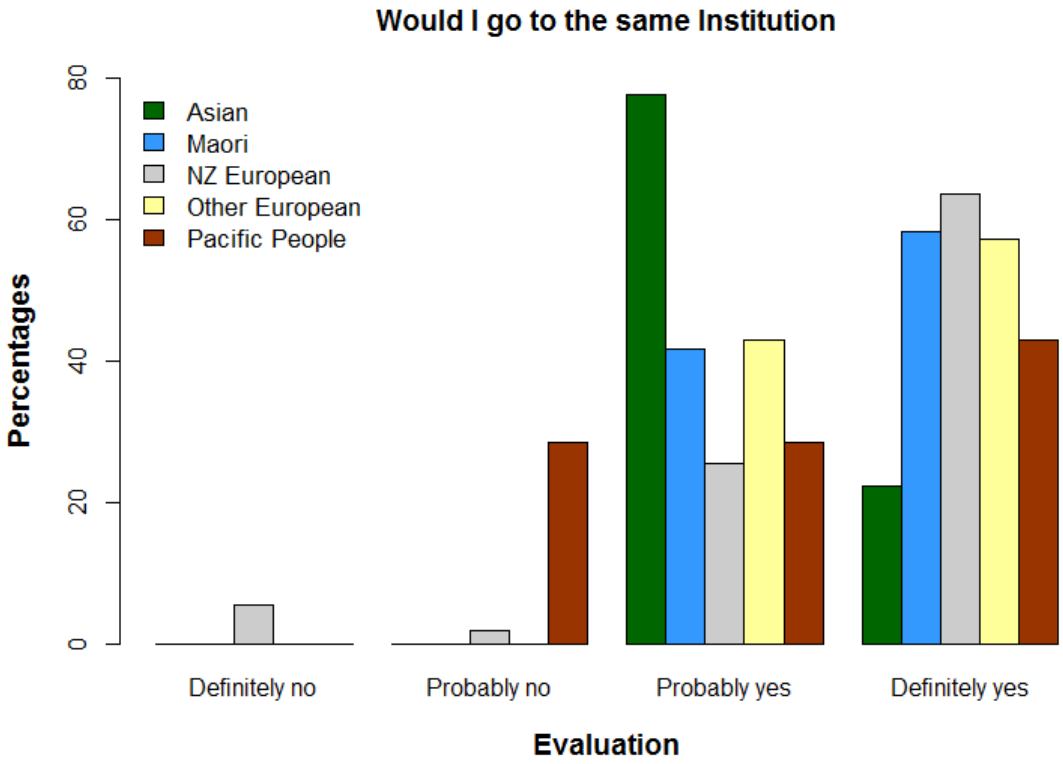


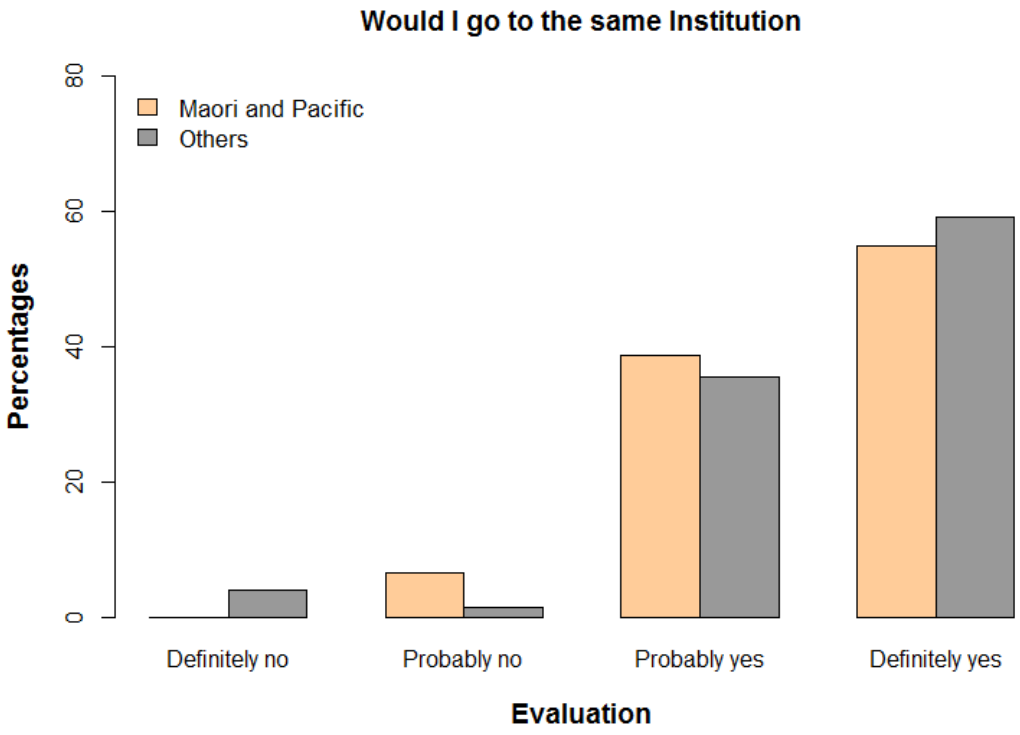
Figures 33 and 34: second evaluation item

Most students evaluated their entire educational experience at their institutions as either good (about 50%) or excellent (about 40%).

A Chi Square test was performed to test the association between ethnicity and *My Evaluation of the Entire Educational Experience at this Institution*. The calculated χ-squared value was 14.7 on 16 degrees of freedom, and the calculated p-value was 0.55. Thus, given our small sample, we find no evidence for any substantial difference across ethnicities.

Figures 35 and 36 give the responses to the third evaluation item, partitioned by ethnicity.





Figures 35 and 36: the third evaluation item

Most students would go to the same institution if they could start over again – 'probably yes' (37%) and 'definitely yes' (58%).

A Chi Square test was performed to test the association between ethnicity and *If I could start over again, would I go to the same institution?* The calculated χ-squared value was 32.53 on 16 degrees of freedom, and the calculated p-value was 0.009. Thus, given our small sample, we have strong evidence for a difference across ethnicities for this item. In particular, the difference across ethnicities pertains to the responses of the Asian students.

Overall – no major differences in these evaluations are evident across combined subgroups. In addition, these measures provide a positive endorsement of their institutions and their educational experiences. Table 3 gives the inter-item correlations for the three evaluation measures presented here (with suitable abbreviations).

	Quality advice	Entire experience	Go to same institution
Quality advice	1	0.6	0.39
Entire experience	0.6	1	0.49
Go to same institution	0.39	0.49	1

Table 3: Inter-item correlations for the three evaluation measures

The correlations between *are moderate to strong. However, s*uch correlations were expected, given the obvious connection between these variables.

5.8 A Summary of Responses to the AUSSE Survey Items

A total of 40 items were taken from the AUSSE survey and were modified for the present study to provide measures of student engagement. Some of these items involve multiple sub-items and agreement scales, whereas others require selection of a preferred option from a range of options.

Generally, students felt that they interacted positively with both tutors and other students (including students of other ethnic groups and different beliefs and religions), worked hard and kept up to date with their studies. In keeping with the practical nature of many of the programmes offered at the participating PTEs, most students had engaged or planned to engage in practicums, internships, fieldwork, clinical placements, industry placement, work experience, community service or volunteer work.

Relationships with Others on Campus

Many students feel positively about their relationships with other students, and 43% (52% of Māori and Pacific) gave the highest rating to other students as friendly, supportive, and promoting a sense of belonging.

Many students feel positively about their relationships with teaching staff, and 38% (42% of Māori and Pacific) gave the highest rating to teaching staff as available, helpful and sympathetic.

Many students feel positively about their relationships with administrative staff, and 35% (42% of Māori and Pacific) and gave the highest rating to administrative staff as available, helpful, considerate and flexible.

Many students feel positively about their relationships with student support services, and 25% (29% of Māori and Pacific) gave the highest rating to student support services as friendly, available and sympathetic.

Other Findings from the AUSSE Survey Items

Other findings of interest that emerged from the AUSSE survey included the following:

1. Many students had never (26% overall and 23% for Māori and Pacific) or only sometimes (39% overall and 42% for Māori and Pacific) used library resources on campus or on-line
2. Many students had never (26% overall and 16% for Māori and Pacific) or only sometimes (36% overall and 52% of Māori and Pacific) used an on-line learning system to discuss or complete an assignment
3. Many students had never (28% overall and 35% for Māori and Pacific) or only sometimes (39% overall and 42% for Māori and Pacific) talked about their career plans with staff or advisors

4. Many students had never (25% overall and 23% for Māori and Pacific) or only sometimes (46% overall and 42% for Māori and Pacific) discussed their grades or assignments with teaching staff
5. Many students during the academic year had not (26% overall and 32% for Māori and Pacific) read a book on their own for personal enjoyment or academic enrichment
6. During the academic year many students had not (46% overall and 35% for Māori and Pacific) attended an art exhibition, play, dance, music, theatre or other performance.

Such findings suggest that there are opportunities for tutors to become more pro-active in encouraging students to use available resources and to engage in discussion with tutors and other staff.

Time Spent on Various Non-academic Activities

Many students (about 72% overall and 100% for Māori and Pacific respondents) work off-campus for pay, mostly off-campus. About 38% (overall and 28% for Māori and Pacific) work for eleven hours per week or more, and about 16% (overall and 9% for Māori and Pacific) work for over 30 hours per week.

Of those who work for pay, about 14% (overall and 13% for Māori and Pacific) indicated that their work related 'quite a bit' to their field of study, while 32% (overall and 10% of Māori and Pacific) indicated that their work related 'very much' to their field of study.

Many students (71% overall and 81% for Māori and Pacific) provide care for dependents. A total of 38% (overall and 41% for Māori and Pacific) spend eleven hours per week or more in providing care, and 19% (overall and 26% of Māori and Pacific) provide care for more than 30 hours per week.

Support, Advice, Encouragement and Educational Experience

Most students felt that their institutions encouraged them to spend significant amounts of time studying and on academic work (37% 'quite a bit' and 18% 'very much'). For Māori and Pacific students the results were: 29% 'quite a bit' and 26% 'very much'.

Most students felt that their institutions provide the necessary support to help them to succeed in their academic work (42% 'quite a bit' and 25% 'very much'). For Māori and Pacific students the results were: 39% 'quite a bit' and 23% 'very much'.

Many students felt that their institutions help them to cope with their non-academic responsibilities such as work or family (29% 'quite a bit' and 9% 'very much'). For Māori and Pacific students the results were: 33% 'quite a bit' and 23% 'very much'.

Many students felt that their institutions provided the necessary support to help them to socialise (21% 'quite a bit' and 8% 'very much'). For Māori and Pacific students the results were: 23% 'quite a bit' and 26% 'very much'.

Most students felt that their educational experience has helped them to acquire a broad general education (52% 'quite a bit' and 18% 'very much'). For Māori and Pacific students the results were: 49% 'quite a bit' and 19% 'very much'.

Most students felt that their educational experience had helped them to acquire job-related or work-related knowledge and skills (43% 'quite a bit' and 34% 'very much'). For Māori and Pacific students the results were: 45% 'quite a bit' and 26% 'very much'.

Many students felt that their institutions provided the necessary support to help them to secure relevant work after graduation (33% 'quite a bit' and 17% 'very much'). For Māori and Pacific students the results were: 36% 'quite a bit' and 16% 'very much'.

