

Die rol van tegnologiekoördineerders in inligting- en kommunikasie tegnologie in Suid Afrikaanse skole

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Verhandeling voorgelê vir die graad M Ed in leer en onderrig aan die Potchefstroomkampus van die Noordwes Universiteit

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OPSOMMING

Inligting en kommunikasietegnologie (IKT) vorm 'n belangrike komponent van effektiewe onderrig en leer. Ten spyte van die gedokumenteerde voordele wat IKT vir onderrig en leer inhou, bly IKT-integrering in skole steeds gebrekkig. Die implementering van IKT om onderrig en leer oor 'n wye reeks van leerareas te bevorder en uit te brei, blyk 'n groot uitdaging by meeste skole te wees. Faktore soos fiskale verpligtinge, ruimtelike hindernisse, ondoeltreffende en gebrekkige infrastruktuur en swak koördinerings ondermyn meeste pogings tot effektiewe en volhoubare IKT-gebruik. Onderwysers wat begin het om IKT in hul onderrigpraktyke toe te pas, verlang verskillende vorms van ondersteuning, insluitend die van tegniese en implementeringsondersteuning.

Die SITES modules help om die pad na volhoubare IKT-gebruik in Suid-Afrika aan te duidel die vernaamste studies plaaslik en internasionaal uiteen te sit, beste praktyke te beklemtoon en die noodsaaklikheid van tegnologiekoördineerders te bevestig. Die doel van die navorsing is gefokus op die rol wat die tegnologiekoördineerder vertolk in die implementering en benutting van IKT in Suid Afrikaanse skole. Hierdie inligting kan nuttig wees om huidige onderrig en leerpraktyke in oënskou te neem en om ingeligte besluite rakende effektiewe en volhoubare IKT-gebruik in onderrig en leer te neem.

Die studie is gebaseer op die bevindinge van die derde SITES studie (SITES 2006), wat 'n internasionale kwantitatiewe opname oor die pedagogiese praktyke en gebruike van IKT met betrekking tot die 21ste eeuse leervaardighede in skole. Die studie het 'n SDA metodologie van die Suid Afrikaanse tegnologiekoördineerders gevolg. Aangesien Suid-Afrika aan al drie studies deelgeneem het kon uit die literatuur longitudinale tendense aangedui word met betrekking tot IKT-gebruik in Suid-Afrikaanse skole. Tydens die SDA is beskrywende statistiek uitgevoer en kruistabulerings bereken om betekenisvolle korrelasies tussen veranderlikes te bepaal.

Alhoewel meeste tegnologiekoördineerders aangetoon het dat die gebruik van IKT relevant is binne hulle skole, is die vlak van IKT-gebruik binne vakverband besonder laag weens talle struikelblokke wat die gebruik van IKT in skole belemmer. Daar is 'n beperkte hoeveelheid rekenaars en skootrekenaars beskikbaar per skool. By die meeste skole tree onderwysers op as tegnologiekoördineerders wat ook dan verantwoordelikheid aanvaar vir die instandhouding van die rekenaars. Die tegnologiekoördineerder se pligte en verantwoordelikheid

bestaan hoofsaaklik uit die onderrig van ander vakke en relatief min tyd word gewy aan IKT-kursusse vir leerders en onderwysers, en juis daarom is die formele rol wat die tegnologie-koördineerder vertolk betreklik laag. Hoewel onderwysers in die meeste skole optree as tegnologiekoördineerders, ontvang hulle kommerwekkend min professionele onderwysersontwikkeling (POO). Die studie toon aan dat onderwysers onvoldoende tegniese ondersteuning ontvang. Tegnologiekoördineerders het betreklik min periodes per week tot hul beskikking om IKT-ondersteuning aan te bied.

Prakties betekenisvolle korrelasies tussen die gebruik van IKT in die onderrig en leer van leerareas hang af van die beskikbaarheid van IKT-toerusting. Die gebruik van IKT in die onderrig en leer van leerareas, is in 'n sekere mate afhanklik van die beskikbaarheid van IKT-ondersteuning vir meeste van die verskillende aktiwiteite wat by skole plaasvind. Vir effektiewe en volhoubare IKT-gebruik is dit belangrik dat die onderwysers tegniese- en POO-ontvang en dit sal vereis dat die tegnologiekoördineerder 'n meer prominente rol vervul in Suid-Afrikaanse skole. Tegnologiekoördineerders speel 'n toonaangewende rol in die koördinerings-, instandhouding-, ondersteuning- en bemagtiging van fasiliteite en gebruikers by onderwysinstellings.

Sleutelwoorde

Tegnologiekoördineerder

Inligting en Kommunikasietegnologie (IKT)

Professionele Onderwyser Ontwikkeling (POO)

IKT-integrasie

IKT-implementering en -benutting

Onderrig en leer

ABSTRACT

ICT constitutes an important component of teaching and learning. Despite the documented advantages ICT holds in store for teaching and learning, ICT integration in schools remains largely inadequate. Implementing ICT in order to improve and enhance teaching and learning in a wide range of learning areas seems to present a huge challenge to most schools. Factors such as fiscal responsibilities, space barriers, inadequate infrastructure and poor coordination undermine most efforts towards sustainable and effective ICT use. Teachers who have started to integrate ICT in their teaching practice, require various forms of support, including that of technical and implementation support.

The SITES modules are useful to pave the way towards sustainable ICT use in South Africa by expounding the most important studies locally and internationally, emphasising the best practices and confirming that technology coordinators are essential. This research focuses on the role played by the technology coordinator in the implementing and utilisation of ICT in South African schools. Information obtained through this study can be useful in taking stock of current teaching and learning practices and to make informed decisions regarding effective and sustainable ICT practices in teaching and learning.

This study is based on the findings of the third SITES study (SITES 2006), which was an international qualitative survey regarding pedagogical practices and usage of ICT concerning 21st century learning skills in schools. This study followed an SDA methodology of South African technology coordinators.

Since South Africa took part in all three studies, longitudinal tendencies could be shown regarding ICT use in South African schools. During the SDA descriptive statistics were compiled and cross tabulations were calculated in order to determine significant correlation between variables.

Although most technology coordinators indicated that the use of ICT was relevant within their schools, the level of ICT use within learning areas is disconcertingly low due to various barriers which inhibit the use of ICT in schools. The number of computers and laptop computers in schools is limited. In the majority of schools teachers act as technology coordinators who are also responsible for maintenance of the computers. The duties and responsibilities of the technology coordinator comprise mainly the teaching of other subjects and relatively little ti-

me is devoted to ICT courses for teachers and learners. Owing to this, the formal part played by the technology coordinator is rather unimportant. Although in most schools teachers act as technology coordinator, they receive alarmingly little teacher professional development (TPD). The study indicates that teachers receive very little, none at all, or quite inadequate ICT training. Very few periods per week are available to provide training or ICT support to colleagues.

Practically significant correlations between the use of ICT in teaching and learning of learning areas depend on the availability of ICT support for most of the activities that take place in a school. For effective and sustainable use of ICT it is crucial that teachers receive technical and TPD support. Consequently technology coordinators play an important part in the coordination, maintenance, support and empowerment of facilities and users with teachers' institutions.

Key words

Technology coordinator

Information and Communication Technologies (ICT)

ICT integration

ICT implementation and utilisation

Teaching and learning

Teacher Professional Development (TPD)

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SERTIFIKAAT VAN TAALVERSORGING

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AKRONIEME

AACTE	American Association of Colleges for Teacher Education
BECTA	British Educational Communications and Technology Association
HEMIS	Higher Education Management Information System
ICT	Information Communication Technology
IEA	International Evaluation for the Educational Achievement
IKT	Inligting- en kommunikasietegnologie
INK	Internasionale Navorsingskoördineerder
M1	Module 1
M2	Module 2
NDO	Nasionale Departement van Onderwys
NEPAD	New Partnership for African Development
NNK	Nasionale Navorsingskoördineerders
NWU	Noord Wes Universiteit
OECD	Organization for Economic Co-operation and Development
POO	Professionele Onderwyser Ontwikkeling
SDA	Sekondêre Data Analise
SITES	Second Information Technology in Education Study
SITES 2006	Second International Technology in Education Study 2006
SITES M1	Second Information Technology in Education Study Module 1
SITES M2	Second Information Technology in Education Study Module 2
VOO	Verdere Onderwys en Opleidingskolleges
VSA	Verenigde State van Amerika
WCED	Western Cape Education Department

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LYS VAN ADDENDA

Addendum 4.1	Vraelys aan die tegnologiekoördineerder
Addendum 4.2	Frekwensietabelle met betrekking tot die tegnologiekoördineerder

HOOFSTUK 1

INLEIDING TOT DIE STUDIE

1. Inleiding

Die afgelope dekades is gekenmerk deur 'n drastiese toename in die pedagogiese gebruik van Inligting en Kommunikasietegnologie (IKT) in onderrig en leer (Law *et al.*, 2008b). In die algemeen verwys IKT na vorms van tegnologiegebruik; byvoorbeeld rekenaars, sagteware, fotostaatmasjiene, sakrekenaars, dataprojektors, interaktiewe projeksieborde (Smartboards), laboratoriumtoerusting, kameras, ensovoorts, wat aangewend kan word om onderrig en leer te fasiliteer (Bosco, 2004; Du Plessis & Webb, 2008; Yelland *et al.*, 2008). Rekenaars is waarskynlik die mees algemeenste vorm van IKT wanneer daar na IKT in onderrig en leer verwys word. Die aantal Suid Afrikaanse skole met rekenaars het slegs vermeerder van 18% gedurende 1998 tot 38% in 2006 (Pelgrum, 2008), ten spyte van die geweldige ontwikkelingsprong wat die land gedurende hierdie periode ervaar het.

Onderrig en leer in Suid Afrika het ongelukkig nie met die groeiende inligtingsera tred gehou nie. Die Nasionale Departement van Onderwys (NDO) het in 2004 beleid met betrekking tot die implementering van elektroniese onderwysaflewering as 'n witskrif gepubliseer (Department of Education, 2004). Die witskrif spreek die gebruik van IKT in onderwys aan, stippel 'n beleidsraamwerk uit, bepaal strategiese doelwitte en beskryf die strategiese implementeringsdoelwitte vir Suid Afrikaanse onderwys. Die strategiese doelwit van die witskrif is om teen 2013 elke bestuurder, opvoeder en leerder in die algemene en verdere onderwys en opleidingsband met IKT-vaardighede te bemagtig sodat hulle IKT met selfvertroue kan gebruik om vaardighede vir lewenslange te verwerf, lewensdoelwitte te bereik en aktief deel te kan neem aan die globale gemeenskap. Dit impliseer dat onderwysers vaardighede en kennis moet verwerf om met selfvertroue IKT in hulle vakgebiede aan te wend vir effektiewe onderrig en leer om leerders voor te berei vir die tegnologiegedrewe werksplek (Department of Education, 2008b).

Ten spyte van die gedokumenteerde voordele wat IKT vir onderrig en leer inhou (Akbulut *et al.*, 2007; Kumar, 2008:556; Wang & Woo, 2007), asook die bestaande NDO maatreëls om gebrekkige IKT-onderrig en leer aan te spreek, bly IKT-integrering steeds gebrekkig in meeste skole (Department of Education, 2004). Ten einde IKT effektief in skole te benut, is

dit nodig om die faktore wat die optimale benutting van IKT in skole kniehalter te identifiseer, en dit op die mees ingeligte wyse aan te spreek. Tegnologiekoördineerders by skole speel 'n belangrike rol in die koördinerings-, instandhouding-, ondersteuning- en bemagtiging van fasiliteite en gebruikers by onderwysinstellings. Tegnologiekoördineerders het dikwels 'n goeie oorsig oor die struikelblokke by skole met betrekking tot die implementering en gebruik van IKT. Min Suid-Afrikaanse inligting is beskikbaar oor die ter plaatse rol van die tegnologiese koördineerder, die toepaslike benutting van tegnologiese koördineerders in Suid-Afrikaanse skole, en die rol van die tegnologiese koördineerder in die implementering en benutting van IKT. Hierdie inligting is belangrik vir toekomstige beplanning, implementering, opleiding, beleid-making, asook die toepaslike implementering van die Witskrif vir e-Onderwys (Department of Education, 2004).

Tradisionele klaskameronderrig was vroeër dikwels gemik op die blote oordrag en weergee van parate kennis van vakinhoud. Die klem het verskuif na 'n meer geïntegreerde benadering waartydens vakinhoud en inligtingstegnologie tydens onderrig en leer geweef word om aan te sluit by 'n uitkomsgebaseerde onderwysbenadering (Mishra & Koehler, 2006; Wang & Woo, 2007). Hierdie pedagogiese gebruik van IKT verwys na die metodes, prosesse en strategieë wat aangewend word tydens onderrig- en leerprosesse verwant aan vaardighede tersaaklik vir die inligtingsera en 21^{ste} eeu se leervaardighede (Law *et al.*, 2008b)

IKT speel 'n belangrike rol in die verbetering van die sosiale- en ekonomiese ontwikkeling. Dit het noodsaaklik geword dat skoolhoofde, administratiewe personeel en opvoeders IKT bemagtig word vir effektiewe bestuur, administrasie in onderrig en leer. Die effektiewe gebruik van IKT vir onderrig en leer bestaan uit verskeie boustene: visie, kennis en vaardigheid, fasilitering, en infrastruktuur en fasiliteite (Kennis.Net, 2006). Faktore soos armoede, gebrekkige infrastruktuur en toerusting belemmer vooruitgang ten opsigte van IKT-implementering en -gebruik. Die Witskrif vir e-Onderwys voorsien 'n raamwerk vir die onderwyskundige, strategiese en politiese implementering van IKT vir die Suid-Afrikaanse onderwys. Volgens hierdie raamwerk (Department of Education, 2004) behoort grootskaalse implementering van IKT binne onderwys in drie fases te geskied:

- Fase Een: Bevordering van sisteem-wye en institusionele gereedheid vir onderrig, leer en administrasie met IKT
- Fase Twee: Sisteem-wye implementering van IKT vir onderrig en leer
- Fase Drie: Integrering van IKT op alle vlakke van die onderwysstelsel.

