

Student Evaluation of Teaching, Learning Attitudes and Academic Performance: Perceptions from New Zealand High School Students

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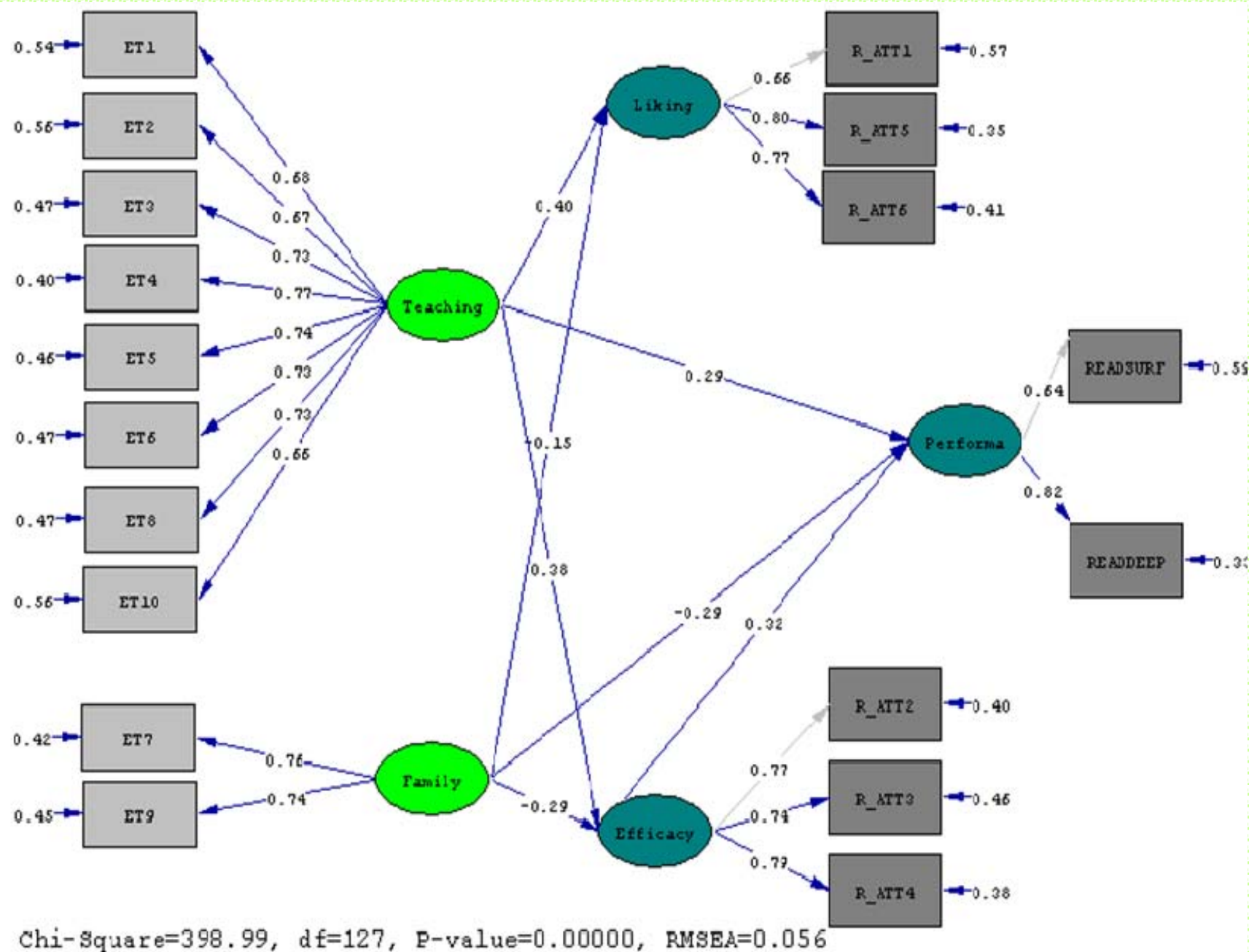
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Background

There is little empirical research into the relationship between students' English reading performance, reading attitudes and their perception of English teaching quality in high school. Students are good sources of teacher evaluation information. Standards for highly-accomplished teaching suggest a range of instructional strategies lead to increased academic performance. The main research questions in this study is: *What effects does students' perceived evaluation of teaching (SET) have on their own reading attitudes and reading comprehension achievement?*

Sample & Data

- $N = 684$ students in Years 11 and 12 (ages 16-17) in New Zealand.
 - Academic performance in close reading was measured with Assessment Tools for Teaching and Learning version 4 (asTTle V4) test system (Hattie, Brown, Keegan, MacKay, Irving, Cutforth, et al., 2004).
 - Attitudes to reading (interest and self-efficacy) were based on 6 items provided by the National Education Monitoring Project (NEMP) (Otunuku & Brown, 2007).
 - Confirmatory factor analysis and structural equation modeling done with LISREL and MPlus.
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Findings

1. Student perceived **Teaching Quality** improves student **Liking**, **Self-Efficacy** and **Performance** and accounts for 43% of variance in students' reading achievement.
2. **Contacting family** decreases student reading **Liking** and **Performance**.
3. **Emphasis on teacher quality strategies from student perspective** raises tested performance.