Most students had not considered leaving their institution during the academic year. For those who did consider leaving, the reasons varied widely. However, of those who considered leaving 8.4% (overall 13% for Māori and Pacific) considered leaving for career; 7.5% (3% for Māori and Pacific) because of difficulty with academic workload; 8% (overall and 10% for Māori and Pacific) because of family responsibilities; 10% (7% for Māori and Pacific) because of financial difficulties; 9% (10% for Māori and Pacific) because of a need for paid work, and 9% (13% for Māori and Pacific) because of study-life balance.

The overall small numbers of Māori, and especially Pacific respondents makes it difficult to draw definite comparisons between Māori and Pacific Island students and others. However, it appears that Māori and Pacific Island respondents do spend somewhat more time in providing care for dependents than others. Time spent in providing care may or may not affect academic performance.

6. Engagement and Motivation by Gender

The variation of engagement and motivation across the two genders were also investigated, and analysis was conducted on each of the engagement and motivation variables discussed in the previous sections. Here we present four representative graphs, all drawn from the motivation items. As for all demographic subgroups of this study the observed differences across the genders evident in the graphs below were of course reflective of the particular samples of students within the study. Further research is necessary to determine whether there is in fact any significant difference in engagement and motivation between female and male students, both among the participating PTEs, and across tertiary education as a whole.

Figures 37 – 40 give the responses to the four motivation items, partitioned by gender.

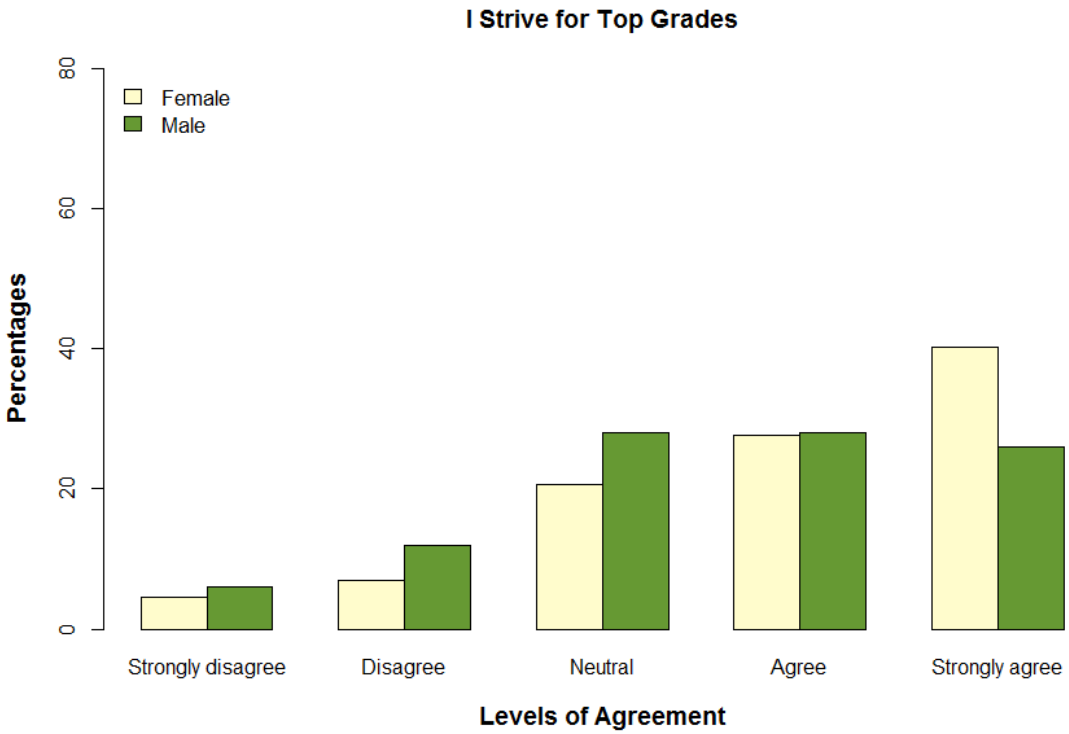


Figure 37: the first motivation item, partitioned by gender

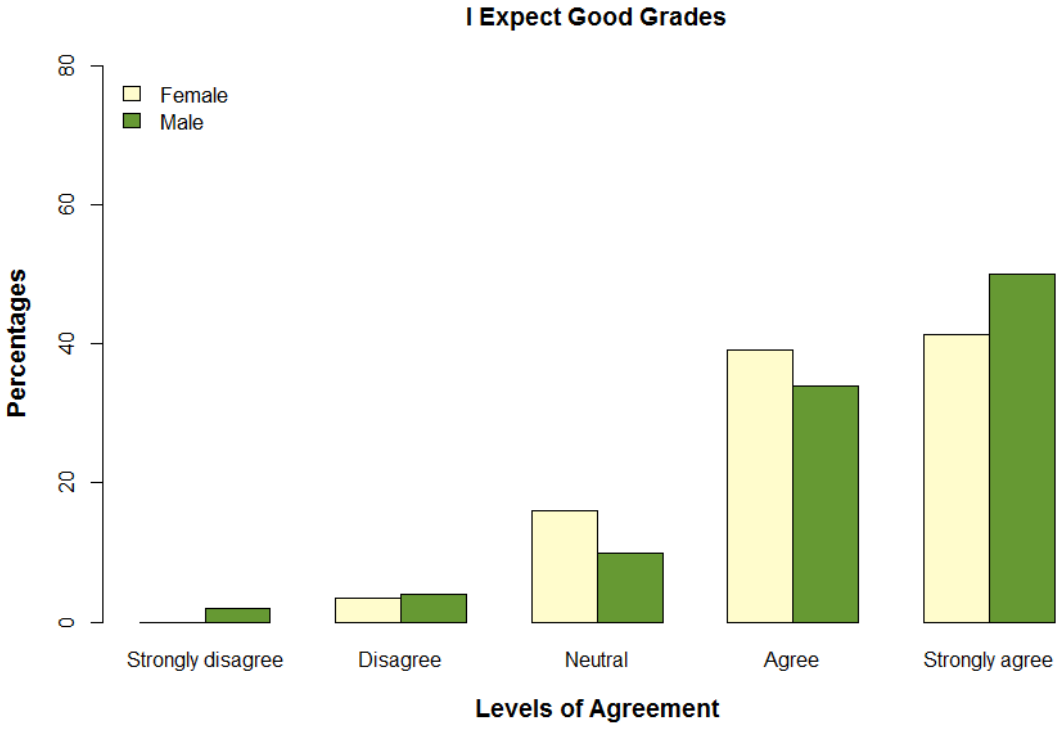


Figure 38: the second motivation item, partitioned by gender

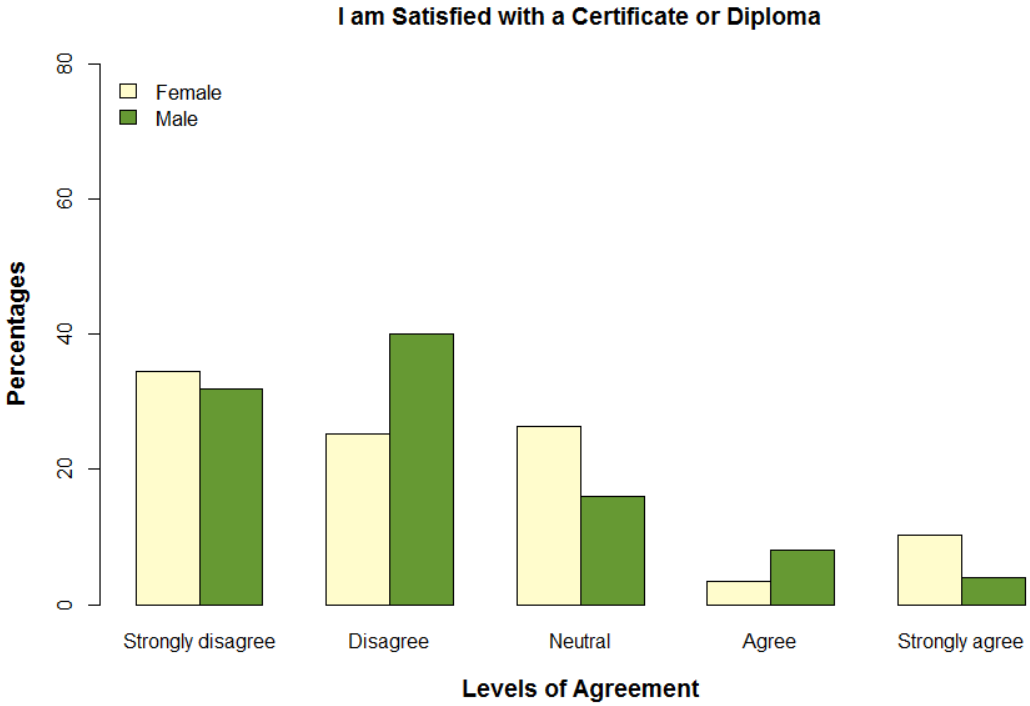


Figure 39: the third motivation item, partitioned by gender

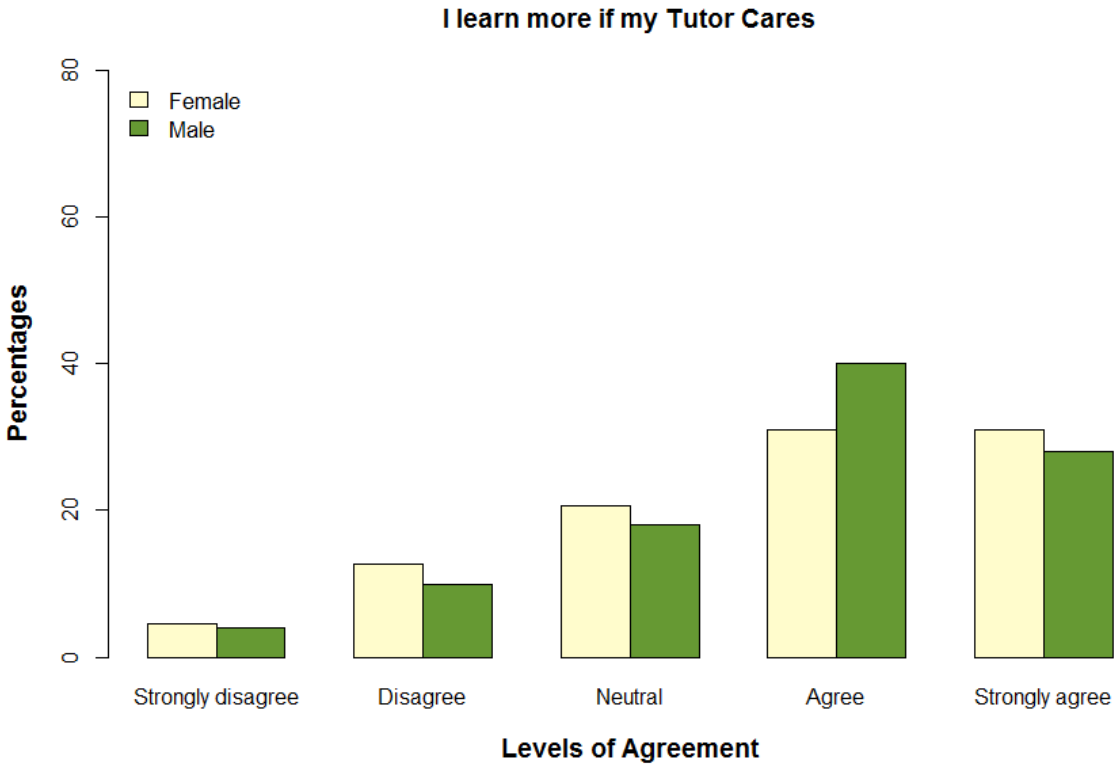


Figure 40: the fourth motivation item, partitioned by gender

Chi-square tests identified no systematic gender differences in either engagement or motivation as measured using the Survey of Goals for my Learning and the engagement items adapted from the AUSSE survey.