Die doeltreffende integrering en implementering van IKT in skole is 'n komplekse proses (Pelgrum & Anderson, 1999a; Venezky & Davis, 2002). Die struikelblokke vir die suksesvolle integrering van IKT by skole sluit onder andere in: armoede, onvoldoende onderwysinfrastruktuur, diefstal van toerusting, oorvol klaskamers, onvoldoende tegnologiese ondersteuning, onopgeleide en onderopgeleide personeel, tekort aan geleenthede vir professionele ontwikkeling, hoë werkslading, tegnofobie, negatiewe houdings en persepsies van skoolhoofde en onderwysers rakende IKT, en min betrokkenheid en ondersteuning van ouers en die gemeenskap (Els & Blignaut, 2009). Dikwels ontbreek 'n strategiese plan asook ervaring by skole om IKT in die kurrikulum te integreer. Realisties gesproke is die onderwysstelsel steeds besig met die eerste implementeringfase van die Witskrif. Volgens amptelike 2003 NDO statistiek het 23% van Suid Afrikaanse skole rekenaars vir onderrig en leer doeleindes, waarvan 67% toegang het tot die Internet (Department of Education, 2007). SITES 2006 het aangedui dat 38% van Suid Afrikaanse skole wat aan die studie deelgeneem het, rekenaars het vir onderrig en leer (Pelgrum, 2008:74). Verder moet in ag geneem word dat die leerder-rekenaar ratio meer as veertig leerders per rekenaar is in die Suid Afrikaanse datastel, terwyl Finland se statistiek aandui dat leerders individuele toegang tot rekenaars het (Pelgrum, 2008). Oor die algemeen het slegs 17% van Suid Afrikaanse skole addisionele IKT toerusting soos dataprojektors, vakspesifieke sagteware, gespesialiseerde laboratorium toerusting, databasisse, ens beskikbaar (Pelgrum, 2008). Die persentasie Suid Afrikaanse skole met rekenaars het van 18% gedurende 1998 tot 38% in 2006 toegeneem (Pelgrum, 2008). Hierdie waardes reflekteer hoe die NDO die IKT infrastruktuur by skole uitgebrei het om die fondament te vorm vir die eerste implementeringsfase van die Witskrif. 'n Vergelykende statistiek wat ook wat ook in ag geneem kan word, is dat Chili, ook 'n ontwikkelende land, se onderwysverskaffers verseker het dat alle Chileense kinders na dieselfde tydsverloop oor individuele toegang tot rekenaars beskikbaar (Howie & Blignaut, 2009). Kritiese aspekte soos volhoubaarheid, bekostigbaarheid en die doeltreffende aanwending van IKT toerusting moet ook in aanmerking geneem word. Navorsing oor die pedagogiese gebruik van IKT in skole in die Noordwes-Provinsie dui aan dat skole dikwels wel oor rekenaartoerusting beskikbaar, maar dat dit onbenut of onderbenut word as gevolg van gebrekkige rekenaarvaardighede, tegnofobie of die afwesige en onvoldoende tegnologiese en onderwyskundige ondersteuning (Els & Blignaut, 2009).

Volgens Owston (2003) is dit noodsaaklik dat onderwysers toepaslike onderwyskundige opleiding en tegnologiese ondersteuning ontvang vir die gebruik van IKT in onderrig en leer. Die NDO ondersteun die professionele ontwikkeling van onderwysers aan verskillende Hoër Onderwys instansies. Dit sluit onder andere in rekenaargeletterdheid, die gebruik van reke-

naars in onderrig en leer, inligtingstegnologievaardighede en navorsingsvaardighede (Department of Education, 2004). Alhoewel opvoeders dikwels self rekenaaropleiding finansier, is dit belangrik dat skoolbesture voorsiening maak vir die professionele ontwikkeling van opvoeders (Jones, 2004; Scrimshaw, 2004). Afgesien van hierdie opleiding is dit ook noodsaaklik dat opvoeders tegnologiese en onderwyskundige ondersteuning ontvang vir die gebruik van IKT vir onderrig en leer. Volgens Pelgrum (2008) speel skoolhoofde en tegnologiekoördineerders 'n noodsaaklike rol in die implementering en benutting van tegnologiese en onderwyskundige ondersteuning en instandhouding van IKT by skole. SITES 2006 se vergelykende frekwensietabelle toon aan dat tegnologiekoördineerders slegs verantwoordelik is vir die onderhoud en ondersteuning van IKT toerusting in 41% van die skole in die Suid Afrikaanse data-stel, teenoor die 88% van skole in Chili, 95% in Singapoer, 97% in Finland en 100% in Noorweë (Law *et al.*, 2008b).

In Suid Afrikaanse skole verskil die rol van die tegnologiekoördineerders van skool tot skool. Baie skole het nie 'n spesifieke persoon wat die rol van 'n tegnologiekoördineerder vervul nie. Dikwels word die tegnologieverantwoordelikheid verplaas na die skoolhoof wat dan gebruik maak van die privaatsektor om rekenaarprobleme by die skool te bestuur (Els & Blignaut, 2009). Hierdie proses kniehalter dikwels effektiewe onderrig en leer met IKT aangesien tegnologiese ondersteuning nie deurlopend beskikbaar is nie, en die addisionele koste daaraan verbonde soms nie voor begroot word nie. Onderwyskundige ondersteuning kan ook nie deur sulke persone uit die privaatsektor gebied word nie. Uit die literatuur kan die volgende rolle en verantwoordelikhede van die tegnologiekoördineerder opgesom word:

- Opstel van 'n tegnologieplan vir die implementering en benutting van IKT by skole (Kent County Council, 2009).
- Verhoging van die standaard van IKT as skoolvak, asook as ondersteuning vir die onderwyskundige gebruik van IKT deur opvoeders op te lei om IKT met selfvertroue te gebruik vir effektiewe onderrig en leer (BECTA, 2009; Howie & Blignaut, 2009; Kent County Council, 2009; Mulkeen, 2003).
- Koördinering van IKT oor die hele skoolkurrikulum deur middel van beplanning, monitering en evaluasie van 'n skool se IKT-strategieë, doelwitte en prioriteite, asook deur leiding te gee aan vakhoofde in die gebruik van IKT in verskillende vakke en leerareas (BECTA, 2009; Kent County Council, 2009).
- Verseker dat die skool se IKT-hulpbronne en -toerusting gereeld onderhou word sodat dit effektief kan funksioneer. Dit sluit in om leiding te gee aan skole se beheerrade oor onder andere die aankoop van nuwe toerusting, die instandhou van

registers van IKT toerusting, die installering van nuwe hardeware en sagteware, die hantering van tegnologiese probleme, ens. (BECTA, 2009):

- Tegnologiese ondersteuning aan personeel wat IKT in onderrig en leer wil gebruik (BECTA, 2009; Kent County Council, 2009).
- Skep en instandhouding van elektroniese onderrighulpbronne, bv. sigblaai, die skool se webblad, e-pos selstelsels en elektroniese toetsstelsels (BECTA, 2009).
- Handhawing van e-sekuriteit en integriteit, bv. die filtrering van e-posse vir gemorspos en virusse, monitering van leerders se laboratoriumgebruik met betrekking tot ongewenste pornografie vanaf Internet, asook die op- en aflaai van materiaal (Kent County Council, 2009).
- Betrekking van die wyer gemeenskap by die skool se elektroniese ondersteuning (Department of Education, 2004).

Om hierdie verantwoordelikhede suksesvol aan te spreek, moet die tegnologiekoördineerder goed opgelei wees en ten nouste met die skoolbestuur en personeel saamwerk. By skole waar IKT geïmplementeer is, kan 'n korrelasie aangedui word tussen die tyd wat tegnologiekoördineerders bestee aan die effektiewe implementering en benutting van IKT en die suksesse met betrekking tot die gebruik van IKT. Die sleutel tot suksesvolle implementering en benutting van IKT vir onderrig en leer berus op die beginsels van goeie kommunikasie, ondersteuning en professionele ontwikkeling (BECTA, 2009).

Die oorhoofse tema van die Witskrif op e-Onderwys (Department of Education, 2004) is dat IKT betekenisvolle verandering in onderwys kan bewerkstellig, veral in die suksesvolle implementering en funksionering van die Nasionale Kwalifikasie Raamwerk (Department of Education, 1995; Department of Education, 2008a), die Hersiene Nasionale Kurrikulumverklarings vir graad R tot 9 (Department of Education, 2002), en die Nasionale Kurrikulumverklarings vir graad 10 tot 12 (WCED, 2003). Hierdie studie beoog om 'n bydrae te maak tot die sekondêre analise van die Suid Afrikaanse data afkomstig van die vraelys aan tegnologiekoördineerders van die SITES 2006. Die doel van die studie is om die verband tussen IKT-implementering, IKT-benutting en die rol van die tegnologiekoördineerder in Suid Afrikaanse skole te beskryf. Geen omvattende navorsing hieroor is beskikbaar nie. Sulke navorsing kan bydra tot effektiewe beleidmaking vir die effektiewe beplanning en implementering van IKT by Suid Afrikaanse skole (Mulkeen, 2003).

1.2 Probleemstelling en navorsingsvraag

Die hoofnavorsingsvraag vir hierdie studie is: *Wat is die rol van die tegnologiekoördineerder in die implementering en benutting van IKT in Suid Afrikaanse skole?* Om hierdie navorsingsvraag sinvol binne die Suid Afrikaanse konteks te beantwoord, is die volgende addisionele vrae geformuleer:

- a) In watter leerareas by skole word IKT aangewend vir onderrig en leer?
- b) Watter soort IKT-toerusting, hardeware en sagteware word gebruik, en wat word nog addisioneel benodig?
- c) Wat is die verantwoordelikhede van die tegnologiekoördineerders by skole?
- d) Wie is verantwoordelik vir die instandhouding van IKT in skole?
- e) Wat is die IKT-vaardighede van onderwysers, en hoe word hulle professioneel ontwikkel en ondersteun in die gebruik van IKT vir onderrig en leer?
- f) Hoe gereeld gebruik opvoeders, leerders en administratiewe personeel IKT in skole?
- g) Hoeveel tegnologieë ondersteuning beskikbaar is om verskillende tipes IKT te gebruik vir onderrig en leer?
- h) Wat is die struikelblokke vir IKT implementering en benutting by skole?
- i) Watter betekenisvolle ooreenkomste tussen verskillende veranderlikes van IKT implementering, IKT benutting, die rol van tegnologiekoördineerders, en die struikelblokke vir IKT-implementering en -gebruik in Suid-Afrikaanse skole?

1.3 Die doel van die navorsing

Die hoofnavorsingdoel van hierdie navorsing is om te bepaal *wat die rol van tegnologiekoördineerders is in die implementering en benutting van IKT in Suid Afrikaanse skole.* Om hierdie hoofdoel binne konteks te plaas het die studie ook die volgende navorsingdoelwitte:

- a) Om te bepaal in watter leerareas by skole word IKT aangewend word vir onderrig en leer
- b) Om te bepaal watter soort IKT-toerusting, hardeware en sagteware word gebruik
- c) Om te bepaal wat die verantwoordelikhede van tegnologiekoördineerders by skole
- d) Om te bepaal wie verantwoordelik is vir die instandhouding van IKT by skole
- e) Om te bepaal wat die IKT-vaardighede van onderwysers is, en hoe word hulle professioneel ontwikkel en ondersteun in die gebruik van IKT vir onderrig en leer
- f) Om te bepaal hoe gereeld opvoeders, leerders en administratiewe personeel IKT in skole gebruik

- g) Om te bepaal hoeveel tegnologiese ondersteuning beskikbaar is om verskillende tipes IKT te gebruik vir onderrig en leer
- h) Om te bepaal wat die struikelblokke vir IKT-implementering en benutting by skole is
- i) Om te bepaal of daar prakties betekenisvolle verbande bestaan tussen verskillende veranderlikes van IKT implementering, IKT benutting, die rol van tegnologiese koördineerders, en die struikelblokke vir IKT-implementering en -gebruik in Suid-Afrikaanse skole.

1.4 Navorsingsontwerp en -metodologie

Hierdie studie volg 'n sekondêre data analise (SDA) (Smith, 2008) van die Suid Afrikaanse datastel van die SITES wat ook 'n literêre ondersoek van die SITES projekte behels (Law *et al.*, 2008b). Die oorkoepelende doel van die navorsing is om die rol van tegnologiese koördineerders in die implementering en benutting van IKT in Suid Afrikaanse skole te bepaal. Vir die doel van hierdie studie gaan die Suid Afrikaanse data van die SITES 2006 vraelys aan die tegnologiese koördineerders gebruik word.

Aangesien SDA 'n nie-eksperimentele prosedure is, kan sekere bedreigings vir sodanige ondersoeke uitgewys word wat die integriteit van die data, asook die betroubaarheid van die bevindings kan beïnvloed. Rogers *et al.* (2006) waarsku teen die volgende bedreigings:

- Steekproefgrootte te klein vir 'n volledige analise: Vir die doel van hierdie SDA gaan die volledige datastel van Suid Afrika se deelname aan SITES 2006 gebruik word (N=504). Geen bedreigings word voorsien ten opsigte van die grootte van die studiepopulasie nie.
- Steekproefontwerp beperk volledige analise: Die volledige Suid Afrikaanse datastel ten opsigte van die vraelys aan tegnologiese koördineerders gaan gebruik word. Hierdie vraelys is ontwikkel en getoets deur *die IEA*, en probleme is reeds van te vore tydens die voorloperstudie aangespreek.
- Nie-toepaslike veranderlikes in die datastel word verbind tydens die samestelling van die statistiese model: Die veranderlikes in die vraelys aan tegnologiese koördineerders gaan gebruik word om verskillende veranderlikes van IKT-implementering, IKT-benutting, die rol van tegnologiese koördineerders te identifiseer, en om praktiese betekenisvolle ooreenkomste tussen die veranderlikes statisties te bepaal.
- Die verband tussen kontekstuele en prestasiedata word nie in en tussen verskillende vlakke geanaliseer nie: Die Statistiese Konsultasiedienste van die NWU is ten nouste

betrokke by die studie om te verseker dat verbande tussen kontekstuele en prestasiedata in, en tussen verskillende vlakke geanaliseer word.