For the four Motivation items, all of the calculated p-values lay between 0.15 and 0.85. The item that demonstrated the smallest p-value was the item relating to satisfaction with a Certificate or Diploma, with a calculated p-value of 0.15. This value indicates that we have no evidence for a difference in responses across the two genders.

For the four Engagement items, all of the calculated p-values lay between 0.07 and 0.83. The item that demonstrated the smallest p-value was the item relating to working harder than expected to master difficult content, with a calculated p-value of 0.07. This value provides weak evidence for a difference in responses across the two genders (non-significant at $\alpha = 0.05$ but significant at $\alpha = 0.1$).

7. Engagement and Motivation by Socio-economic Level

The variation of engagement and motivation across socio-economic level was explored using secondary school decile as a proxy. Each survey respondent provided the name of the secondary school last attended and the decile of each school was identified from NZQA records. School deciles were re-coded into bands, as follows: deciles 1 – 3 were coded “LOW”; deciles 4 – 7 were coded “MED”, while deciles 8 – 10 were coded “HIGH”.

Analysis was then conducted on each of the engagement and motivation variables discussed in the previous sections. Here we present four representative graphs. Figures 41 to 44 give the responses to the motivation items, partitioned by decile band.

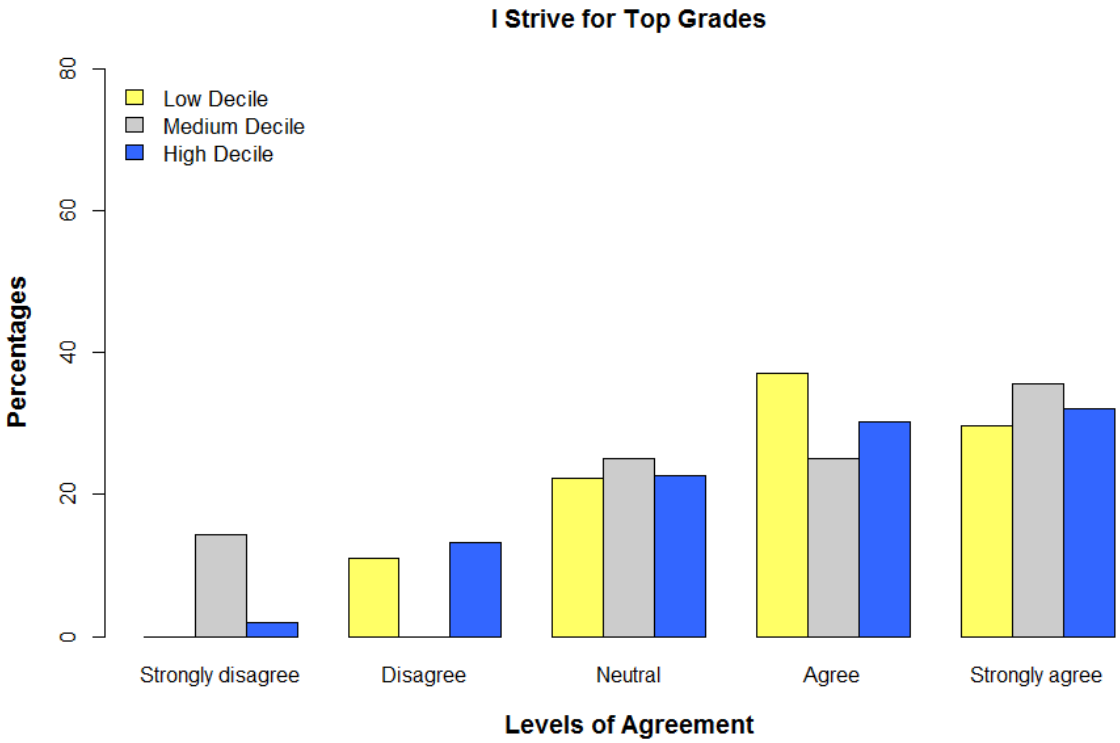


Figure 41: the first motivation item, partitioned by decile band

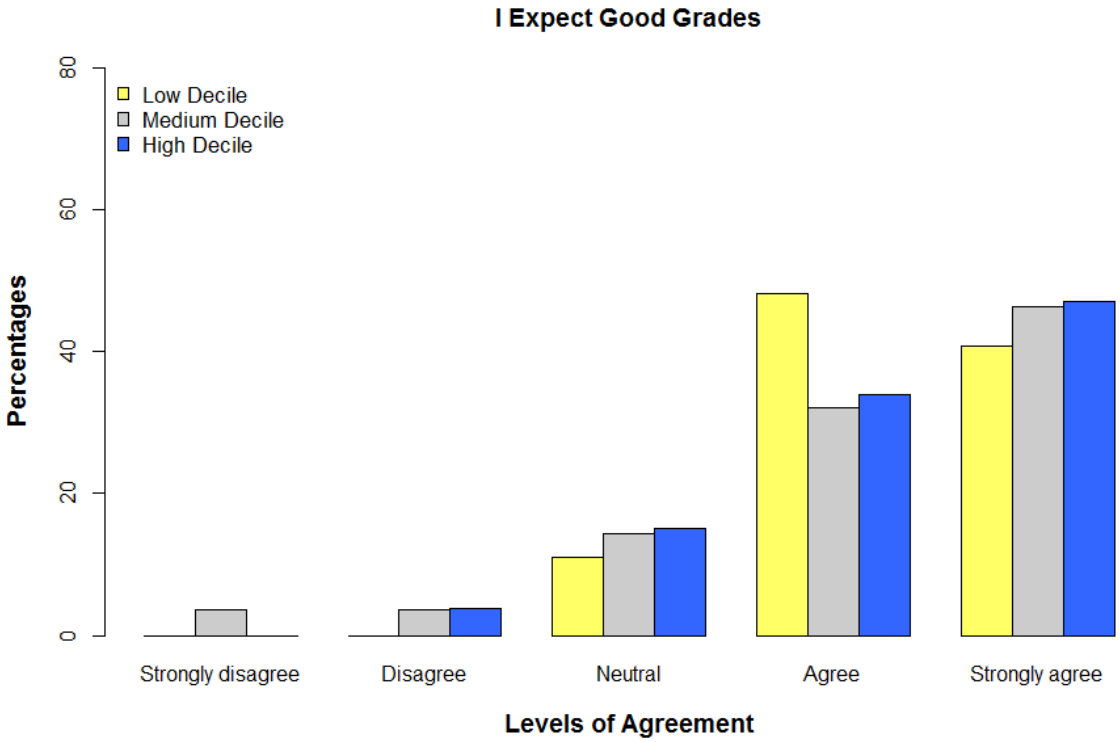


Figure 42: the second motivation item, partitioned by decile band

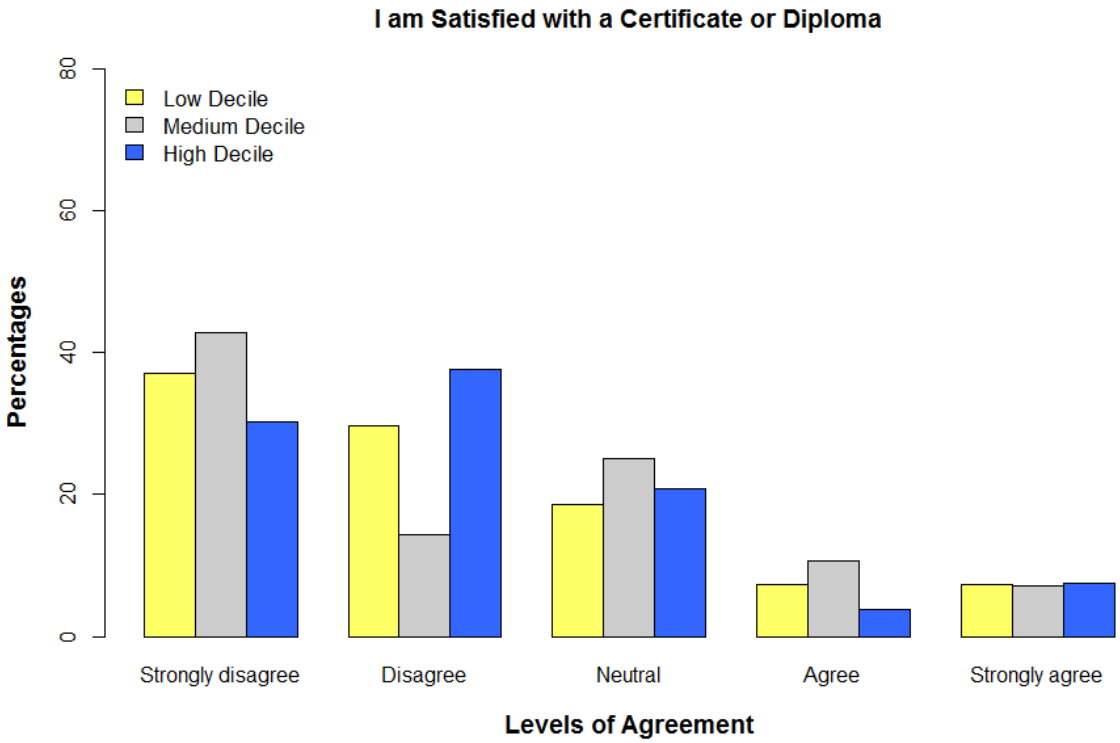


Figure 43: the third motivation item, partitioned by decile band

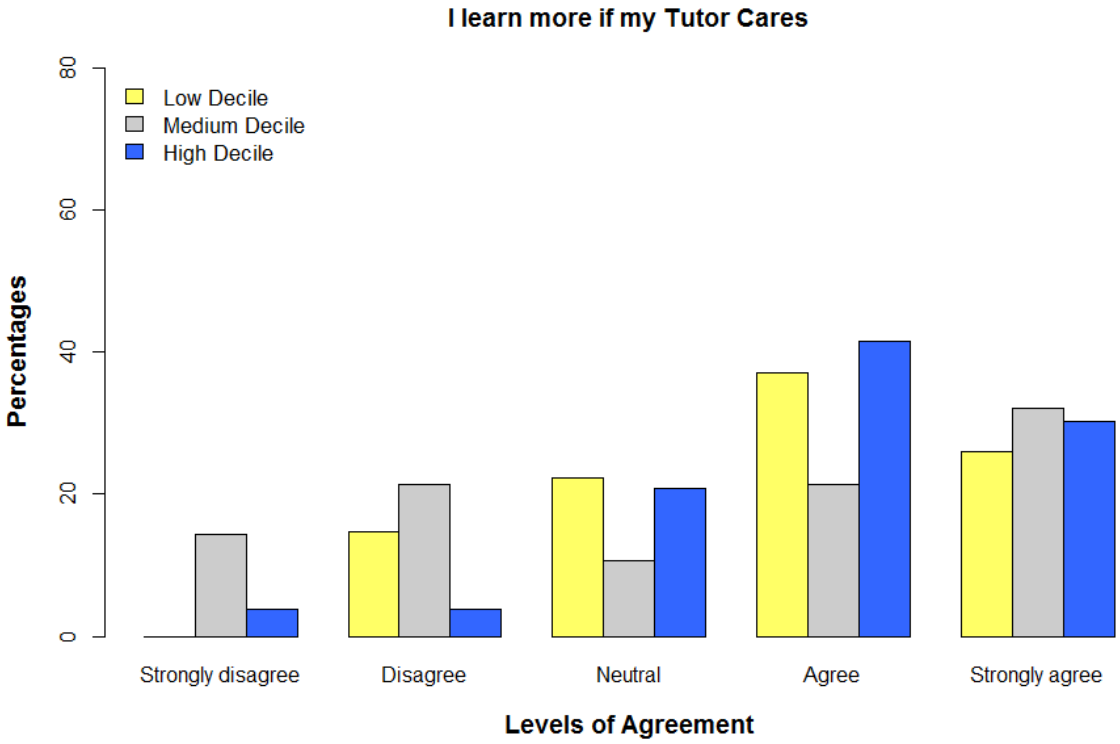


Figure 44: the fourth motivation item, partitioned by decile band

Chi-square tests were performed using all 10 deciles as Likert categories but identified few systematic decile-related differences in either engagement or motivation.

For the four Motivation items, all of the calculated p-values were above 0.05. For the four Motivation items, three of the calculated p-values lay between 0.13 and 0.68. However, the item that demonstrated a difference across deciles was the item relating to learning more if the tutor cares, with a calculated p-value of 0.007. This value demonstrates strong evidence for a difference in responses across the ten deciles.

Similarly, all of the calculated p-values for the four Engagement items were above 0.05 (in fact, lying between 0.15 and 0.23). Thus we have no evidence of differences in either motivation or engagement (as measured by the selected items) by decile.

The systematic differences in responses across decile bands evident in the above graphs were reflective of the particular samples of students within each decile band. To detect real differences in engagement and motivation across socio-economic levels would require a more representative proxy than secondary school decile. It would also require a more sophisticated analysis involving the use of appropriate psychometric scales in which several engagement or motivation items are grouped together to form distinct scales. In such an approach it is permissible to use measures such as the mean and variance in order to compare directly across subgroups. This approach will be attempted in a future study.

8. Engagement and Motivation by Academic Achievement

The variation of engagement and motivation across self-reported academic achievement were explored. However, many students at the participating institutions are assessed through Unit Standards where only one passing grade is available (i.e. marks are not awarded). Rather than a comprehensive analysis involving percentage marks, the following approach as adopted as a trial. Students self-reported the average mark they tended to receive for minor quizzes, tests and examinations.

About 2% reported receiving overall average marks of less than 50%, while 65% reported receiving average marks of over 80%. These average marks were then re-coded into bands, as follows: 0 to 49% were coded D; 50 – 59 were coded C; 60 – 79 were coded B, and 80 to 100 were coded A.

Analysis was then conducted on each of the engagement and motivation variables discussed in the previous sections, but this time partitioned by self-reported academic achievement. Here we present four representative graphs. Figures 45 to 48 give the responses to the engagement items, partitioned by self-reported academic achievement.

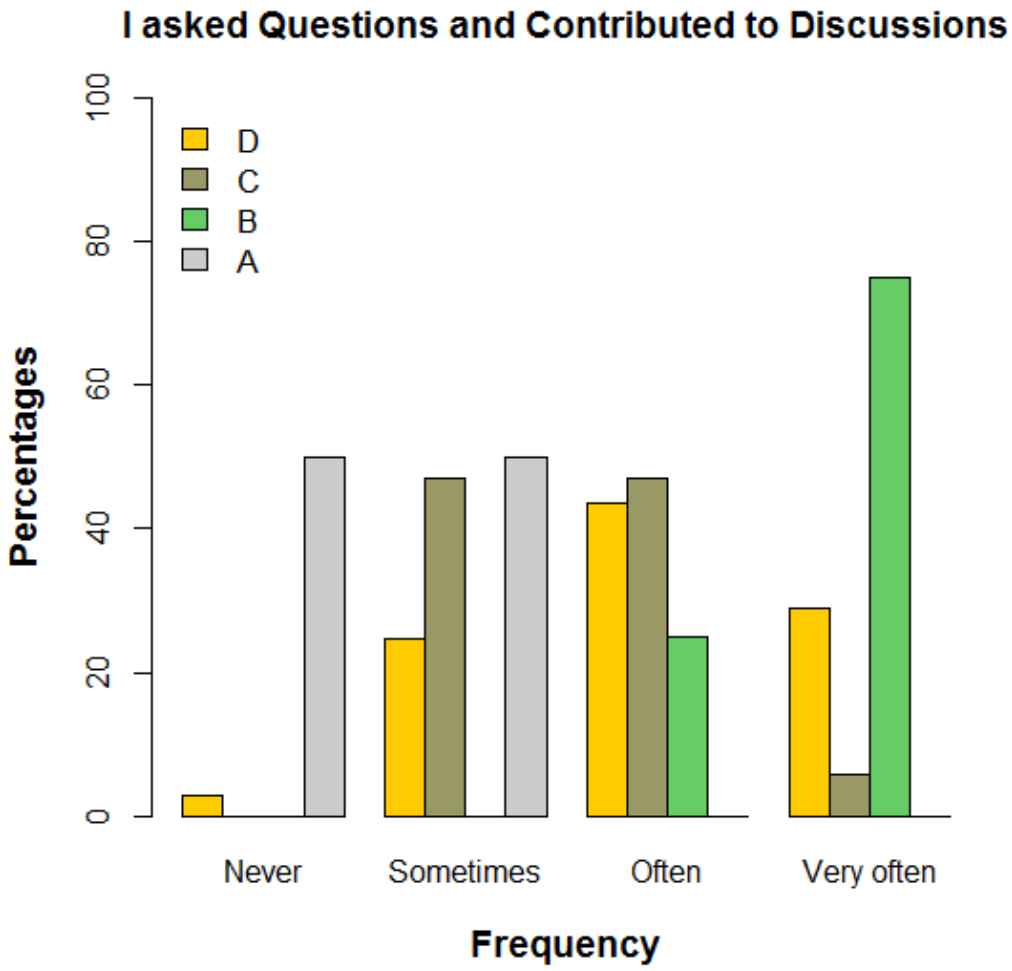


Figure 45: the first engagement item, partitioned by self-reported academic achievement

A Chi Square test was performed to test the association between self-reported academic achievement and *I asked Questions or contributed to discussions in-class or online.* The calculated χ-squared value was 26.3 on 12 degrees of freedom, and the calculated p-value was 0.002. Thus, given our small sample we do find compelling evidence for differences across the self-reported academic achievement bands. It appears that higher performing students at these institutions were more active in class, asking more questions than others and contributing to class discussions.

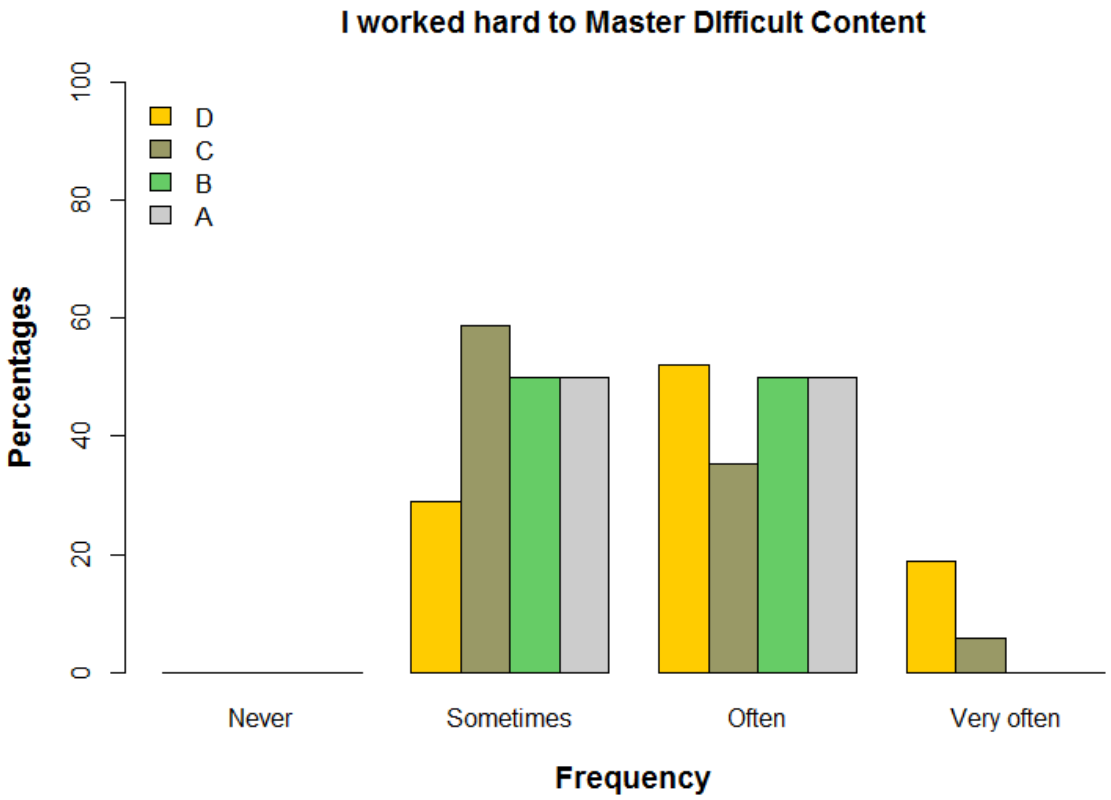


Figure 46: the second engagement item, partitioned by self-reported academic achievement

A Chi Square test was performed to test the association between self-reported academic achievement and *I worked hard to master difficult content.* The calculated χ-squared value was 7.02 on 12 degrees of freedom, and the calculated p-value was 0.32. Thus, given our small sample, we find no evidence for differences across the self-reported academic achievement bands.