- Onvolledige data: Die SITES 2006 Suid Afrikaanse data is volledig aangesien geen ontbrekende data in die datastel voorkom nie.
- Onakkurate response: die betroubaarheid van die datastel is deur die hoofstudie bepaal en word dien ooreenkomstig aanvaar vir hierdie studie.
- Onvoltooide en onvolledige dokumentasie: die SITES 2006 dokumentasie is volledig en internasionaal beoordeel.

1.5 Verklaring van terminologie in hierdie studie gebruik

Die volgende sleutelwoorde sal gebruik word tydens hierdie studie:

Inligting en Kommunikasietegnologie (IKT) verwys na tegnologie soos byvoorbeeld sak-rekenaars, kameras, rekenaars, fotostaatmasjiene, ensovoorts, wat tot die beskikking van opvoeders gestel word om onderrig en leer te fasiliteer.

Tegnologiekoördineerder kan vertolk word as 'n pos met verantwoordelikheid deur 'n onderwyser in die hoofstroomonderwys, wat op 'n voltydse basis ondersteuning aan ander personelede asook leerders bied in 'n poging om IKT in onderrig en leer te integreer (Law *et al.*, 2008b).

Professionele ontwikkeling is 'n belangrike voorvereiste vir volhoubare implementering of verandering aangesien onderwysers 'n belangrike skakel is vir enige opvoedkundige verandering (Kennis.Net, 2006).

Tegnologiese ondersteuning sluit in noodsaaklike elemente van beplanning, soos byvoorbeeld 'n nougesette ontleding van die huidige stand van die onderwysstelsel; die spesifisering van opvoedkundige doelstellings van verskillende onderwys en opleidingsvlakke sowel as verskeie modelle van IKT-gebruik (Tinio, 2002).

The International Evaluation for the Educational Achievement (IEA) het met hul navorsing in 1967 begin toe 'n groep skoliere, opvoedkundige sielkundiges en sosioloë by die UNESCO Institute for Education ontmoet het om hul stem te laat hoor rakende probleme in skole en onderrig. Sedertdien het hulle met onderwysstelsels wêreldwyd geëksperimenteer,

'n verskeidenheid navorsingsmetodes gebruik om antwoorde te bekom vir die baie vrae in verband met onderwys en die betekenisvolle bydrae tot die ontwikkeling van opvoedkundige uitkomstes (Kozma et al., 2003).

The Second International Information Technology in Education Study (SITES 2006) is 'n internasionale vergelykende navorsingstudie onder beheer van die IEA om navorsing te doen oor die gebruik van IKT in onderrig. Hierdie studie fokus nie op die leerders se voorde- ring en vermoëns nie, maar op die pedagogiese praktyke van IKT en die beskikbaarheid en integrasie van IKT in skole (Law et al., 2008b).

Implementering van IKT in onderrig word gesien as een manier om die groter oogmerk van die hervorming van onderrig en leer te bereik. Suksesvolle implementering van IKT word gemeet in terme van die betrokkenheid van skoolhoofde en onderwysers met betrek- king tot die ontwikkeling en ondersteuning van tegnologie-gebaseerde omgewings vir leer- ders(Jacobsen, 2001).

1.6 Hoofstukindeling

Die verhandeling sal in ses hoofstukke aangebied word. 'n Opsomming van die hoofstukin- deling word in Tabel 1.1 aangebied.

Tabel 1.1: Opsomming van die hoofstukindeling van hierdie studie

Hoofstuk	Titel	Inhoudelike
Hoofstuk 1	Inleiding tot die studie	Inleiding, oriëntasie, probleemstelling, navorsing- vrae, navorsingdoelwitte, navorsingsontwerp en - metodologie, asook 'n verheldering of verklaring van terminologie
Hoofstuk 2	Die rol van die tegnologiekoördi- neerder in Suid-Afrikaanse skole	Oorsig van relevante literatuur: Die rol van tegno- logiekoördineerder in skole met betrekking tot die implementering, instandhouding en fasilitering van IKT vir pedagogiese en administratiewe doelein- des, die Witskrif vir e-Onderwys
Hoofstuk 3	Oorsig oor die drie SITES modu- les	Agtergrond van die SITES projekte: M1, M2 en SITES 2006
Hoofstuk 4	Navorsingsontwerp en -metodo- logie	Navorsingsontwerp en metode van studie: Se- kondêre Data Analise van Suid Afrikaanse SITES 2006 data
Hoofstuk 5	Bevindings	Bespreking van navorsingsbevindings
Hoofstuk 6	Gevolgtrekkings en aanbevelings	Opsomming van bevindinge, gevolgtrekkings, aanbevelings vir verdere navorsing en tekortko- minge van die studie

HOOFSTUK 2

DIE ROL VAN DIE TEGNOLOGIEKOÖRDINEERDER IN SUID-AFRIKAANSE SKOLE

2.1 Inleiding

Doeltreffende tegnologiese ondersteuning is noodsaaklik vir die integrasie van IKT in onderrig en leer en administratiewe ondersteuning (Hoffman, 1996; Leggett & Persichitte, 1998). Die tegnologiese ondersteuning van onderwysers sluit onder andere in ondersteuning met betrekking tot praktiese gebruik van IKT in onderrig en leer, beplanning van tydsbesteding tydens die pedagogiese gebruik van IKT, die integrering van verskillende hulpbronne, en die assimilering van 21ste eeuse onderwyspraktyke in (Fullan, 1992). Tearle en Dillon (2002) voer aan dat daar 'n behoefte by onderwysers bestaan met betrekking tot IKT-opleiding om te verseker dat onderwysers en infrastruktuur geïntegreerd is in skole. Tegnologiese aspekte moet aangespreek word, onmiddellike tegnologiese ondersteuning moet verskaf word tydens die gebruik van IKT in onderrig en leer, asook pedagogiese ondersteuning moet aan onderwysers gebied word met betrekking tot opleiding in die gebruik van IKT in terme van POO. Bosco (2004) beskou die gebruik van IKT in onderrig en leer as die integrering van sakrekenaars, kameras, rekenaars, fotostaatmasjiene, selfone, digitale laboratoriumtoerusting en ander nuwe onderrigtegnologie. SITES Module 2 het aangetoon dat skole verskillende benaderings volg tydens tegnologiese ondersteuning van onderwysers en dat IKT-ondersteuning noodsaaklik is vir innoverende onderrig en leerpraktyke (Pelgrum, 2008). IKT word algemeen in skole gebruik vir onder andere administrasie, pedagogiese klaskamergebruik, buitemuurse aktiwiteite en kommunikasie met rolspelers. Skole het derhalwe 'n groot behoefte aan tegnologiese ondersteuning met betrekking tot instandhouding van infrastruktuur, pedagogiese ondersteuning vir onderrig en leer, asook vir POO (Herrington, 2006).

Uit die bogenoemde blyk dit duidelik dat skole baie uitdagings teenkom tydens die integrering van IKT as gevolg van kontekstuele en sosiale faktore wat die pedagogiese integrering van IKT raak. Suid Afrikaanse skole verteenwoordig verskillende kulture, tradisies, leierskapstyl, en befondsing wat die mate van innoverende IKT pedagogiese praktyke beïnvloed.

Voordat IKT-gebaseerde programme in onderrig en leer geïmplementeer kan word, is dit noodsaaklik dat beleidmakers en -opstellers onderwysuitdagings in ag sal neem (Tinio, 2002): (i) uitdagings met betrekking tot die beskikbaarheid van infrastruktuur, (ii) POO, en (iii) opvoedkundige oogmerke met betrekking tot ekonomiese realiteite. Hierdie aspekte word vervolgens bespreek.

2.2 Gebruik van IKT in onderwys

2.2.1 Uitdagings ten opsigte van die gebruik van IKT in onderwys

Om die uitdagings ten opsigte van die gebruik van IKT in onderrig en leer te bespreek, word eerstens gekyk na die beskikbaarheid van toepaslike infrastruktuur. Afrika word wêreldwyd beskou as 'n ontwikkelende vasteland. Die gebrek aan infrastruktuur vir IKT vergroot die digitale gaping tussen Afrika en die ontwikkelde wêreld. In reaksie op hierdie agterstand is 'n ontwikkelingsraamwerk, *New Partnership for Africa's Development* (NEPAD, 2005) aanvaar wat IKT as die middelpunt in die stryd teen armoede beskou. IKT verhoog beslis die toegang tot inligting en onderwys, en stel die minderbevoorregtes in staat om deel te neem aan besluitnemingsprosesse wat 'n impak op hul lewensomstandighede het. Spesifiek binne-in onderwys en opleiding, erken NEPAD in die besonder die belangrike rol van die tegnologie-koördineerder in onderwysinrigtings, in die vestiging van streeksgebonde afstandsonderrig en gesondheidsorg-onderrigprogramme ten einde die omstandighede in die gesondheids- en onderrigsektore te verbeter (NEPAD, 2005).

SITES M het 'n model van vyf aspekte vir die volhoubare innovering van IKT in onderrig en leer voorgestel: (a) toereikende tegnologiese en pedagogiese ondersteuning van onderwysers, (b) POO, (c) leerderondersteuning, (d) erkenning van die waarde van onderwysinnowering, en (e) administratiewe ondersteuning. Hierdie vyf aspekte moet ondersteun word deur innoverende denke, sorgsame beleid en beplanning, voldoende befondsing, ondersteuning vanuit die gemeenskap, en inkoop van personeel met betrekking tot innoverende IKT-integrasie (Owston, 2003). McGrail (2005) verklaar dat onderwysers en skoolhoofde belangrik is vir die sukses van IKT-gebruik in skole. Onderwysers, veral skoolhoofde, se ondersteuning met betrekking tot onderwysinnowasie is belangrik vir die integrering van IKT-pedagogiese praktyke in onderrig en leer. Wêreldwyd beskou meeste onderwysstelsels beleidmaking met betrekking tot die gebruik van IKT as onontbeerlik in die suksesvolle integrasie van IKT in onderrig en leer. Anderson (2008) beskryf hoe lande soos Chili, Finland,

Singapoer en die VSA wat hulle nasionale doelstellings en beleid daarop gemik het om IKT sinvol te integreer hulle onderwysstelsels verbeter het en ook hulle kurrikula hervorm het.

Die tweede uitdaging, naamlik POO, behels vyf aspekte: (a) ontwikkeling van onderwysers se pedagogiese- en IKT-vaardighede, (b) integrasie van IKT in bestaande kurrikula, (c) noodsaaklike kurrikulêre veranderinge met betrekking tot innoverende gebruik van IKT, (d) verandering van onderwysers se rol in 21ste eeuse onderrig en leervaardighede, en (e) die uitbouing van opvoedkundige teorieë. POO moet 'n bydrae lewer met betrekking tot die kennis en vaardighede van onderwysers sodat hulle analiserend en reflekteerend kan optree met betrekking tot onderwysontwikkeling ten einde volgehoue verbeterde pedagogiese gebruik van IKT moontlik te maak (Hong Kong Education Bureau, 2007). POO word beskou as 'n kritiese komponent vir doeltreffende IKT-gebruik en Pelgrum (2008) toon 'n verband aan tussen POO en innoverende gebruik van IKT in klaskamers .

Derdens, oogmerke met betrekking tot die integrering en implementering van IKT in onderrig moet in lyn gebring word met ekonomiese realiteite. Mense se tradisionele denkwyses word deur die gebruik van IKT verander (Kennewell, 2004). Groot skaalse gebruik van IKT in onderrig en leer verg groot skaalse kapitaalinvesterings en ontwikkelende lande moet deurdagte prioriteite opstel rakende vlakke van IKT-gebruik. Die e-Onderwys Witskrif (Department of Education, 2004) verklaar dat dit nie vir arm skole moontlik is om dieselfde vlakke van IKT-integrering te bereik as skole wat oor goeie finansiële bronne beskik nie. Koste met betrekking tot infrastruktuur en Internettoegang nodig vir onderrig en leer is dikwels buite bereik van arm skole. Gemeenskappe kan egter 'n rol speel om skole in die verband te ondersteun. Samewerking tussen die gemeenskap en skole hou voordele vir beide in want gemeenskappe kan op hierdie manier toegang tot rekenaarinfrastruktuur en ontwikkeling van rekenaarvaardighede bekom. Skole baat tegelykertyd by die finansiële ondersteuning vanaf die gemeenskap (Department of Education, 2004). Cullen (2003) is van mening dat die tegnologie nie ekonomiese ongelykhede van gemeenskappe kan aanspreek nie. Leerders met geen toegang word benadeel met betrekking tot hulle persoonlike en professionele ontwikkeling (Cullen, 2003).

2.2.1.1 Raamwerk vir die implementering van IKT

'n Persepsie bestaan dat die tegnologiekoördineerder se funksie betrekking het op die aankoop van harde- en opvoedkundige sagteware. Tegnologieondersteuning bestaan uit vier boustene: (i) kennis en vaardigheid, (ii) onderwysvisie, (iii) deskundigheid op die gebied van

pedagogiese gebruik van IKT, en (iv) die bestuur van IKT-infrastruktuur en -fasiliteite (Kennis.Net, 2006).

Oor die algemeen is onderwysers se siening van hul rekenaarvaardighede nie verwant aan die verwagtings van skoolbestuur nie. Skoolhoofde verwag van hulle onderwysers (90% in 2008) om rekenaargeletterd en in staat is om rekenaars doeltreffend in onderrig en leer te kan gebruik. Hierdie verwagtings word selde verwesenlik, veral nie in die Suid Afrikaanse konteks nie (Kennis.Net, 2006). IKT dra by tot verhoogde effektiwiteit in onderrig en leer. Beter rekenaarfasiliteite, IKT-vaardighede van onderwysers en leerders, en beter kennis en vaardigheid van onderwysers dra by tot beter onderwys (Kulik, 2003). Die kennis en vaardigheid van die onderwyser word as die belangrikste faktor beskou. Toenemende gebruik van IKT in onderrig en leer kan 'n verskil maak aan die pedagogiese kennis en vaardighede van onderwysers (OECD, 2006).

Die tweede bousteen, naamlik die visie van onderwys, het betrekking op (a) die teenwoordigheid van die visie, (b) leierskap, en (c) die bydrae van IKT tot die strukturering van onderwys (Kennis.Net, 2006). Onderwyspersoneel se houdings jeens die strukturering van leer bepaal die integrering van IKT in die skool. Baie skole het reeds 'n IKT-beleidsplan wat die visie met betrekking tot die gebruik van IKT in onderrig en leer bepaal. Wanneer die onderwysers saam met die skoolbestuur 'n tegnologieplan ontwikkel, vind almal in die skool meer baat daarby. Leierskap van die skoolhoof speel 'n belangrike rol en volgens Kennis.Net (2006) is die volgende eienskappe van goeie leierskap belangrik: die vermoë om 'n visie saam met ander te ontwikkel, die vestiging van gedeelde oogmerke, die daarstelling van 'n visie vir kwaliteit onderrig, om POO aan te moedig, asook om struktuur te ontwikkel vir onderwyserdeelname en -betrokkenheid (Bennett, 1996; Kearsley & Lynch, 1992; Kennis.Net, 2006).

Die derde bousteen het betrekking op die deskundigheid van onderwysers en sluit IKT-bestuur se samewerking met ander skole in. Baie onderwysers beskik oor bevredigende basiese tegniese vaardighede om rekenaars en toerusting gemaklik te kan gebruik. Hulle beskik ook oor voldoende vaardighede in die gebruik van die Internet en woordprosessering, maar is nie vaardig in die gebruik van IKT in onderrig en leer nie. Hierdie vaardighede kan ten beste ontwikkel word deur samewerking met ander skole deur die ontwikkeling van 'n visie met betrekking tot die gebruik van IKT, die uitruil van digitale leermateriaal, en gesamentlike POO vir die verbetering van die pedagogiese vak-spesifieke IKT-aanwendings (Kennis.Net, 2006).

Die laaste bousteen behels die bestuur van IKT-infrastruktuur en -fasiliteite (Kennis.Net, 2006). Sonder toepaslike infrastruktuur kan innoverende pedagogiese praktyke nie plaasvind nie (Kozma & McGhee, 2003). Die strategiese beplanning met betrekking tot infrastruktuur, wat die plasing van IKT op toepaslike plekke in die skool insluit, dra by tot die beskikbaarheid van die toerusting, asook POO (Yeun & Law, 2004). Die toepassing van Kennis.Net (2006) se vierhoekige raamwerk kan instellings help om innoverende pedagogiese praktyke met betrekking tot die gebruik van IKT te ontwikkel. Die raamwerk kan ook bydra tot die bepaling van faktore wat in ag geneem moet word om skole by te staan in die verwesenliking van hulle eie visie met betrekking tot die gebruik van IKT in onderrig en leer. Skole beweeg teen verskillende tempo's, en doelgerigte strategieë is noodsaaklik vir elke instelling om sy eie ontwikkeling te bepaal (Cuban, 2001).

2.2.1.2 Instandhouding van IKT by skole

Met toenemende gebruik van rekenaartegnologie in skole, word die onderhoud van IKT 'n toenemende probleem. Die aanstel van IKT-spesialiste kan verligting bring by groot skole, maar onderwysers is meestal self betrokke by die instandhouding van die rekenaars. Soms word gebruik gemaak van eksterne maatskappye wat deur die skool betaal word, of deur departemente van onderwys (Pelgrum, 2008).

2.2.1.3 Toerusting en doelmatige onderrigmateriaal

Die gebruik van IKT, veral rekenaars en die Internet, kan die ontwikkeling van innoverende metodes van onderrig en leer fasiliteer wat 'n verskuiwing kan meebring vanaf 'n onderwysgesentreerde pedagogiek waar die onderwyser in die middelpunt van kennis staan, na 'n leerdergesentreerde pedagogiek waar die leerder verantwoordelikheid vir eie leer aanvaar. Die IKT kan beskou word as die gereedskap (*tools*) wat regdeur die kurrikula van verskillende leerareas gebruik kan word sodat die klem kan verskuif na die ontwikkeling van doelmatige onderrigmateriaal (*hands-on learning material*) wat IKT-verwante vaardighede, kennis, waardes en houdings kan ontwikkel. IKT is nie net betrokke by die breër kurrikulum nie, maar is ook betrokke by die verandering van leermetodes van leerders, en ook by dit wat hulle leer (Khvilon & Patru, 2002).

2.2.1.4 Skoolbestuurstelsels

Skoolbestuur moet die ekologie en dinamika van onderwysinisiatiewe en hervorming verstaan aangesien hulle deurslaggewend is tot die sukses van IKT-gebruik. E-Leierskap (gebruik van digitale media tydens skoolbestuur) word toenemend belangrik in skoolbestuur, maar onderwysers moet by hierdie omskakeling betrek word vir die suksesvolle implementering daarvan (Gurr, 2004). Doeltreffende kommunikasie tussen die skoolhoof en onderwysers is nodig om betekenisvolle verandering met betrekking tot innoverende onderrig en leer teweeg te bring (McGrail, 2005).

2.2.1.5 Professionele onderwyserontwikkeling

Onderwysers se deelname aan POO beïnvloed ook die implementering van IKT in onderrig en leer met betrekking tot lewenslange leer (Geijsel *et al.*, 2001; McLaughlin & Talbert, 2001; WCED, 2003). Die teenwoordigheid van tegnologiekoördineerders by skole is noodsaaklik aangesien hulle nie net tegnologiese ondersteuning en -opleiding verskaf nie, maar omdat dat hulle 'n positiewe invloed op onderwysers het as gevolg van hulle aanmoediging om IKT in hulle onderrig en leer te bevorder (Pelgrum & Anderson, 1999a). Tegnologiekoördineerders moet fokus op POO van die skoolhoof en onderwysers, aangesien integrering van IKT in onderrig en leer grootliks afhang van die skoolhoof se kennis en vaardighede met betrekking tot die integrasie van rekenaartegnologie in onderrig en leer (McGrail, 2005). Die suksesvolle implementering van IKT handel nie net oor die voorsiening van rekenaartoerusting en sagteware nie, maar ook oor die bemagtiging van onderwysers (Fullan, 2007).

2.2.2 Verwagtinge ten opsigte van die implementering van IKT in onderrig en leer

Die implementering van IKT in onderrig en leer word gesien as die effektiewe hervorming van onderwyspraktyke. Suksesvolle implementering van IKT word gemeet in terme van die betrokkenheid van skoolhoofde en onderwysers op alle vlakke by die ontwikkeling en ondersteuning van tegnologiegebaseerde leeromgewings (Jacobsen, 2001). Die onderwyser se rol moet verander van die middelpunt van kennis na die van mentor wat leerders ondersteun. Suksesvolle integrering kan gemeet word aan 'n verskuiwing van groot klasgroepe tot klein-groepwerk, van lesings gee tot inoefening van vaardighede, van spesiale onderwys na inklusiewe onderwys (Collins, 1991).

Om die voordele wat IKT in onderrig en leer bied te benut, moet leerders uit Afrika ontwikkel word tot ingenieurs, rekenaarprogrammeerders en sagteware-ontwikkelaars (NEPAD, 2005). Jongmense word gesien as digitale- en kennisgebruikers. Die implementering van die IKT-inisiatiewe van *New Partnership for Africa's Development* (NEPAD) illustreer hoe digitale vaardighede Afrika in staat stel om ekonomies vooruit te gaan. Die gebruik van IKT in ontwikkelende lande maak toegang tot onderwys moontlik en verminder isolasie van die wêreldgemeenskap (Tinio, 2002).

Mooij en Smeets (2001) beskryf vyf fases van IKT-implementering in skole: die toevallige en geïsoleerde gebruik van IKT deur een of meer onderwysers; bewusmaking van skole oor die relevansie van IKT in die skool; klem op IKT-koördinerende van harde- en sagteware in die skool; pedagogiese innovering en IKT-ondersteuning; en die gebruik van IKT-geïntegreerde onderrig en leer. Hierdie outeurs stel voor dat skole oor-en-weer van mekaar moet kan leer om nasionale beleid beter te implementeer, en skoolbestuur en leierskap te ontwikkel. IKT-integrering is multi-dimensioneel en skoolbestuur en leierskap moet aandag skenk aan drie dimensies met betrekking tot die gebruik van rekenaars in onderrig en leer: die gebruik van nuwe hardeware- en sagteware; die invoer van nuwe aktiwiteite en praktyke; en die ontwikkeling van 'n positiewe ingesteldheid (Fullan, 2003).

Die gevallestudies in vyftien Europese skole met betrekking tot hulle innoverende pedagogiese gebruik van IKT het aangetoon dat in baie van hierdie skole innoverende pedagogiese beleide slegs gedeeltelik teenwoordig was. Die proses van innovering van onderrig en leer is 'n komplekse aangeleentheid en die proses van verandering is ook kompleks. Veranderinge wat onderwysers moet aanvaar sluit onder andere in die gebruik van aanlynonderrig en -leermateriaal, nuwe onderrigbenaderings, en nuwe rolle van onderwysers (Anderson, 2008). *Apple Classrooms of Tomorrow* meen dat: "Verander die manier hoe mense dink oor, sowel as die gebruik van tegnologie vir onderrig en leer" (AACTE, 2008). Die rol van die tegnologiekoördineerder in die implementering van IKT behoort onderwysers te ondersteun deur byvoorbeeld ondersteuning van POO (BECTA, 2006; Department of Education, 2004).

2.3 Die rol van die tegnologie koördineerder

Die doel van die tegnologiekoördineerder is om ondersteuning te bied met betrekking tot die integrering van IKT in skole. Soos onderwysers algaande bewus word van die moontlikhede wat die gebruik van IKT vir onderrig en leer, word die noodsaaklikheid van pedagogiese en

tegnologiese ondersteuning meer krities. Onderwysers het ondersteuning nodig met betrekking tot leerdergesentreerde benaderings, leerderprojekte, aanlyn-samewerking, en aanlynnavorsing (Pelgrum, 2008).

Europese lande was oor die algemeen ten gunste van die gebruik van IKT in hulle skole om die kwaliteit van onderrig en leer te verbeter. Groot Brittanje, Swede, Nederland, Griekeland en Duitsland het rapporteer dat hulle tegnologiekoördineerders in hulle skole aanstel, terwyl baie ander Europese lande in die proses was om tegnologiekoördineerders op te lei om skole te ondersteun, te adviseer, die rekenarisering van administratiewe take, skakeling met die skoolbestuurderspan, en om as deskundiges op te tree in die gebruik van IKT in onderrig en leer (Harrison, 1998; Moursund, 1992; OECD, 2006). Tegnologiekoördineerders is betrokke by 'n verskeidenheid van take in skole (Frazier & Bailey, 2004) wat onder andere behels dat hulle betrokke is by IKT-beplanning, strategiese beplanning onderwysdoelstellings, POO, keuse van modelle vir gebruik van rekenaars in skole (Tinio, 2002). Deurlopende POO word beskou as 'n belangrike voorvereiste vir volhoubare implementering van IKT (Owston, 2003).

Die mees effektiewe manier om innovering in onderrig en leer teweeg te bring is deur middel van demokratiese prosesse om onderwysers by die verandering te betrek (Fullan, 1992). POO dra by tot die pedagogiese gebruik van IKT in klaskamers (Pelgrum, 2008). In Suid Afrika behoort tegnologiekoördineerders aangestel te word om skole te ondersteun in die gebruik van IKT in onderrig en leer (Blignaut & Howie, 2009). Strudler en Gall (1998) voer aan dat tegnologiekoördineerders 'n goeie balans moet handhaaf in ten opsigte van tegnologiese en interpersoonlike vaardighede (ondersteuning, samewerking, kommunikasie, konflikthantering, asook om vertrouwe by mense te wek). Tegnologiekoördineerders kan dus oor die algemeen beskou word as mense wat betrokke is by die teweeg bring van positiewe veranderinge in die kultuur van die skool en die konteks van onderrig en leer in die skool.

Volgens Tinio (2002) is daar vyf sleuteluitdagings wat in gedagte gehou moet word ten opsigte van die suksesvolle integrasie van IKT in onderwys: (i) opvoedkundige beleid en beplanning; (ii) infrastruktuur; (iii) kapasiteitsbou; (iv) taal en inhoud; en (v) finansiering. Pelgrum (2008) voer aan dat die taak van die tegnologiekoördineerders sesledig van aard is; visie van die skool, POO, infrastruktuur (harde- en sagteware en geboue), tegnologiese en pedagogiese ondersteuning, leierskapontwikkeling, en organisatoriese- en bestuuraspekte. Bestuursmatige aangeleenthede is belangrik in die visie van die skool (Owston, 2003). Wanneer IKT nie deel vorm van die algehele visie van die skool nie, sal innovasie in onderrig en leer nie plaasvind nie. Die gesamentlike rol van die tegnologiekoördineerder en die

skoolhoof is dus 'n baie komplekse, maar uiters belangrike saak (Wilson & McPake, 2000). Die oogmerk van skoolleierskap is dat IKT deel moet uitmaak van die skoolbeleid; die konsep van “e-leierskap” ontstaan vanuit hierdie perspektief (Hong Kong Education and Manpower Bureau, 2004). 'n Multi-vlak leierskap, insluitende sisteem-, skool- en onderwysvlak, is dus noodsaaklik (Gurr, 2004).

In die Suid Afrikaanse konteks het min onderwysers toegang tot IKT vir onderrig en leer. Aan die anderkant, bevorder die Departement van Onderwys (Department of Education, 2004) die ontwikkeling van IKT om geleenthede vir leerders te skep, ongelykhede aan te spreek, die kwaliteit van onderrig en leer te bevorder, en lewenslange leer aan te moedig (Pelgrum & Anderson, 1999a). Die tegnologiekoördineerder kan dus onderwysers motiveer deur informele kontakssessies of kommunikasie, via gereelde nuusbriewe (gedruk of elektronies) kursusse by die skool aan te bied, asook via die skool se eie werkkomitee vir IKT in onderrig (WCED, 2003).