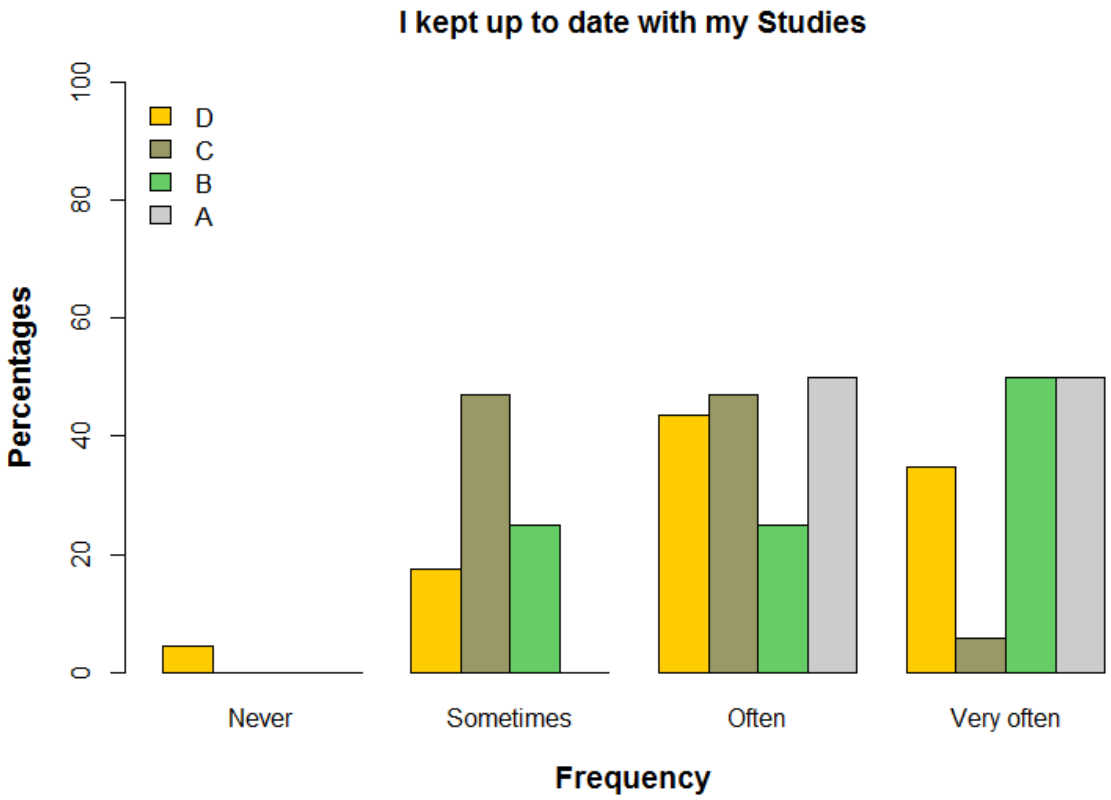


Figure 47: the third engagement item, partitioned by self-reported academic achievement

A Chi Square test was performed to test the association between self-reported academic achievement and *I kept up to date with my Studies.* The calculated χ-squared value was 11.67 on 12 degrees of freedom, and the calculated p-value was 0.23. Thus, given our small sample, we find no evidence for differences across the self-reported academic achievement bands.

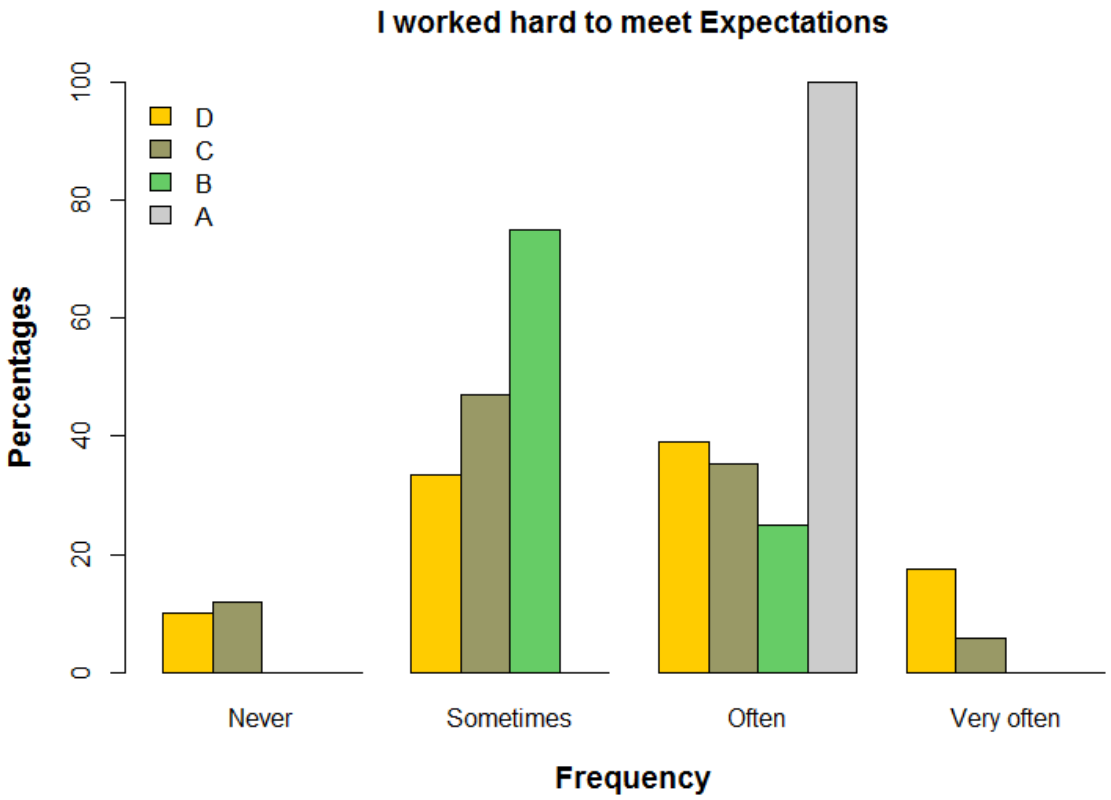


Figure 48: the fourth engagement item, partitioned by self-reported academic level achievement

A Chi Square test was performed to test the association between self-reported academic achievement and *I worked harder than I thought I could to meet a teacher's/tutor's expectations.* The calculated χ-squared value was 8.03 on 12 degrees of freedom, and the calculated p-value was 0.53. Thus, given our small sample, we find no evidence for differences across the self-reported academic achievement bands.

9. Engagement and Motivation by Age

The variation of engagement and motivation by student age was explored. Student ages were re-coded into bands, as follows: up to 20 years were coded "D"; greater than 20 and up to 30 years were coded "C"; greater than 30 and up to 40 years were coded "B", and greater than 40 years were coded "A". For each of the four engagement and four motivation variables, no association between student responses and age band was found. Thus, no significant variation of engagement or motivation by student age was identified.

10. Time Spent in Study-related Activities

Figure 49 gives the breakdown of responses to question 10 (time spent on study-related activities every week), partitioned by ethnicity. The suggested activities included the following:

1. Studying
2. Reading
3. Writing
4. Homework
5. Laboratory work
6. Analyzing data
7. Rehearsing
8. Other academic activities.

Following the AUSSE methodology, this item involves the following categories: 1 represents zero time; 2 represents 1-5 hours; 3 represents 6-10 hours; 4 represents 11-15 hours; 5 represents 16-20 hours; 6 represents 21-25 hours; 7 represents 26-30 hours, and 8 represents over 30 hours. Figures 49 and 50 give the distribution of results, partitioned by ethnicity.

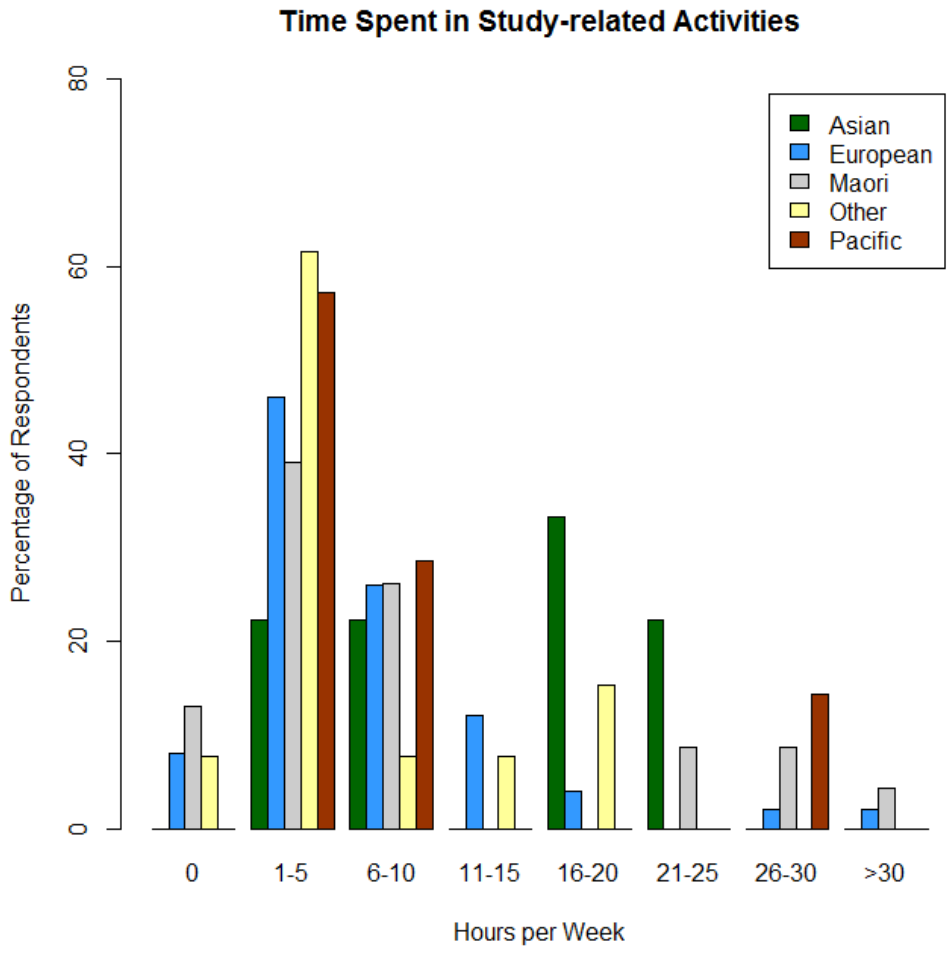


Figure 49: time spent in study-related activities; by ethnicity

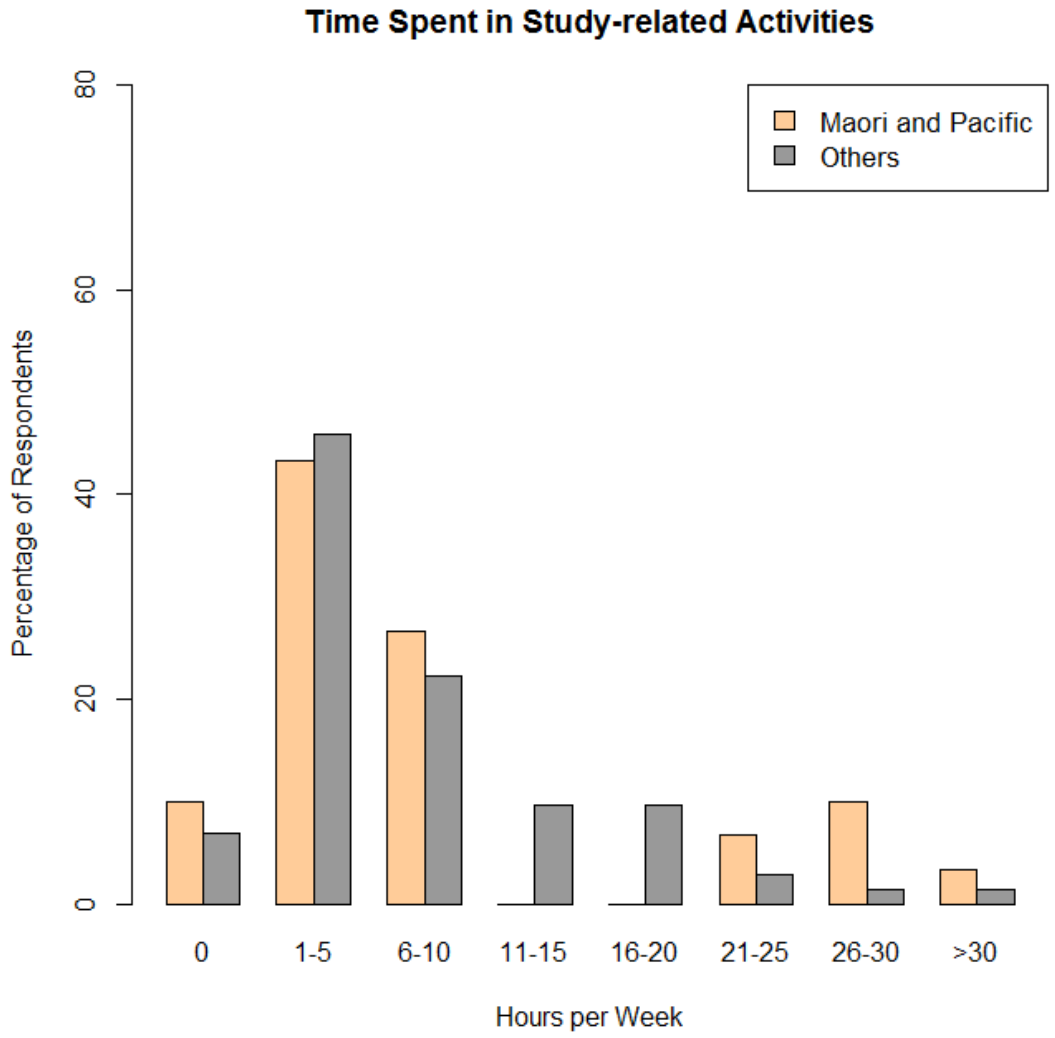


Figure 50: time spent in study-related activities; by combined ethnicity

A Chi Square test was performed to test the association between ethnicity and *Time spent in study-related activities.* The calculated χ-squared value was 41.38 on 28 degrees of freedom, and the calculated p-value was 0.049. Thus, at the chosen level of confidence (α = 0.05), we have marginal evidence for a difference across ethnicities.

To determine which of the combined ethnic groups spent the most time in study-related activity, each categorical level was re-coded by replacing it with the mid-point of the level. For example, 21-25 hours was recoded as 23 hours. Then the overall mean number of hours for the combined groups was calculated. Māori and Pacific students spent more than 12 hours in study-related activity, while other students spent an average of about seven hours in study-related activity. The significantly greater amount of time spent by Māori and Pacific students in study-related activities is very noteworthy.

Figure 51 gives the distribution of responses, partitioned by gender.

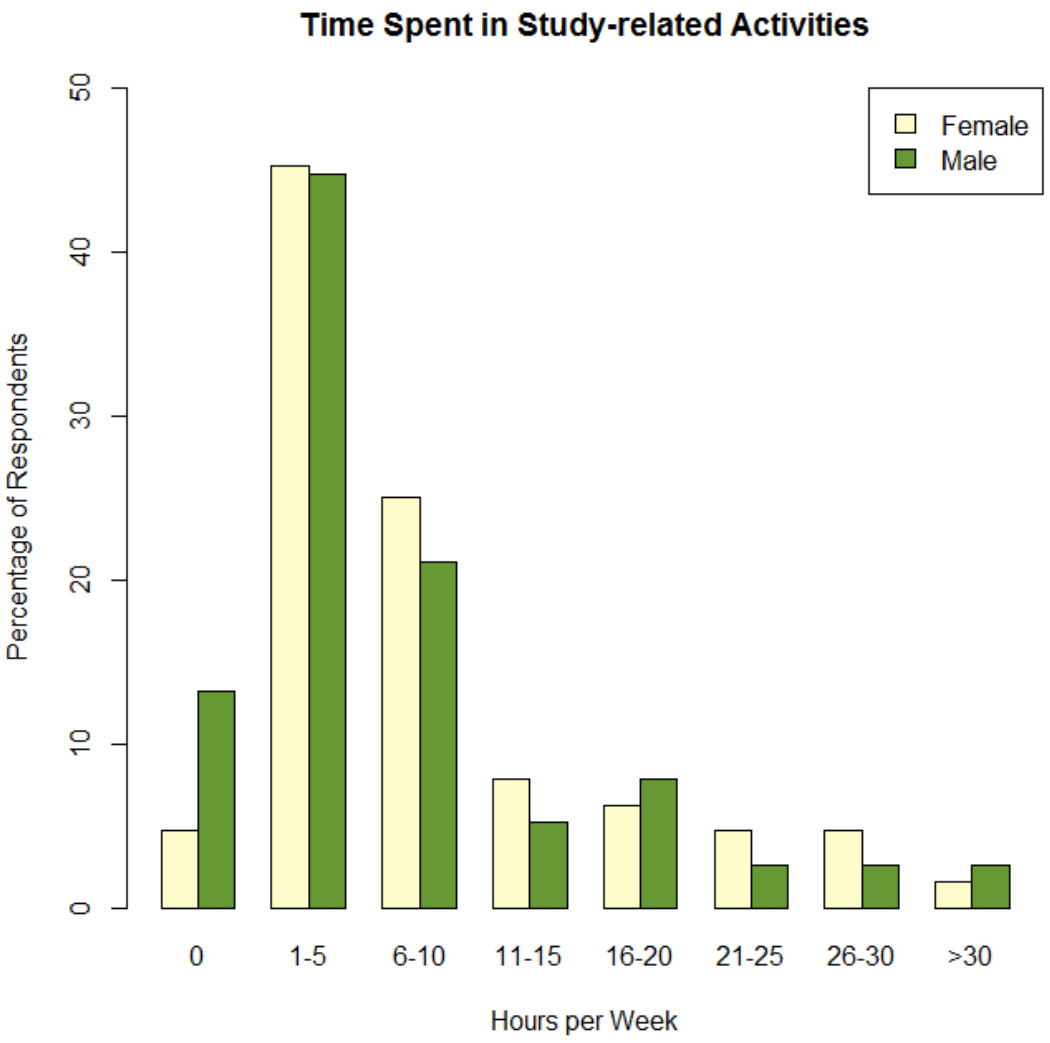


Figure 51: time spent in study-related activities; by gender

A Chi Square test was performed to test the association between gender and *Time spent in study-related activities.* The calculated χ-squared value was 3.31 on 7 degrees of freedom, and the calculated p-value was 0.85. Thus, at the chosen level of confidence (α = 0.05), we have no evidence for a difference across the two genders in time spent every week in study-related activities.

11. Implications of this Study for Teaching and Learning

11.1 Lessons from the Qualitative Research

The focus groups emphasized the need for tutors who are responsive to all students, but particularly to priority learners (Māori and Pacific) and who are knowledgeable in their teaching areas. Students appreciate tutors who use a range of teaching and learning approaches (including practical work, the use of IPADs, and Internet, especially YouTube, and recordings of classroom sessions for later review), who have industry experience and who encourage breaks during which students can either rest or engage in physical activity.

The focus groups also emphasized the great importance of creating attractive physical environments that motivate students and promote a sense of belonging for Māori and Pacific students in particular.

11.2 Lessons from the Quantitative Research

The survey indicated only minor systematic differences in both engagement and motivation across ethnicity, gender, socio-economic level and age, though the greater time spent by Māori and Pacific students in study-related activity is of interest. However, the analyses presented in this report were limited by the number of engagement and motivation items that were analyzed, and in the small sample of Pacific students. A future study will explore a broader suite of engagement and motivation items and will include larger samples.

The survey also corroborated both the qualitative research and prior studies that demonstrated the importance of academic success of Māori and Pacific students and of positive tutor-student relationships, cultural responsiveness to Māori and Pacific students, and attractive physical environments that reflect key aspects of Māori and Pacific cultures.

11.3 Practical Strategies for PTEs

The main recommendations for enhanced teaching and learning strategies are as follows:

1. Continue to employ tutors who are responsive to all students, but particularly those who are experienced in teaching priority learners (e.g. Māori, Pacific and younger learners).

2. Continue to employ tutors who use a range of teaching and learning methods (especially practical activities and the use of devices such as IPADs, Internet, You Tube and recorded classroom sessions) and who have industry experience that they can bring to the classroom.

3. Encourage a flexible approach to running classroom sessions that include breaks during which students can either rest or undertake physical activity.

4. Create attractive physical environments that motivate students, and promote a sense of belonging for Māori and Pacific students in particular. The physical environment could include Māori and Pacific art, posters and sculptures, and other icons.

12. Conclusions and Recommendations for Future Work

This study has enhanced our understanding of the engagement and motivation of, in particular, Māori and Pacific learners at three tertiary institutions in New Zealand, and has provided evidence that will support on-going enhancement of tertiary programmes, courses and classroom practice at the participating institutions. In turn, it is hoped that improved practices will lead to enhancement of learning and employment outcomes for Māori and Pacific tertiary learners.

The three participant organizations have a strong commitment to on-going improvement of their educational strategies and learning environments, as outlined in their quality management systems. A Project Advisory Committee was formed to ensure that all recommendations for enhanced teaching and learning practice are adopted within the participating institutions. Achieving adoption of the recommendations of this study will involve working with tutors and managers to implement the recommendations. The project's advisory committee will ensure that the findings and recommendations of the project are adopted and embedded within course and programme design, teaching and learning strategies, teaching and learning classroom practice and within student support and assessment and curriculum development policy at their respective institutions.

The data collected during the course of this study has provided material for a future follow-on study. In a future study, the authors plan to:

1. Perform a detailed analysis of the survey results (possibly by treating them as psychometric scales rather than item-by-item).
2. Relate survey responses to measures of academic performance, where possible.
3. Provide a detailed comparison of survey responses by subgroup (e.g. ethnicity gender and age-based subgroups).
4. Investigate the variation of engagement and motivation across ethnicity, gender, academic level and socio-economic level, and possible reasons for these variations.
5. Develop a suitable proxy for socio-economic level and perform statistical analysis of the survey results by socio-economic level.

A study that includes such detailed statistical analysis will provide new findings that will underpin enhanced teaching and learning strategies.

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APPENDIX 1

Student Focus Group Prompt Sheet

NZCM/NZIS Research Project 2014

Student Interview Themes and Questions

Objectives of the Research Study

The primary objective of the study is to enhance our understanding of engagement and motivation of PTE students (particularly of Māori and Pasifika students) of both genders, across relevant levels of the National Qualifications Framework (NQF Levels 2 – 6).

The second objective is to investigate the variation of engagement across ethnicity, gender, academic level and socio-economic level, and explore possible reasons for these variations.

The third objective is to provide evidence that will underpin improved engagement and enhancement of teaching and learning strategies and classroom practice. Issues to be explored include the following:

- Identifying the characteristics of effective tutors
- Developing engaging and relevant teaching and learning programmes
- Developing engaging and relevant learning environments.

Themes addressed in this Focus Group / Interview Prompt Sheet

1. **Organisational philosophy**
2. **Environmental factors**
3. **Personnel/delivery method**
4. **Assessment**
5. **Support and guidance**

Theme 1: Organisational philosophy

1a – How do you describe your provider's mission?
Prompts
What would you say are the aims or main objectives of NZCM/NZIS?
Is there someone or something at NZCM / NZIS that inspires you? If so, can you describe that for us?