SITES 2006 het aangetoon dat tegnologiese ondersteuning die laagste was in Suid-Afrika, (Howie & Blignaut, 2009). Aangesien al meer vakrigtings in skole toenemend gebruik maak van IKT, kom onderwysers se gebrek aan selfvertroue en bevoegdheid na vore. Die behoefte aan POO neem dienooreenkomstig toe (Jones, 2004). Pelgrum (2001) voer aan dat skoolhoofde onvoldoende POO as 'n ernstige bedreiging vir die gebruik van IKT in klaskamers beskou

Die belangrike rol wat die tegnologiekoördineerder speel ten opsigte van die ondersteuning en verbetering van onderrig en leer in ons skole, word breedvoerig uiteengesit in die Witskrif op e-Onderwys wat in 2004 uitgereik is deur die Departement van Onderwys. Die Departement hoop dus dat hierdie Witskrif die onderwyssektore en alle belangegroepe in staat sal stel om optimale beskikbaarheid en benutting van IKT in onderwys te verseker, op so 'n manier dat dit sal bydra tot beter toegang van kwaliteitonderrig vir almal (Department of Education, 2004).

2.4 Onderwys Witskrif en die rol van die tegnologiekoördineerder

Die Onderwys Witskrif voorsien dus 'n strategiese raamwerk om opvoedkundige instellings ondersteun om IKT in onderwys te vestig. Die Witskrif beskou dus IKT-koördinering as belangrik ten opsigte van ontwikkeling, implementering en monitering van IKT-planne (Depart-

ment of Education, 2004). Die Departement van Onderwys (2007) se beleid op e-Onderwys, het ten doel om skole landwyd te transformeer in kwaliteitonderrig en leersentrums vir die 21^{ste} eeu. Hierdie afdeling bied 'n uiteensetting van die Departement se beleid op e-Onderwys; die bepalings wat in die beleid vervat word; die pad vorentoe asook die mate van ondersteuning van regeringskant ten opsigte van tegnologiese ondersteuning by skole.

Die uitbreiding van IKT noop betekenisvolle veranderinge in onderrig en leer. Fokus word geplaas op doeltreffende ontwikkelingsintervensies om die koste van die lewering van basiese gemeenskapsdienste te verlaag. IKT het ook die potensiaal om die kwaliteit van onderrig en leer te verbeter deur veranderde werksydes, nuwe vennootskappe, en 'n eweredige verspreiding van opvoedkundige geleenthede. Meeste van hierdie ideale word ondermyn deur fiskale verpligtinge, ondoeltreffende infrastruktuur, en swak koördinerings. Beste praktyke om volhoubare IKT in Suid-Afrika in werking te stel, is nog nie duidelik nie (Department of Education, 2007). Betekenisvolle vordering is reeds gemaak in die Wes-Kaap (Khanya) (WCED, 2011), met minder sukses in Gauteng (Gauteng Online) (Gauteng Provincial Department, 2009) en die Noord-Kaap (Connectivity Project) (AllaAfrica.com, 2005). Slegs ongeveer 6,4% van alle Suid-Afrikane het private toegang tot die Internet. Pogings deur skoolbestuur om IKT in onderwys te implementeer vereis ondersteuning van die kant van die Regering in terme van beleidformulering om ongelykheid van byvoorbeeld Internettoegang op te hef (Department of Education, 2004).

Die Departement van Onderwys is die afgelope dekade aktief betrokke op die gebied van IKT. Die Ministerie van Onderwys het in Augustus 2004 die Witskrif op e-Onderwys gepubliseer: "Transforming Learning and Teaching through ICT. Dit is 'n omvangryke analise van die pedagogiese, sosiale en ekonomiese voordele van onderwys in en deur die nuwe tegnologieë, en stel 'n gefaseerde benadering voor om te verseker dat alle leerders IKT-bevoegsal wees teen 2013. Hierdie dokument erken die massiewe investering wat vereis word om hierdie doelstelling te bereik, en bepleit aansienlike bydraes deur die private sektor in samewerking met die regering (Department of Education, 2004).

Vir suksesvolle IKT integrasie moet gesamentlike pogings deur die skoolbestuur en onderwysers aangewend word ten einde 'n konsekwente en volhoubare IKT-program te verseker (Newman & King, 2000). Volgens Leithwood en Louis (2004) is suksesvolle leierskap verbind tot die daarstelling van doelstellings en duidelike visie, POO, infrastruktuur, en uitbou van kultuursamewerking. Skoolbestuur moet op 'n aktiewe wyse planne beraam om onderwysers, tegnologiekoördineerders en ouers te bemagtig om die skool se visie te kommuni-

keer (Bennett, 1996). Leierskap van die tegnologiekoördineerder kan bydraend wees tot die uitbou van hierdie doelwitte. Om 'n tegnologie-ondersteuningstelsel in plek te kry en 'n leeromgewing in skole skep om opvoeders se tegnologiese en pedagogiese vaardighede te ontwikkel, is noodsaaklik vir die gestruktureerde integrering van IKT in onderrig en leer (Dexter, 2008). Tegnologie is nodig om opvoedkundige transformasie te bevorder, en nie net innoverende modelle van onderrig en leer te versterk nie. Ten einde die POO van skoolhoofde en onderwysers in onderrig en leer te verwesenlik, het die Witskrif op e-Onderwys strategie-se doelwitte daargestel om sodanige ontwikkeling te verseker. Dit is noodsaaklik om die benadering wat die Witskrif daargestel het in die vorm van drie fases van nader te bekyk (Department of Education, 2004).

Die eerste fase word gekenmerk deur sisteemwye en institusionele gereedmaking om IKT in onderrig, leer en administrasie in te voer. Dit behels die uitbou van 'n onderwys- en opleidingstelsel om die integrasie van IKT in die onderrig en leersituasie te ondersteun. Die tweede fase behels die vestiging van 'n IKT-teenwoordigheid by instellings, die ontwikkeling van e-leerinhoud van 'n hoë kwaliteit, die koppeling van onderwysinstellings met die Internet vir elektroniese kommunikasie, en die ondersteuning van gemeenskappe deur middel van skole se IKT-fasiliteite. Die derde fase behels dat IKT op alle vlakke van die onderwysstelsel geïntegreer moet word (bestuur, onderwys, leer en administrasie). Die doel van hierdie fase is dat provinsiale onderwysdepartemente IKT moet aanwend in alle aspekte, soos kommunikasie, bestuur, evaluering, beplanning en monitering te fasiliteer (Department of Education, 2004).

Die Witskrif vereis dat onderwysers en leerders oor die vermoë moet beskik om IKT suksesvol en kreatief te gebruik, en van onderwysers word verwag om IKT in hulle onderrig en leerpraktjke te integreer. Die doeltreffende gebruik van IKT hang af van drie bepalende faktore, naamlik die koste daaraan verbonde, die doelgerigte aanwending van IKT, asook die kwes-sie van volhoubaarheid (Van Niekerk, 2009).

Die integrasie van IKT in onderrig en leer verwys na enige moontlike gebruik van rekenaar-tegnologie binne die skoolkurrikulum, soos byvoorbeeld, toerusting vir kommunikasie-doeleindes (e-posse, video-besprekings, e-leer); algemene toerusting (woordprosessering, aanbiedings, webgebaseerde publikasies); toerusting vir onderrigdoeleindes (aanlyn lesse, interaktiewe witborde, rekenaars, dataprojektors); rekenaarondersteunde sagteware (inoefenprogramme vir verskillende vakinhoudes); asook toerusting vir bestuursdoeleindes (skooladministrasie, publisering van uitslae en algemene korrespondensie) (McFarlane & de Ricj-

ke, 2001). Skole wat IKT in hulle onderrig en leer gebruik, ervaar verskeie voordele, aangesien dit gedifferensieerde aktiwiteite binne een klaskamer aanmoedig. In sodanige geïntegreerde benadering, word kennis, vaardighede en denkwyses rondom verskeie tradisionele vakke gekombineer ten einde leerders te help om die verlangde uitkomstes te kan bereik (Pelgrum & Anderson, 1999a).

2.5 Opsomming

In hierdie hoofstuk, is die rol van die tegnologiekoördineerder in Suid-Afrikaanse skole breedvoerig uiteengesit. Dit is duidelik dat tegnologiekoördineerders in skole noodsaaklik is ten einde positiewe veranderinge in die kultuur van die skool sowel as in die konteks van onderrig en leer, te bewerkstellig en te handhaaf. Klem is gelê op die verwagtinge van tegnologiekoördineerders ten opsigte van die implementering van rekenaartegnologie in die onderrigpraktik. Verder is uitgewys dat tegnologiekoördineerders 'n belangrike funksie verrig ten opsigte van die integrasie van IKT in onderrig en leer, en ook in hoe 'n mate die tegnologiekoördineerder 'n positiewe bydra lewer tot die volhoubare integrering van rekenaartegnologie. Hierdie hoofstuk het ook verskillende pedagogiese gebruike van IKT in onderrig uitgelig; watter vraagstukke in die gebruik van IKT aangespreek behoort te word asook sekere uitdagings van die gebruik van IKT in die onderrig- en leerproses. Voorts is die rol van die tegnologiekoördineerder bespreek vanuit nasionale sowel as internasionale perspektiewe.

Ten einde die impak en rol van IKT in onderrig en leer te verstaan, word in Hoofstuk 3 gefokus op die agtergrond van die IEA-studies oor die gebruik van IKT in Suid-Afrikaanse skole asook op 'n bepaalde oorsig van die Suid-Afrikaanse deelname aan die SITES 2006.

HOOFSTUK 3

OORSIG OOR DIE DRIE SITES-MODULES

3.1 Inleiding

Gedurende die 1990's het die IEA 'n reeks internasionale vergelykende studies geloods oor die gebruik van rekenaars en ander IKT in skole. Die studies was daarop gemik om die internasionale gebruik van IKT in onderrig en leer te beskryf. Tot op hede is drie reekse SITES modules afgehandel (Pelgrum, 2008).

Die eerste module (M1) het gefokus op die opvoedkundige aspekte van rekenaargebruik vanuit die perspektief van die onderwyser en die skool (Pelgrum & Anderson, 1999b); die tweede module (M2) het 'n indiepte studie behels oor die innoverende onderrig- en leerpraktyke in skole (Kozma, 2003); en SITES 2006 (M3) het gebou op die bevindings van die vorige studies om 'n oorsig te verkry van die pedagogiese gebruik van IKT in skole (Law *et al.*, 2008b). Suid-Afrika het aan al drie die SITES-modules deelgeneem (Law *et al.*, 2008a). Die bevindinge van die drie modules saam dui tendense aan oor die effektiewe gebruik van IKT-gebaseerde onderrigpraktyke in verskillende lande en onderwysstelsels (Ottestad & Quale, 2009).

3.2 SITES Module 1

3.2.1 Doel van die studie

SITES M1 was 'n kwantitatiewe internasionaal-vergelykende studie wat as basislyn-vergelyking dien vir verdere ontwikkeling op die gebied van die gebruik van rekenaars en IKT in skole (Pelgrum & Anderson, 1999a). Die data-insameling het tussen November 1998 en Februarie 1999 plaasgevind. Dr. Willem J. Pelgrum het as die Internasionale Navorsingskoördineerder (INK) opgetree vanuit die Universiteit van Twente in Nederland (Pelgrum & Anderson, 1999b).

3.2.2 Navorsingsontwerp en -metodologie

Ses-en-twintig lande en onderwysstelsels uit Europa, Afrika, die Midde-Ooste, Noord-Amerika, en Asië het aan M1 deelgeneem (Pelgrum & Anderson, 1999a). Primêre, laer sekondêre, en hoër sekondêre skole wat reeds rekenaars vir onderrig en leer gebruik het, het aan die studie deelgeneem. 'n Battery van opname-instrumente gerig aan die skoolhoofde en tegnologiekoördineerders het vier probleemareas aangespreek: (i) rekenaargebruik in kurrikula; (ii) watter IKT-infrastruktuur (toerusting, sagteware, toegang tot die internet, ensovoorts) in skole beskikbaar is; (iii) watter personeelontwikkeling en ondersteunende dienste vir rekenaarintegrering beskikbaar is; en (iv) onderwysbestuur vir effektiewe rekenaargebruik (Pelgrum & Anderson, 1999a). Die bevindings van M1 word aan die hand van hierdie vier probleemareas bespreek.

3.2.3 Bevindings

3.2.3.1 Kurrikulum

Die opname-instrument het onderskei tussen die bestaande en 'n ontluikende kurrikulum (Pelgrum, 1999a). Veral deelnemende laerskole het aangedui dat hulle dikwels van woordverwerkings- en sigbladprogramme gebruik gemaak het, terwyl hoërskole meer dikwels van e-pos en Internet gebruik gemaak het (in Suid-Afrika, 30% laerskole en 45% hoërskole). Alhoewel tradisionele pedagogiese praktyke oorheers het, het baie skole aangedui dat hulle reeds ontluikende praktyke aanvaar en ingevoer het (Law, 1999). Die skole wat die ontluikende praktyke aanvaar het, was skole met 'n hoë leerder:rekenaar verhouding. Namate onderwysers begin het om IKT te gebruik, en om hulle pedagogiese benadering te verander na 'n leerdergesentreerde een, het skole meer suksesvol geword (Bos *et al.*, 1999).

3.2.3.2 Infrastruktuur

Items met betrekking tot infrastruktuur het vroeë ingesluit oor leerder:rekenaar verhouding, kwaliteit van beskikbare IKT toerusting, beskikbaarheid van rekenaarverwante toerusting, Internettoegang, beskikbaarheid van opvoedkundige sagteware, beperkings met betrekking tot harde- en sagteware, en kostes van rekenaartoerusting. In Suid-Afrika het 60% van die laerskole en 45% van die hoërskole Windows 95™ of Windows 98™ gehad. Die standaard van toerusting was oor die algemeen dieselfde dwarsdeur die deelnemende skole in die verskillende lande en onderwysstelsels wêreldwyd. Ongeveer 60% van die deelnemende skole

in Suid-Afrika wat rekenaars gebruik het, het Internettoegang gehad. Meeste skole het aangedui dat hulle nie oor genoegsame opvoedkundige sagteware beskik nie (Pelgrum, 1999b).

3.2.3.3 Personeelontwikkeling en ondersteunende dienste

Die studie het weereens aangetoon dat die opleiding van onderwysers in die gebruik van IKT in onderrig en leer die belangrikste faktor was tydens die integrering van IKTs in onderrig en leer. In laerskole was gebrek aan kwaliteit van opleiding die grootste struikelblok in die effektiewe gebruik van rekenaars in skole. Al die deelnemende lande en onderwysstelsels het aangedui dat opleiding van onderwysers 'n beleidsaspek was wat dringende aandag geverg het (Pelgrum, 1999c).

3.2.3.4 Onderwysbestuur vir effektiewe rekenaargebruik

Die volgende aspekte is deur die opname-instrument aangespreek: skoolhoofde se houding jeens IKT, beleidsaspekte met betrekking tot aanvaarding en gebruik van IKT in skole, en hoe IKT gebruik word om leerders se vordering te monitor, en onderwysers te ondersteun met betrekking tot administratiewe take, en die probleme wat die skole ondervind het tydens die gebruik van IKT in onderrig en leer. Tagtig persent van die Suid-Afrikaanse skoolhoofde het 'n positiewe houding jeens die gebruik van IKT getoon. Ten spyte van hierdie positiewe houding van die skoolhoofde, het minder as die helfte van die skole 'n IKT-beleidsdokument en visie vir die gebruik van rekenaars in onderrig en leer gehad (Jones, 2003).

3.3 SITES Module 2

3.3.1 Doel van die studie

SITES M2 het gefokus op die verband tussen IKT en innoverende pedagogiese gebruik in onderrig en leer. Die studie is uitgevoer van 1999 tot 2002 en het bestaan uit kwantitatiewe en kwalitatiewe komponente. Dr. Robert Kozma het as die INK opgetree (Kozma et al., 2003).

3.3.2 Navorsingsontwerp en -metodologie

Die studie het bestaan uit 174 gevallestudies met betrekking tot die innoverende gebruik van IKT in die 28 deelnemende lande en onderwysstelsels. Die kwalitatiewe komponent het in diepte inligting verskaf met betrekking tot die deelnemers en lande, terwyl die kwantitatiewe komponent die tendense tussen lande ondersoek het. Die studie het gefokus op die IKT-gebruik op mikro-, meso-, en makrovlakke van onderwyslewering. Navorsing op die mikrovlak het bepaal hoe innoverende pedagogiese praktyke teweeggebring kan word; die mesovlak het gemeenskapsbetrokkenheid en ondersteuning op skoolvlak bepaal, terwyl die makrovlak die nasionale en plaaslike beleid met betrekking tot IKT-integrering beskryf het. Die navorsingsvrae het hoofsaaklik vier probleemareas aangespreek: (i) IKT en innoverende klaskamerpraktyke, (ii) IKT en die kurrikulum, (iii) IKT en die skoolomgewing, en (iv) IKT en beleid (Kozma & McGhee, 2003). Hierdie vier aspekte word vervolgens bespreek.

3.3.3 Bevindings

3.3.3.1 IKT en innoverende klaskamerpraktyke

Die studie het baie ooreenkomste tussen die verskillende lande en onderwysstelsels aangedui. Die rol van die onderwyser het grootliks verander van bron van kennis na die van bestuurder of fasiliteerder van onderrig en leer. Leerders het terselfdertyd meer betrokke geraak by verwerwing van kennis, en het groter verantwoordelikheid begin aanvaar vir die kennis wat hulle verwerf het. Sommige onderwysstelsels het meer gefokus op die gebruik van IKT-gedrewe kommunikasievaardighede en spanwerk, terwyl ander stelsels gekonsentreer het op kreatiewe denkvvaardighede en leerdergesentreerde pedagogiek. Oor die algemeen het leerders en onderwysers toenemend gebruik gemaak van bronne buite die skool om inligting in te samel. Algemene produktiwiteitsgereedskap was veeldoelige pakkette (woordverwerkers, sigblaaie, databasisse, en aanbiedingsagteware), e-pos en die Internet. Die gebruik van nuwe innoverende tegnologie (mobiele telefone, interaktiewe witborde, digitale laboratoriumtoerusting) het ook meer voorgekom (Kozma & McGhee, 2003).

3.3.3.2 IKT en die kurrikulum

Hierdie gedeelte van die studie het gefokus op die implementering van beleidsdokumente in skole, en op nuwe beleidsdokumente wat verandering in onderrig en leer bewerkstellig het. Van die 174 gevalle, het slegs 27% van die deelnemers van nuwe inligting gebruik gemaak

tydens onderrig en leer; 37% het hulle onderwysdoelwitte aangepas om by IKT-verwante metodologieë te pas; en slegs 18% het aangedui dat IKT 'n wesenlike verskil gemaak het ten opsigte van die wyse waarop hulle die kurrikulum aangebied het. In die gevalle waar IKT wel gebruik is, het onderwysers 'n positiewe houding ontwikkel jeens hervorming in onderwys. Leerders het ook meer selfvertroue ontwikkel oor hulle onderrig- en leervaardighede omdat hulle meer selfstandig studeer het (Voogt & Pelgrum, 2003).

3.3.3.3 IKT en die skoolomgewing

Drie faktore het 'n invloed uitgeoefen, naamlik die skoolkonteks, lewensvatbaarheid van innovasie, en die oordraagbaarheid van innovasie. Die eienskappe van die verandering wat moet plaasvind is geïdentifiseer as die behoefte van die skool om sy onderwysers toe te rus met pedagogiese vaardighede, die vertroue wat skoolhoofde het in onderwysers se vermoëns om aan te pas by innoverende omstandighede, die onderwysers se vermoëns om te aanvaar dat leerders sal baat vind by innoverende onderrig en leer, en die erkenning van die waarde van innovasie as motivering vir onderwysers. Professionele ontwikkeling en ondersteuning van onderwysers is as die belangrikste aspek uitgewys om innovasie in onderrig en leer moontlik te maak. Die rol van die skoolhoof is uitgesonder omdat deurlopende ondersteuning en ontwikkeling hoofsaaklik deur die skoolhoof moontlik gemaak word, en bevorder behoort te word. Van die eksterne faktore wat 'n rol gespeel het tydens innoverende onderrig- en leerpraktyke was gebrekkige ondersteuning vanuit die gemeenskap, veral vanuit die professionele gemeenskap soos universiteite en die privaatsektor. Ander ondermynende faktore was onvoldoende toerusting, oorwerkte onderwysers, beperkte rekenaarvaardighede van onderwysers, en gebrekkige toegang tot rekenaars en die Internet (Owston, 2003).

3.3.3.4 IKT en beleid

Verskeie faktore met betrekking tot nasionale beleidsverandering is ook ondersoek. Faktore soos watter IKT-strategieë die mees voordelige veranderings teweegbring; die verryking van leerderervarings in klaskamers; die ontwikkeling van IKT-kapasiteit in skole; IKT-vaardighede van onderwysers en leerders; en die stel van nasionale leerdoelwitte. Plaaslike doelwitte het verskil van een land tot die volgende met betrekking tot die verskillende onderwysstelsels. Byvoorbeeld, sommige stelsels het die ontwikkeling van hoër kognitiewe vaardighede bevorder, terwyl ander onderrig- en leermetodologie wou bevorder. Ongeveer 50% van die deelnemende lande het saamgestem dat innoverende nasionale en plaaslike IKT-beleid meetbare innovering tot gevolg gehad het. Die soorte verandering wat geïdentifiseer is, sluit on-

der andere in: vaardigheidsontwikkeling met betrekking tot inligtingsbestuur, kennisverwerking, kennisinsamelingstrategieë, en samewerkingstrategieë tussen rolspelers. Voortdurende professionele ontwikkeling vir onderwysers en skoolhoofde is noodsaaklik om suksesvolle implementering van IKT-beleid en klaskamerpraktyk te verseker. Assesseringstrategieë moet terselfdertyd aangespreek word om te verseker dat innoverende gebruik van IKT op nasionale vlak kan plaasvind (Jones, 2003).

3.4 SITES 2006

3.4.1 Doel van die studie

SITES 2006, die derde module in die reeks, was 'n internasionale vergelykende kwantitatiewe opname oor die pedagogiese gebruik van IKT in skole. Dit het gefokus op die rol van IKT in onderrig en leer van wiskunde en wetenskaponderwysers van graad 8 leerders, asook die gebruik van rekenaars met betrekking tot die 21^{ste} eeuse leervaardighede in skole. Die kontekstuele faktore bydraend tot die omstandighede van die onderwysstelsel is ook geïdentifiseer (Law *et al.*, 2008a). Twee-en-twintig lande het aan die studie deelgeneem wat plaasgevind het van Oktober 2004 tot Desember 2006. Die finale internasionale dataset het gedurende April 2008 beskikbaar geword in die openbare domein (Brese & Carstens, 2009). Die studie is gelei deur Dr Willem J Pelgrum as INK (Law *et al.*, 2008b).

3.4.2 Navorsingsontwerp en -metodologie

'n Opnametegniek was die mees gepaste metode om internasionale data in te samel oor die huidige status van pedagogiese praktyke en IKT-gebruik in die deelnemende lande en onderwysstelsel. Die opname het uit vier vraelyste bestaan. Vraelyste is ontwerp en ontwikkel vir data-insameling van (i) Wetenskap en Wiskunde onderwysers, (ii) skoolhoofde, (iii) tegnologiekoördineerders, en (iv) die NNKs van die deelnemende lande (Law *et al.*, 2008a). Die vraelyste het 'n algemene demografiese gedeelte ingesluit, terwyl die vraelyste self daarop gemik was om inligting met betrekking tot die breë onderwysstelsel in te samel in ooreenstemming met die konseptuele raamwerk van die projek (Anderson & Plomp, 2008). Die navorsingsvrae wat SITES 2006 aangespreek het, was: (i) Wat is die pedagogiese praktyke in skole en hoe word IKT hiervoor benut?, (ii) Watter IKT, en hoe is IKT gebruik in spesifieke pedagogiese praktyke waar IKT dikwels in skole voorkom?, en (iii) Watter faktore met

betrekking tot die onderwyser, skool, gemeenskap en sisteem word met pedagogiese benaderings en IKT geassosieer? (Law *et al.*, 2008a).

Die studie het van 'n opnametegniek gebruik gemaak omdat dit die mees doeltreffende metode was om die status van pedagogiese gebruik deur IKT in deelnemende lande te bepaal. Die vraelys aan die onderwysers was as die hoofkomponent van die studie beskou. Die vraelys aan die skoolhoofde het inligting ingesamel oor die ondersteunende rol van die skoolhoof tydens die gebruik van IKT in onderrig en leer. Die vraelys aan die tegnologiekoördineerders het tegnologiese IKT-verwante aangeleenthede aangespreek. Die vraelys het uit 19 vrae bestaan wat 115 veranderlikes verteenwoordig het. Die huidige studie fokus op die Suid-Afrikaanse data met betrekking tot die tegnologiekoördineerders se data. Die vraelys aan die tegnologiekoördineerders en die skoolhoofde word gesamentlik na verwys as die skoolverwante vraelyste. Aspekte soos infrastruktuur (IKT en ander), lewenslange leerpraktjke, die visie van die skool met betrekking tot IKT en pedagogiese praktjke, behoeftes met betrekking tot IKT personeelontwikkeling, tegnologiese en pedagogiese ondersteuning, as ook die rol van die skoolhoof met betrekking tot IKT-gebruik, word deur die vraelys aan die tegnologiekoördineerders aangespreek (Law *et al.*, 2008a).

3.4.3 Bevindings

Die deelnemende onderwysstelsels het baie van mekaar verskil in terme van die omvang van die gebruik van IKT in skole (Voogt & Pelgrum, 2005). Voogt en Pelgrum (2005) vergelyk die ondersteuning wat aan onderwysers gebied word in die verskillende onderwysstelsels. Visie met betrekking tot lewenslange leerpraktjke deur middel van IKT is as 'n statisties-beduidende faktor uitgewys. Baie onderwysstelsels het aangetoon dat dit 'n beduidende faktor was wat tegnologiese ondersteuning geverg het. In Suid-Afrika is hierdie faktor as nie-beduidend uitgewys (Pelgrum, 2008).

Die leerder:rekenaar verhouding het wêreldwyd gekrimp vanaf M2 na SITES 2006. Selfs lande soos die Russiese Federasie het aangetoon dat hulle leerders oor die algemeen rekenaars tot hulle beskikking het vir onderrig en leer. In Suid-Afrika het die situasie na M2 nie veel verander nie, en die Suid-Afrikaanse leerder:rekenaar verhouding was na SITES 2006 die hoogste van die deelnemende lande. Die studie het aangetoon dat die leerder:rekenaar verhouding in Suid-Afrika meer as 40:1 was, terwyl Noorweë en Kanada 'n verhouding van minder as 5:1 leerders per rekenaar in die sisteem uitgewys het (Voogt, 2008).

Die studie het aangetoon dat die meeste onderwysstelsels toegang tot Internet aan hulle leerders gebied het. Alhoewel hierdie stelling bemoedigend klink, beteken dit nie dat alle leerders noodwendig bevredigende toegang tot die Internet gehad het nie. Terwyl in lande soos Kanada, Noorweë en Hongkong skole versadigde Internet toegang aangetoon het (100%), is die toestand in Suid-Afrika nie na wense nie aangesien slegs 67% van skole wat wel rekenaars gebruik het (38% van die land), toegang tot die Internet gehad het. Hierdie toegang was ook nie noodwendig beskikbaar aan alle leerders nie (Law *et al.*, 2008a).

Die vraelys aan die tegnologieskoördineerders het ook 'n opname gemaak van die ander IKT as rekenaars wat in skole gebruik is. Suid-Afrika het weereens uitgestaan ten opsigte van die beskikbaarheid van ander onderrigmedia in vergelyking met die ander deelnemende lande: opvoedkundige sagteware, kommunikasiesagteware (e-pos beskikbaar aan onderwysers en leerders), en digitale laboratoriumtoerusting was in Suid-Afrika die laagste in vergelyking met die ander onderwysstelsels (Law, 2008).