1b – How would you describe good-practice teaching and learning with your provider?

Prompts
How engaged are you in your study at this PTE?
What factors help to engage you here?
What could this PTE do to increase your engagement and motivation?
What structures or systems does NZCM/NZIS have in place to encourage and support you as a learner?
Can you give examples?
Does NZCM/NZIS give you the opportunity to give feedback and/or for your voice to be heard? If so, how?
Can you give an example of how your feedback affected change? Was there an occasion when NZCM / NZIS used your feedback to improve their teaching and support systems and your learning environment?

Theme 2: Environmental factors

2a – How are aspects (symbols) of Māori / Pacific culture and traditions used by your provider?

Prompts
Please tell me your level of agreement with the following statement: NZCM/NZIS recognises my values and culture.

Strongly Agree
Agree
Undecided
Disagree
Strongly Disagree

For those who strongly agree/agree, can you give examples of how the learning environment at NZCM / NZIS supports Māori/Pacific students?
For those who strongly disagree/disagree, can you tell us why?

Theme 3: Personnel/delivery method

3a – Who and what are involved in your learning programme?

Prompts
Do you find the programmes and courses engaging and motivating?
What could be dome to make them even more engaging and motivating?
Does your learning programme include experience with external contacts or venues?
If so, are any of those contacts or venues related to Māori/Pacific culture and/or the wider Māori/Pacific communities?

3b – How do your tutors identify and understand your needs and wants as a learner?

Prompts
How do the tutors engage and motivate you and what could they do to increase your engagement and motivation?
Please tell me your level of agreement with the following statement: My learning programme (course content) draws on my own life experiences (i.e. my background or my home environment).

Strongly Agree
Agree
Undecided
Disagree
Strongly Disagree

For those who strongly agree/agree, can you give an example?
Do your tutors use examples in the classroom that reflect you within the lesson (i.e. your culture, or your social or spiritual life?). Can you give an example?

3c – Are there Māori/Pacific cultural aspects to your learning?

Prompts
Please tell me your level of agreement with the following statement: I think my experience as a learner has made my sense of Māori/Pacific identity stronger.

Strongly Agree
Agree
Undecided
Disagree
Strongly Disagree

For those who strongly agree/agree, can you tell us why?
Do you think that NZCM / NZIS has a specific sense of Māori/Pacific identity? If so, in what way(s) does it come across to you as a learner?

3d – Does your learning programme include practical (work-based) components?

Prompts
Does your learning programme include work-based or other practical experience?
If yes, how does it work? How important do you think it is to have these?
Do you think that NZCM / NZIS has a point of difference from other providers in terms of practical experience?

Theme 4: Assessment

4a – Have your learner needs been formally assessed?

Prompts
Please tell me your level of agreement with the following statement: my tutors acknowledge and understand my preferred learning style.

Strongly Agree
Agree
Undecided
Disagree
Strongly Disagree

For those who strongly agree/agree, can you give an example of how your tutor helps you to understand your course work (e.g. when you don't understand the material)?
What strategies does the tutor use? Does he or she use personal examples? Draw a picture?
If your first language is not English, does your tutor use your native language?
How do your tutors address different academic and course-related needs of different students, i.e. literacy and numeracy? Can you give an example?
Do you think you have developed your literacy and numeracy through this course? If so, how do you know you are more literate?

4b – How is your learning assessed?

Do you think NZCM / NZIS's assessment activities help you learn better?
How could assessment be done better?

Theme 5: Support and guidance

5a – How do tutors/staff build relationships with learners?

Prompts
Have you worked one-on-one with any of your tutors over the course of this year?
How important to your success are your relationships with your tutors?

Concluding questions
Does your provider encourage catch-ups with staff to reflect on your studies and their impact on your future?
Has this course helped to become a better leader? If so, how do you know?
Would you like to make any other comments regarding what we have discussed today?

APPENDIX 2

Student Survey

PTE Student Engagement and Motivation 2014

Section 1

Descriptive Information

***1. What is your gender?**

- Female
- Male

***2. Student status**

- Domestic NZ/Permanent resident
- International

***3. Culture/Ethnicity**

- Māori
- Pacific People
- NZ European
- Other European
- NZ Asian/Asian

Other (please specify)

***4. What is the level of your current programme**

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5
- Level 6
- Level 7
- Level 8
- Don't know

Page 1

PTE Student Engagement and Motivation 2014

***5. What is the highest qualification you expect to complete before you leave this PTE?**

- None
- Certificate
- Diploma
- Degree

Other (please specify)

***6. How many years old are you?**

***7. Which secondary school did you attend?**

***8. The PTE you attend**

- NZIS
- NZCM
- Martin Hautus
- Careers College
- WILSS

Other (please specify)

PTE Student Engagement and Motivation 2014

Section 2

We are interested in how you generally think about your learning.

*9. We are interested in how you generally think about your learning

	not at all true				very true
I'm uncomfortable with assessments if I don't think I will do well					
I strive for top grades even when I don't need them to achieve my goals					
I do best when I know that my tutors will help when I need it					
I prefer subjects that are not too difficult for me					
I like a subject more when the tutor encourages me					
I expect to get good grades this year					
I do best when the tutor believes in me					
Just thinking about working on new, somewhat difficult tasks, makes me feel uneasy					
I dislike tasks that I find difficult					
If I get just a Certificate or Diploma before I leave this PTE, I'll be satisfied and have no plans to study for a higher qualification					
I dislike doing subjects that seem somewhat difficult					
I learn more in a subject when the tutor cares how well I do					
I prefer assessments where I can get the grade I want					

PTE Student Engagement and Motivation 2014

Section 3

In this section we are interested in how you engage with your institute and with your studies. Please answer each question using the options provided with each question.

***10. In your experience at your institution during the current academic year, about how often have you done each of the following?**

	Never	Sometimes	Often	Very often
Asked questions or contributed to discussions in class or online	○	○	○	○
Sought advice from academic staff	○	○	○	○
Made a class or online presentation	○	○	○	○
Worked hard to master difficult content	○	○	○	○
Prepared two or more drafts of an assignment before handing it in	○	○	○	○
Used library resources on campus or online	○	○	○	○
Worked on an essay or assignment that required integrating ideas or information from various sources	○	○	○	○
Used student learning support services	○	○	○	○
Blended academic learning with workplace experience	○	○	○	○
Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class discussions or written assignments	○	○	○	○
Came to class having completed readings or assignments	○	○	○	○
Kept up to date with your studies	○	○	○	○
Worked with other students on projects during class	○	○	○	○
Worked with other students outside class to prepare assignments	○	○	○	○
Put together ideas or concepts from different subjects when completing	○	○	○	○

assignments or during class discussions				
Tutored or taught other PTE students (paid or voluntary)				
Participated in a community-based project (e.g. volunteering) as part of your study				
Used an online learning system to discuss or complete an assignment				
Used email or a forum to communicate with teaching staff				
Discussed your grades or assignments with teaching staff				
Talked about your career plans with teaching staff or advisors				
Discussed ideas from your readings or classes with teaching staff outside class				
Received prompt written or oral feedback from teachers/tutors on your academic performance				
Worked harder than you thought you could to meet a teacher's/tutor's standards or expectations				
Worked with teaching staff on activities other than coursework (e.g. students, family members, co-workers, etc.)				
Discussed ideas from your readings or classes with others outside class (e.g. students, family members, co-workers, etc.)				
Had conversations with students of a different ethnic group than your own				
Had conversations with students who are very different to you in terms of their religious beliefs, political opinions or personal values				

PTE Student Engagement and Motivation 2014

***11. During the current academic year, how much has your coursework emphasised the following intellectual activities?**

	Very little	Some	Quite a bit	Very much
Memorising facts, ideas or methods from your subjects and readings	○	○	○	○
Analysing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components	○	○	○	○
Synthesising and organising ideas, information or experiences into new, more complex interpretations and relationships	○	○	○	○
Making judgements about the value of information, arguments or methods, such as examining how others gather and interpret data and assessing the soundness of their conclusions	○	○	○	○
Applying theories or concepts to practical problems or in new situations	○	○	○	○

***12. In a typical week, how many exercises, lab reports, problem sets and tutorial questions do you complete?**

	None	1 to 2	3 to 4	5 to 6	More than 6
Number of pieces of work that take one hour or less to complete	○	○	○	○	○
Number of pieces of work that take more than one hour to complete	○	○	○	○	○

PTE Student Engagement and Motivation 2014

***13. During the current academic year, about how much reading and writing have you done?**

	None	1 to 4	5 to 10	11 to 20	More than 20
Number of assigned textbooks, books or book-length packs of subject readings	○	○	○	○	○
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	○	○	○	○	○
Number of written assignments of fewer than 1,000 words	○	○	○	○	○
Number of written assignments of between 1,000 and 5,000 words	○	○	○	○	○
Number of written assignments of more than 5,000 words	○	○	○	○	○

***14. Which box best represents the extent to which your examinations and other assessments during the current academic year have challenged you to do your best work?**

Very little	2	3	4	5	6	Very much
○	○	○	○	○	○	○

PTE Student Engagement and Motivation 2014

***15. During the current academic year, about how often have you done each of the following?**

	Never	Sometimes	Often	Very often
Attended an art exhibition, play, dance, music, theatre or other performance				
Exercised or participated in physical fitness activities				
Examined the strengths and weaknesses of your own views on a topic or issue				
Improved knowledge and skills that will contribute to your employability				
Developed communication skills relevant to your discipline				
Explored how to apply your learning in the workplace				
Tried to better understand someone else's views by imagining how an issue looks from their perspective				
Learned something that changed the way you understand an issue or concept				
Spent time keeping your resume up-to-date				
Thought about how present yourself to potential employers				
Explored where to look for jobs relevant to your interests				
Used networking to source information on job opportunities				
Set career development goals and plans				

PTE Student Engagement and Motivation 2014

***16. Which of the following have you done or do you plan to do before you graduate from your institution?**

	Do not know about	Have not decided	Plan to do	Done
Practicum, internship, fieldwork or clinical placement	○	○	○	○
Industry placement or work experience	○	○	○	○
Community service or volunteer work	○	○	○	○
Participate in a study group or learning community	○	○	○	○
Work on a research project with a staff member outside of coursework requirements	○	○	○	○
Study a foreign language	○	○	○	○
Study abroad or student exchange	○	○	○	○
Culminating final-year experience (e.g. thesis, major project, comprehensive exam, etc.)	○	○	○	○
Independent study or self-designed major	○	○	○	○
Consult a university careers service for advice	○	○	○	○
Hold a leadership position in a group within your PTE or the community	○	○	○	○

***17. Which of these boxes best represent the quality of your relationships with people at your institution?**

	Unfriendly, unsupportive, sense of alienation	2	3	4	5	6	Friendly, supportive, sense of belonging
Relationships with other students	○	○	○	○	○	○	○

***18. Which of these boxes best represent the quality of your relationships with people at your institution?**

	Unavailable, unhelpful, unsympathetic	2	3	4	5	6	Available, helpful, sympathetic
Relationships with teaching staff	○	○	○	○	○	○	○

PTE Student Engagement and Motivation 2014

***19. Which of these boxes best represent the quality of your relationships with people at your institution?**

	Unhelpful, inconsiderate, rigid	2	3	4	5	6	Helpful, considerate, flexible
Relationships with administrative personnel	○	○	○	○	○	○	○

***20. Which of these boxes best represent the quality of your relationships with people at your institution?**

	Unfriendly, unavailable, unsympathetic	2	3	4	5	6	Friendly, available, sympathetic
Relationships with student support services	○	○	○	○	○	○	○

PTE Student Engagement and Motivation 2014

21. About how many hours do you spend in a typical seven-day week doing each of the following? Leave blank if the item does not apply.