Die tegnologieskoördineerders het aangedui dat daar in Suid-Afrika 'n groot behoefte was vir rekenaars tot beskikbaarheid van leerders, Internettoegang aan onderwysers en leerders, IKT-toerusting vir onderrig en leer, en aan opvoedkundige sagteware. Hulle het ook aangetoon dat skole in die algemeen onvoldoende begroot het vir die aankoop van IKT-gerelateerde toerusting om pedagogiese praktyke uit te bou. Die tegnologieskoördineerders het ook aangetoon dat beskikbare IKT-toerusting meesal in Suid-Afrika in rekenaarlaboratoria voorkom, en nie in klaskamers of biblioteke nie. Hierdie plasing van rekenaars dui op die pedagogiese gebruik van rekenaars in skole in slegs 'n beperkte aantal vakke en nie oor algemene gebruik van rekenaars in onderrig en leer oor die kurrikulum heen nie (Pelgrum, 2008).

Die onderhoud aan IKT-toerusting in skole wêreldwyd was oor die algemeen goed tot aanvaarbaar. In Suid-Afrika was baie min personeel (42% van rekenaargebruikende skole) aangewys om verantwoordelikheid te aanvaar vir bevordering en ondersteuning van die gebruik van rekenaars in onderrig en leer. Baie min ondersteuning is ook vanaf die Departemente van Onderwys verkry in Suid-Afrika (11%), waar hierdie funksie elders sterk deur die nasionale onderwysstelsels ondersteun is (87% in Singapore, Japan 74%). Suid-Afrika spog ook weereens met die laagste tegnologiese en pedagogiese ondersteuning aan hulle onderwysers en skole in die wêreld: 41% teenoor Noorweë met 100%, Estland met 99%, asook die laagste personeelontwikkeling met betrekking tot die gebruik van IKT in skole (Pelgrum, 2008).

3.5 Opsomming van die hoofstuk

Hierdie hoofstuk het 'n oorsig gebied oor Suid-Afrika se betrokkenheid by die drie SITES-projekte van die IEA. Suid-Afrika het aan al drie die studies deelgeneem en derhalwe kan longitudinale tendense reeds aangetoon word met betrekking tot die IKT-gebruik in Suid-Afrikaanse skole. Hierdie tendense toon egter aan dat IKT-gebruik in Suid-Afrikaanse skole nie vinnig gevorder het nie, en dat toegang tot rekenaars en die Internet steeds gebrekkig bly, ten spyte van 'n wêreldwye ontploffing in die gebruik van onderrigtegnologie. Opleiding van onderwysers is ook nie voldoende om rekenaars doeltreffend in onderrig en leer te gebruik daar waar hulle wel beskikbaar is nie.

Hierdie kontekstuele faktore moet daadwerklik aangespreek word om die kwaliteit van IKT-gebruik in Suid-Afrikaanse skole te bevorder tot op 'n vergelykbare vlak met die ander deelnemende lande. Suid-Afrika was die enigste deelnemende land wat nie 100% toegang en beskikbaarheid van IKT aan sy leerder kon bied nie. Chili, die ander Suidelike halfrond deelnemende land, met baie dieselfde demografiese eienskappe as Suid-Afrika, het baie beter gevaar met betrekking tot die gebruik van IKT in skole (Blignaut, 2009). Die studie het ook aangetoon dat Suid-Afrikaanse onderwysers nie maklik aanpas by tegnologiese verandering nie, en dat die meeste onderwysers steeds verkies het om van tradisionele onderrigmetodes gebruik te maak. Oor die algemeen gebruik Suid-Afrikaanse onderwysers rekenaars en die Internet net om inligting te soek. Baie min onderwysers gebruik IKT in onderrig en leer omdat hulle selfvertroue gebrekkig was om die tegnologie doeltreffend te gebruik (Law *et al.*, 2008a).

In die volgende hoofstuk word die navorsingsontwerp en -metodologie van hierdie studie verduidelik.

HOOFSTUK 4

NAVORSINGSONTWERP EN -METODOLOGIE

4.1 Inleiding

Hierdie hoofstuk bied 'n uiteensetting van die sekondêre data analise (SDA) -metodologie (Smith, 2008) aan soos uitgevoer op die Suid-Afrikaanse data van SITES 2006, met betrekking tot die vraelys aan die tegnologiekoördineerders. Die hoofstuk beskryf die studiepopulasie van die SDA, asook die metodes en strategieë gevolg tydens die statistiese analise.

Die hoofnavorsingsvraag vir hierdie studie is: *Wat is die rol van die tegnologiekoördineerder in die implementering en benutting van IKT in Suid Afrikaanse skole?* Om hierdie navorsingsvraag sinvol binne die Suid Afrikaanse konteks te beantwoord, is die volgende addisionele vrae geformuleer:

- a) In watter leerareas by skole word IKT aangewend vir onderrig en leer?
- b) Watter soort IKT-toerusting, harde- en sagteware word gebruik?
- c) Wat is die verantwoordelikhede van die tegnologiekoördineerders by skole?
- d) Wie is verantwoordelik vir die instandhouding van IKT in skole?
- e) Wat is die IKT-vaardighede van onderwysers, en hoe word hulle professioneel ontwikkel en ondersteun in die gebruik van IKT vir onderrig en leer?
- f) Hoe gereeld gebruik opvoeders, leerders en administratiewe personeel IKT in skole?
- g) Hoeveel tegnologiese ondersteuning is beskikbaar om IKT te gebruik in onderrig en leer?
- h) Wat is die struikelblokke vir IKT implementering en benutting by skole?
- i) Watter betekenisvolle ooreenkomste en verskille tussen veranderlikes van IKT implementering, IKT benutting, die rol van tegnologiekoördineerders, en die struikelblokke vir IKT-implementering en -gebruik in Suid-Afrikaanse skole?

4.2 Sekondêre Data Analise (SDA)

Die Nasionale Navorsingskoördineerders (NNKs) van die deelnemende lande en onderwysstelsels van SITES 2006 het van 'n grootskaalse opnametegniek gebruik gemaak tydens die

internasionale vergelykende studie van IKT-pedagogiese gebruike in skole (Law *et al.*, 2008b). Die instrumente het ingesluit: (i) 'n vraelys aan skoolhoofde, (ii) 'n vraelys aan Wiskunde en Wetenskaponderwysers, (iii) 'n vraelys aan tegnologiekoördineerders (Addendum 4.1), asook (iv) 'n vraelys aan die navorsingskoördineerders (Law *et al.*, 2008b).

Volgens Howie *et al.* (Howie *et al.*, 2005) was die SITES 2006 datainsameling gekompliseerd omdat slegs twee van die nege provinsies in Suid-Afrika IKT algemeen gebruik het. 'n Gestratifiseerde steekproeftrekking is uit die *Higher Education Management Information System* (HEMIS) getrek op grond van vier kriteria van rekenaargebruik: (i) 'n hoë verwagting IKT-gebruik in die skole, (ii) 'n lae verwagting IKT-gebruik in die skole, (iii) geen rekenaars beskikbaar in die skole nie, en (iv) skole waarvan die rekenaargebruik onbekend was. In skole waarvan die rekenaargebruik onbekend was, is 'n verdere stratifikasie op provinsiale vlak gedoen wat gelei het tot vyf hoof-strata van rekenaargebruik. 'n Totale steekproef van 451 tegnologiekoördineerders het hierdie datastel verteenwoordig.

Hierdie studie het 'n basiese SDA metodologie gevolg (Smith, 2008) van die Suid-Afrikaanse tegnologiekoördineerders met betrekking tot die SITES 2006 datastel. Die data is met behulp van opgeleide veldwerkers ingesamel (Els & Bignaut, 2009; SITES, 2006). Geen bykomende data is vir hierdie studie ingesamel nie.

4.3 Studiepopulasie van die SDA

Vir die doel van hierdie studie, is data verkry van die Suid-Afrikaanse populasie tegnologiekoördineerders wat aan die SITES 2006 deelgeneem het (SITES, 2006). Terwyl daar in Suid-Afrika 603-skole aan hierdie studie deelgeneem het, het die datastel van die tegnologiekoördineerders uit 451 respondente bestaan wat die vraelyste ingevul het. Alhoewel die meeste deelnemende lande en onderwysstelsels hulle data aanlyn ingesamel het, was Suid-Afrika die enigste land wat nie enigsins van die aanlynmetodologie gebruik gemaak het nie (Bignaut, 2009).

4.4 Veranderlikes

Tydens die SDA is beskrywende statistiek uitgevoer en kruistabulerings bereken om betekenisvolle korrelasies tussen veranderlikes te bepaal. Volgens Cramer en Howitt (2004:178) is

‘n veranderlike “a characteristic that consists of two or more categories or values.” Om hierdie studie se navorsingsvrae te beantwoord, is die hoofveranderlike met betrekking tot IKT-implementering en die rol van die tegnologiekoördineerder geïdentifiseer as item 2C in die vraelys (Addendum 4.1): “*Het begin om IKT in die onderrig en leer van leerareas te gebruik.*” Aangesien die tegnologiekoördineerdersvraelys se items kategorieë van aard was, is drie kategorieë van veranderlikes vir die data-analise bepaal: (i) veranderlikes van IKT-implementering by skole; (ii) veranderlikes van IKT-benutting vir administrasie en vir onderrig en leer in die verskillende leerareas in skole; en (iii) veranderlikes rakende die rol van tegnologiekoördineerders. Die hoofveranderlike is tydens kruistabulering gekorreleer met hierdie veranderlikes van IKT-implementering, IKT-benutting, en die rol van die tegnologiekoördineerder.

4.5 Analise van die datastelsel

Die statistiese analise is uitgevoer met behulp van die statistiese sagteware *SPSS® 16.0 for Windows* (SPSS, 2007):

- Om die navorsingsdoelwitte (a-h) te bereik en die navorsingsvrae (a-h) te beantwoord, is beskrywende statistiek (persentasie frekwensies) bereken van relevante items (veranderlikes van die tegnologiekoördineerdersvraelys) met behulp van die Suid-Afrikaanse datastel (Addendum 4.2).
- Om navorsingsdoelwit (i) te bereik en navorsingsvraag (i) te beantwoord, is kruistabulering uitgevoer tussen die hoofveranderlike en die kategorieë van veranderlikes van IKT-implementering en IKT-benutting, asook die rol van tegnologiekoördineerders (§ 4.4). ‘n Phi koëffisiënt, Pearson se Chi-kwadraattoets (p-waardes), en Cramer se effekgroottes (V) is bereken (Ellis & Steyn, 2003) om praktiese betekenisvolle korrelasies tussen hierdie veranderlikes te bereken. ‘n Effekgrootte $V \leq 0.2$ is ‘n klein effek wat ‘n statistiese verband tussen veranderlikes aantoon; $0.3 V \leq 0.4$ is ‘n medium effekgrootte wat neig tot ‘n praktiese betekenisvolle korrelasie; en $V \geq 0.5$ is ‘n groot effekgrootte wat ‘n praktiese betekenisvolle korrelasie (verband) aantoon.
- Die statistiese verwerking is onder leiding van die Statistiese Konsultasiediens, Noordwes-Universiteit, Potchefstroomkampus uitgevoer.

4.6. Etiese Aspekte

Navorsing vereis eerlikheid en integriteit van die navorser. Die SITES 2006 instrumente, asook die datastelle van die deelnemende lande en opvoedkundige sisteme is beskikbaar in die publieke domein (Carstens, 2008). Geen identifiserende inligting kom in die datastel voor nie, en geen verdere etiese klaring word benodig nie. Die Suid-Afrikaanse SITES 2006 datastel met betrekking tot die tegnologiekoördineerders is in hierdie studie geanaliseer en gerapporteer. Erkenning word hiermee verleen aan die IEA, SITES 2006 vir die gebruik van die data.

4.7 Opsomming

SITES 2006 was 'n internasionaal vergelykende studie om die pedagogiese praktyke en gebruik van IKT in skole te bepaal. Hierdie studie het 'n SDA van die Suid-Afrikaanse datastel aan tegnologiekoördineerders behels. Aangesien die data in die publieke domein beskikbaar was, was geen verdere etiese klaring vir hierdie studie nodig nie.

'n Kwantitatiewe SDA van Suid Afrika se deelname in SITES 2006 kan waarde toevoeg tot die rol van tegnologiekoördineerders in skole, hoe ondersteuning gebied word tot die gebruik van rekenaars in skole, asook die struikelblokke en suksesse wat tegnologiekoördineerders ervaar. Hierdie inligting kan nuttig wees vir die *Nasionale Departement van Onderwys* om rekenaargebruik in skole te bevorder, en klem te lê op die noodsaaklike rol van tegnologiekoördineerders tydens implementering van rekenaars in Suid-Afrikaanse skole (Department of Education, 2004:39-41).

HOOFSTUK 5

BEVINDINGS

5.1 Inleiding

Soos in Hoofstuk 1 uiteengesit, is die navorsingsdoel van hierdie studie om te bepaal *wat die rol van tegnologiekoördineerders in die implementering en benutting van IKT in Suid-Afrikaanse skole is*; om sodoende die ooreenkomstige hoofnavorsingsvraag vir hierdie studie aan te spreek, naamlik: *Wat is die rol van die tegnologiekoördineerder in die implementering en benutting van IKT in Suid Afrikaanse skole?* Om hierdie navorsingsvraag sinvol binne die Suid Afrikaanse konteks te beantwoord, is die addisionele vrae geformuleer wat in die verskillende afdelings van hierdie hoofstuk aangespreek word deur middel van 'n SDA van die SITES 2006 Suid-Afrikaanse datastel met betrekking tot tegnologiekoördineerders. Tabel 5.1 toon 'n uiteensetting van die vrae, asook die betrokke afdelings van hierdie hoofstuk waarin hulle ondersoek en aangespreek word.