	1 = none	2 = 1-5	3 = 6-10	4 = 11-15	5 = 16-20	6 = 21-25	7 = 26-30	8 = Over 30
Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities)	○	○	○	○	○	○	○	○
Working for pay on campus	○	○	○	○	○	○	○	○
Working for pay off campus	○	○	○	○	○	○	○	○
Participating in extracurricular activities (e.g. organisations, campus publications, student associations, clubs and societies, sports, etc.)	○	○	○	○	○	○	○	○
Relaxing and socialising (e.g. watching TV, partying, etc.)	○	○	○	○	○	○	○	○
Providing care for dependents living with you (e.g. parents, children, spouse, etc.)	○	○	○	○	○	○	○	○
Managing personal business (e.g. housework, shopping exercise, health needs, etc.)	○	○	○	○	○	○	○	○
Travelling to campus (e.g. driving, walking, etc.)	○	○	○	○	○	○	○	○
Being on campus, including time spent in class	○	○	○	○	○	○	○	○
Being on campus, excluding time spent in class	○	○	○	○	○	○	○	○

***22. If you are working for pay, how much is this work related to your field of study?**

Not at all	Very little	Some	Quite a bit	Very much	Not in paid work
○	○	○	○	○	○

PTE Student Engagement and Motivation 2014

***23. To what extent does your institution emphasise each of the following?**

	Very little	Some	Quite a bit	Very much
Spending significant amounts of time studying and on academic work				
Providing the support you need to help you succeed academically				
Encouraging contact among students from different economic, social and ethnic backgrounds				
Helping you cope with your non-academic responsibilities (e.g. work, family, etc.)				
Providing the support you need to socialise				
Attending campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.)				
Using computers in academic work				

PTE Student Engagement and Motivation 2014

***24. To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?**

	Very little	Some	Quite a bit	Very much
Acquiring a broad general education				
Acquiring job-related or work-related knowledge and skills				
Writing clearly and effectively				
Speaking clearly and effectively				
Thinking critically and analytically				
Analysing quantitative problems				
Using computing and information technology				
Working effectively with others				
Voting informedly in local, state or national elections				
Learning effectively on your own				
Understanding yourself				
Understanding people of other racial and ethnic backgrounds				
Solving complex, real-world problems				
Developing a personal code of values and ethics				
Contributing to the welfare of your community				
Securing relevant work after graduation				

PTE Student Engagement and Motivation 2014

***25. In this academic year you may have seriously considered leaving your current institution. Mark all reasons for leaving.**

- [ ] I did not consider leaving
- [ ] Academic exchange
- [ ] Academic support
- [ ] Administrative support
- [ ] Boredom/lack of interest
- [ ] Career prospects
- [ ] Change of direction
- [ ] Commuting difficulties
- [ ] Difficulty paying fees
- [ ] Difficulty with workload
- [ ] Family responsibilities
- [ ] Financial difficulties
- [ ] Gap year/deferral
- [ ] Government assistance
- [ ] Graduating
- [ ] Health or stress
- [ ] Institution reputation
- [ ] Moving residence
- [ ] Need a break
- [ ] Need to do paid work
- [ ] Other opportunities
- [ ] Paid work responsibilities
- [ ] Personal reasons
- [ ] Quality concerns
- [ ] Received other offer
- [ ] Social reasons
- [ ] Standards too high
- [ ] Study/life balance
- [ ] Travel or tourism

Other (please specify)

PTE Student Engagement and Motivation 2014

***26. What are your plans for next year? Mark all that apply.**

- [ ] Continue with current study
- [ ] Shift to another institution
- [ ] Move to vocational education and training
- [ ] Leave before finishing qualification
- [ ] Change to another qualification
- [ ] Leave having completed qualification
- [ ] Leave to do paid work
- [ ] Leave to take time off

***27. Overall, how would you evaluate the quality of academic advice that you have received at your institution?**

- ○ Poor
- ○ Fair
- ○ Good
- ○ Excellent

***28. How would you evaluate your entire educational experience at this institution?**

- ○ Poor
- ○ Fair
- ○ Good
- ○ Excellent

***29. If you could start over again, would you go to the same institution you are now attending?**

- ○ Definitely no
- ○ Probably no
- ○ Probably yes
- ○ Definitely yes

***30. Where has your study been mainly based in the current academic year?**

- ○ On one or more campuses
- ○ Mix of external/distance and on-campus
- ○ External/distance

PTE Student Engagement and Motivation 2014

***31. In what year did you first start at this institution?**

- Before 2007
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014

***32. How many years of your qualification have you completed?**

- None, in first year
- One year
- Two years
- Three years
- More than three years

***33. Since starting at this institution, have you been enrolled mainly part time or full time?**

- Part time
- Full time

***34. What is your major area of study (e.g. massage, Sports Management, Sports Science, accounting, education; business, IT)?**

35. What is your student identification number? Please write in the following box. No individual is identified in any analyses or reports.

***36. Do you have a government funded place at this PTE (e.g. Youth Guarantee, NZ Student Loan Scheme)?**

- Yes
- No

PTE Student Engagement and Motivation 2014

***37. In the current academic year have you received any direct financial payments from the government?**

- Yes
- No

***38. In the current academic year, have you received any financial assistance from your PTE (e.g. scholarships, loans, stipends, etc.)?**

- Yes
- No

***39. Which category best represents your average overall mark so far?**

- No results
- 0 to 49
- 50 to 54
- 55 to 59
- 60 to 64
- 65 to 69
- 70 to 74
- 75 to 79
- 80 to 84
- 85 to 89
- 90 to 94
- 95 to 100

***40. Are you a permanent resident or citizen of either Australia or New Zealand?**

- Yes
- No

***41. What is your country of permanent residence?**

***42. What is the main language you speak in your home?**

- English
- Language other than English

PTE Student Engagement and Motivation 2014

***43. What is the highest level of education completed by your parents? Mark one box per row.**

	No school or primary school	Some or all of secondary school	Vocational certificate or diploma	Undergraduate university degree or diploma	Postgraduate university degree or diploma	Not sure
Father	○	○	○	○	○	○
Mother	○	○	○	○	○	○

***44. What is your home postcode and locality/suburb? Please enter your postcode and locality/suburb.**

***45. Do you consider yourself to have a disability, impairment or long-term condition?**

- ○ Yes
- ○ No

***46. How much of your study do you do online?**

- ○ None
- ○ About a quarter
- ○ About half
- ○ All or nearly all

***47. Which of the following describes your current living arrangement? Select the option that best applies to you.**

- ○ On campus in a hall of residence
- ○ Off campus student accommodation
- ○ Living with friends or in a share house
- ○ Living with parents or guardians
- ○ Living by yourself
- ○ Living with a partner or children
- ○ Other

48. What are the BEST ASPECTS of how your PTE engages students in learning?

49. What could be done to IMPROVE how your PTE engages students?

50. Please give feedback on how your PTE can improve its teaching and assist your learning.

Thank you for completing this survey

APPENDIX 3

Textual Responses to the Survey Items

What are the BEST ASPECTS of how your PTE engages students in learning?

Response Text
By bringing in better experienced tutors to deliver some modules - this rarely happens but on the odd occasion it has hugely increased motivation, understanding and interest levels in the classroom.
PowerPoint information/technology
Their awareness of different learning styles
Interactive; Class Discussions,
Very informative, totally loving the whole course
Everything
Degree
Tutors
High level of knowledge and skills
Encouragement and involvement with students
Professionalism
Hands-on teaching
Encouraging and supporting all forms of learning and working out students' needs
Interactive learning
The mix of practical and theory
Hands-on massage experience
Communication
Hands-on massage classes
Home assignments
By getting into groups and doing activities to understand better
We are encouraged to bring our laptops and tablets into class to do research and self-directed learning
Encouragement
Asking lots of questions and lots of 1 on 1 teaching
How practical they make the learning
Class interaction
Moodle
The content we are learning and tutors' support
Practical skills and experience
Demonstration and learning aids. Excellent staff at NZCM
Makes it interesting and understandable
Good mix of practical and theory
Bringing in their life experiences and making it real for us in some subjects that sometimes you think have no relevance.
Encouraging and experienced tutors
Discussions in team environment

Ongoing support
Open discussions
Working with others in industry
Teachers were very good
Role Plays
Sports
The way they treat you, as opposed to college etc. - as an equal, and they are more open to other responsibilities and duties that we may have in our lives
By doing both theory and practical
Very good choice of presenters
Ease: friendly and approachable
Respectful, supportive, age-appropriate techniques
Communication via email and updates; checking in
Doing practical
Lots of activities

What could be done to IMPROVE how your PTE engages students?

Response Text
By more class discussions
Minimising time spent on campus in order to have more energy to do more study
Everyone at the college is fabulous and very supportive
Understand most of the students are adults - not children.
By organising more social events that encourage students to mix and enjoy life instead of always being driven for assignments and learning. This is common in bigger institutions. I feel it would help to take away some of the intensity of learning.
Career and vocational support
Better areas and facilities for lunch and other breaks
More interclass activities
Variety instead of staring at power points; group discussions only save time for the tutor. The students only learn what's discussed in their group
Use comms systems already in place such as Moodle
More interactive examples
Communication
Updated video access to practical techniques so students can learn them.
Give us clearer and detailed information, if possible
They are of an excellent standard.
Work on the administration side to make it run smooth for the students
Relating to EVERYONE
They are already wonderful
Notes relevant to assignments
More frequent classes
More sports
At times a slower presentation would help
More practicals
Explain on what job opportunities are available out there
After-class tutoring if need be.

Please give feedback on how your PTE can improve its teaching and assist your learning.

By putting more and timely information on Moodle with regard to upcoming events and or short course trainings
Keep up the fabulous work.
Very good
Better teaching materials and study resources, more computers at campus; printers that work; run the diploma over 2 years not 18 months; more time on topics - less rushing through (doesn't help learning new concepts/skills). Better on-line system than Moodle. Structuring courses/papers better so they are better for our learning. Wider range of tutors so that we are exposed to wider range of learning/knowledge from those who currently work as massage therapists or other integrative therapies.
I am happy about the quality of education.
Some consistency is required in some teaching aspects
It would be amazing to have lectures recorded and the hands-on techniques video as sometimes missing a lecture is unavoidable. Also the information input is so high that you can't help but forget some important information.
Extended hours for library access
Improve organization and supervision of student clinic
Give some more time on explaining questions asked.
Not rushing - consider the different ways students learn. Have time for discussions on topics.
More hands-on at Diploma level
Cafeteria in campus
More tutors
Doing a great job
I'm quite happy with current conditions. However, it would be better for me to have clear points of learning contents.
Doing an excellent job.
Relate to EVERYONE and how they learn
Have time for questions at the end of class
Notes relevant to assignment
Very good
Lots of sports
More sports and less talking
Make lessons more interactive at times
More time on some topics, especially Physiology
Pleased with current methods