Tabel 5.1: Afdelings waarin die navorsingsvrae aangespreek word

Navorsingvrae	Afdeling
(a) In watter leerareas by skole word IKT aangewend vir onderrig en leer?	§5.2.1
(b) Watter soort IKT-toerusting, hardeware en sagteware word gebruik, en wat word nog addisioneel benodig?	§5.2.2
(c) Wat is die verantwoordelikhede van die tegnologiekoördineerders by skole?	§5.2.3
(d) Wie is verantwoordelik vir die instandhouding van IKT in skole?	§5.2.4
(e) Wat is die IKT-vaardighede van onderwysers, en hoe word hulle professioneel ontwikkel en ondersteun in die gebruik van IKT vir onderrig en leer?	§5.2.5
(f) Hoe gereeld gebruik opvoeders, leerders en administratiewe personeel IKT in skole?	§5.2.6
(g) Hoeveel tegniese ondersteuning beskikbaar is om verskillende tipes IKT te gebruik vir onderrig en leer?	§5.2.7
(h) Wat is die struikelblokke vir IKT-implementering en benutting by skole?	§5.2.8
(i) Watter prakties betekenisvolle korrelasies tussen verskillende veranderlikes van IKT implementering, IKT benutting, die rol van tegnologiekoördineerders, en die struikelblokke vir IKT-implementering en -gebruik in Suid Afrikaanse skole?	§5.3

Beskrywende statistiek (persentasie frekwensies) is bereken om die eerste agt vrae (a-h) aan te spreek. Om die navorsingsvraag (i) te beantwoord, is die veranderlike, *Ons het begin om IKT in die onderrig en leer van leerareas te gebruik* (Addendum 4.2, 2C) gebruik om met behulp van kruistabulering IKT implementering, IKT benutting, die rol van tegnologiekoördineerders, die struikelblokke vir IKT-implementering en -gebruik in Suid Afrikaanse

skole te korreleer. Die korrelasies wat deur middel van kruistabulering gevind is, word in Hoofstuk 6 uiteengesit.

5.2 Beskrywende Statistiek

5.2.1 Gebruik van IKT in verskillende leerareas

Hierdie subvraag het ten doel om te bepaal watter leerareas die dienste van die tegnologie-koördineerder moontlik kan benut. Om navorsingsvraag (a) te beantwoord, *In watter leerareas by skole word IKT aangewend en hoe word IKT vir onderrig en leer benut?*, is die volgende beskrywende statistiek bereken, naamlik: die aantal jare wat skole IKT vir die onderrig en leer van graad 8 Natuur en Skeikunde en Wiskunde gebruik; die mate waartoe skole IKT gebruik; en hoe dikwels IKT in verskillende leerareas gebruik word.

Tabel 5.2: Aantal jare wat skole IKT vir die onderrig en leer van graad 8 Natuur en Skeikunde en Wiskunde gebruik is

Aantal jare	% Frekwensie
0-2	67.60
3-5	11.73
6-10	9.67
11-15	3.55
Meer as 15	2.49
Weet nie	4.97

Tabel 5.2 toon die aantal jare, met ooreenkomstige persentasie frekwensies, wat Suid-Afrikaanse skole IKT vir die onderrig en leer van graad 8 Natuur en Skeikunde en Wiskunde gebruik. Ten tye van SITES 2006 het die meerderheid deelnemende skole (67.6%) IKT slegs vir twee jaar in onderrig en leer gebruik, terwyl slegs 2.49% IKT reeds vir meer as vyftien jaar gebruik. Sommige tegnologiekoördineerders het nie geweet (4.97%) hoe lank hulle skole reeds IKT gebruik nie. Tabel 5.3 toon aan tot watter mate IKT in skole gebruik word.

Tabel 5.3: Mate van IKT gebruik in skole

Item	Stelling	Verskil	Verskil effens	Stem effens saam	Stem saam
2a	IKT word beskou as relevant in skool	7.56	4.78	37.21	50.45
2b	Skool het IKT geïntegreer in meeste onderrig- en leeraktiwiteite	28.45	39.90	25.10	06.55
2c	Skool het IKT begin toepas in die onderrig	27.62	32.28	33.27	06.83

Item	Stelling	Verskil	Verskil effens	Stem effens saam	Stem saam
	en leer van leerareas				
2d	Skool weet nog steeds nie watter IKT-aanwending bruikbaar is nie	21.62	35.04	28.70	14.65
2e	Struikelblokke wat die gebruik van IKT in skool belemmer	22.19	27.64	27.82	22.36

Alhoewel 68.35% van die tegnologiekoördineerders aangetoon het dat IKT nie in die meeste onderrig- en leeraktiwiteite in hulle skole geïntegreer is nie, het 'n groot meerderheid tegnologiekoördineerders (87.66%) aangetoon dat die gebruik van IKT relevant binne hulle skole is. Hierdie bevinding getuig van 'n hoë vlak van IKT bewuswording binne skole, maar 'n lae vlak van integrasie. Die helfte van die tegnologiekoördineerders (50.18%) het aangetoon dat daar struikelblokke in hulle skole was wat die gebruik van IKT belemmer het (§ 5.2.8). Tabel 5.4 toon aan hoe dikwels IKT in verskillende leerareas gebruik word.

Tabel 5.4: IKT gebruik in leerareas

Item	Leerareas	Nooit	Somtyds	Dikwels	Gereeld
3a	Wiskunde	64.70	17.95	10.15	7.20
3b	Natuurwetenskappe	67.29	16.72	11.23	4.76
3c	Sosiale Wetenskappe	70.31	15.51	9.37	4.81
3d	Taal van instruksie (moedertaal)	71.30	15.86	9.38	3.46
3e	Buitelandse tale	69.64	14.69	12.12	3.55
3f	IKT as 'n aparte leerarea	65.64	11.95	10.89	11.52

Die tegnologiekoördineerders het rapporteer dat 64.7% Wiskunde-onderwysers nog nooit IKT gebruik het nie, teenoor slegs 7.20% wat gereeld rekenaars vir Wiskunde- onderrig gebruik het. Die Sosiale Wetenskappe (70.31%) en moedertaal (71.3%) maak ook selde gebruik van IKT binne vakverband. In IKT as aparte leerarea gebruik gereeld (11%) as enige van die ander vakke wat kan aandui dat daar in ander vakke ander beperkings kan wees as bloot die beskikbaarheid van IKT.

5.2.2 IKT-toerusting, -hardeware en -sagteware

Hierdie subvraag het ten doel om te bepaal wat die behoefte aan IKT-toerusting, -hardeware en -sagteware in skole is om die tegnologiekoördineerder te bemagtig om daarvolgens te beplan. Om die navorsingsvraag (b) te beantwoord, *Watter soort IKT-toerusting, -hardeware en -sagteware word gebruik, en wat word nog addisioneel benodig?*, word na onderwysers se toegang tot tuisrekenaarsgekyk; die gemiddelde aantal rekenaars per skool; die persenta-

sie beskikbaarheid en vraag na IKT-toerusting, harde- en sagteware in skole; en die persentasie leerders wat rekenaartegnologie saam met hulle skool toe bring.

Tabel 5.5: Onderwysers se toegang tot huisrekenaars

Onderwysers	Rekenaars tuis	Geen rekenaars tuis
Tegnologiekoördineerders	91.90	8.10
Skoolhoofde	91.24	8.76
Wiskundeonderwysers	53.72	46.28
Wetenskaponderwysers	60.60	39.40

Tabel 5.5 toon aan dat die meerderheid tegnologiekoördineerders (91.90%), skoolhoofde (91.24%), Wiskunde-onderwysers (53.72%) en Wetenskaponderwysers (60.60%) persoonlike rekenaars tuis het. Die bevinding dat 46.28% Wiskundeonderwysers nie rekenaars tuis besit nie, stem ooreen met die bevinding in Tabel 5.4 dat slegs 7.20% leerders IKT gereeld binne die leerarea Wiskunde gebruik. Dit word dus al hoe duideliker dat daar spesifiek 'n behoefte bestaan om IKT in Wiskunde te bevorder. Tabel 5.6 rapporteer die gemiddelde aantal rekenaars en skootrekenaars per skool.

Tabel 5.6: Gemiddelde aantal rekenaars en skootrekenaars per skool

Beskikbaarheid	Rekenaars/skootrekenaars
Vir algemene gebruik	23.37
Vir gebruik deur graad 8 leerders	13.76
Vir gebruik deur onderwysers	4.30
Vir gebruik deur administratiewe personeel	2.71
Internetkonneksie	7.45
Plaaslike area netwerk (LAN)	10.70
Multimedia rekenaars	9.18

Volgens Tabel 5.6 is die gemiddelde aantal rekenaars en skootrekenaars wat vir algemene gebruik by skole beskikbaar is 23.37, terwyl daar gemiddeld 2.71 rekenaars per skool vir administratiewe gebruik beskikbaar is. Die tabel toon ook aan dat die gemiddelde aantal rekenaars en skootrekenaars per skool vir algemene gebruik deur graad 8-leerders, op 'n beduidende 13.76 te staan kom. Die gemiddelde aantal rekenaars en skootrekenaars (9.18) vir multimedia-aanwending per skool, is hoog in vergelyking met die gemiddelde aantal rekenaars (4.30) wat deur onderwysers gebruik word. Min rekenaars (7.45) per skool is aan die Internet gekoppel.

Soos bespreek in Hoofstukke 1 en 2, is rekenaars nie die enigste vorm van IKT wat in skole vir pedagogiese gebruik aangewend word nie. Tabel 5.7 toon die persentasie beskikbaarheid van en vraag na IKT-toerusting, harde- en sagteware in skole.

Tabel 5.7: Besikbaarheid en aanvraag van algemene IKT toerusting, hardeware en sagteware

Item	Stelling	Beskikbaar	Benodig, maar nie beskikbaar	Nie nodig, nie beskikbaar
4a	Toerusting en interaktiewe materiaal	16.68	83.12	0.20
4b	Tutoriaal/oefen sagteware	09.70	88.49	1.81
4c	Algemene kantoor sagteware	35.01	64.30	0.69
4d	Multimedia produksie gereedskap	7.01	90.87	2.12
4e	Data-insamelingstoerusting	10.94	86.46	2.60
4f	Simulasies/modellerings sagteware/digitale onderrigspelletjies	4.46	93.05	2.48
4g	Kommunikasie sagteware	14.48	83.00	2.52
4h	Digitale bronne	19.71	79.64	0.66
4i	Mobiele leertegnologie (selfone, ens)	13.08	79.15	7.76
4j	Interaktiewe witborde	9.10	88.09	2.81
4k	Onderrigbestuurstelsel	7.36	89.49	3.16
4l	e-Pos vir onderwysers	12.74	82.82	4.45
4m	e-Pos vir leerders	7.71	84.04	8.25

Soos gesien kan word in Tabel 5.7, benodig die meerderheid skole algemene IKT- toerusting, hardeware en sagteware. So byvoorbeeld, is die volgende persentasies IKT- toerusting nie beskikbaar vir onderrig en leer nie, maar word wel deur skole benodig: toerusting en interaktiewe onderrigmateriaal (83.12%); tutoriaal- of oefenings sagteware (88.49%); multimedia produksiegereedskap (90.87%); en simulasies, modellering-sagteware en digitale onderrigspelletjies (93.05%). Dit is egter nie net vir onderrig en leer wat IKT nie beskikbaar is nie, maar wel benodig word. Ook IKT vir skoolbestuur en administrasie word benodig: algemene kantoor sagteware (64.30%); kommunikasie- sagteware (83.00%); onderrigbestuurstelsels (89.49%); en e-pos vir onderwysers (82.82%).

Tabel 5.8 gee 'n uiteensetting van die persentasie leerders wat rekenaartegnologie saam met hulle skool toe bring. Minder as 10% van die leerders bring toerusting soos **smartsel** telefone (94.02%), grafiese rekenaars (91.10%) en skootrekenaars (99.46%) saam skool toe.

Tabel 5.8: Persentasie leerders wat rekenaartegnologie saambring skool toe

ICT	≤ 10%	10-24%	25-49%	50-75%	≥ 75%
PDA's/smartseltelefone	94.02	2.23	1.24	1.50	1.00
Grafiese rekenaars	91.10	3.41	5.17	0.21	0.11
Skootrekenaars	99.46	0.54	-	-	-

5.2.3 Verantwoordelikhede van die tegnologiekoördineerder

Hierdie subvraag het ten doel om te bepaal wat die verantwoordelikhede van die tegnologiekoördineerder is. Om die navorsingsvraag (c) te beantwoord, *Wat is die verantwoordelike-*

de van die tegnologiekoördineerders by skole?, is die volgende beskrywende statistiek vanuit die datastel met betrekking tot tegnologiekoördineerders van SITES 2006 bereken: die posisies wat tegnologiekoördineerders by skole beklee, en die pligte en verantwoordelikhede van tegnologiekoördineerders.

Tabel 5.9: Ondersteunende posisie van tegnologiekoördineerder by skole

Item	Posisie	Tree op as tegnologiekoördineerder	
		Nee	Ja
13a	Skoolhoof	87.81	12.19
13b	Adjunkskoolhoof	91.52	8.48
13c	Departementshoof	74.27	25.73
13d	Onderwyser	27.96	72.04
13e	Biblioteekonderwyser	90.89	09.11
13f	Ander as bovermelde	83.81	16.19

Tabel 5.9 toon die posisies aan wat tegnologiekoördineerders by skole beklee. By die meeste skole tree onderwysers (72.04%) op as tegnologiekoördineerders, terwyl 12.19% van skoolhoofde, 8,48% adjunkskoolhoofde en 25.73% departementshoofde optree as die tegnologiekoördineerder by hulle skole. Slegs 9.11% biblioteekonderwysers en 8.48% adjunkskoolhoofde is betrokke by tegnologiekoördinering. Tabel 5.10 dui die pligte en verantwoordelikhede van tegnologiekoördineerders aan. Tegnologiekoördineerders is meesal betrokke by die onderrig van ander vakke (71.86%), teenoor slegs 13.9% wat verantwoordelik is vir die aanbieding van IKT-kursusse aan onderwysers en 29.52% aan leerders. Volgens die tabel verrig slegs 24.28% van tegnologiekoördineerders formele diens aan die skool, terwyl 28.25% van tegnologiekoördineerders informele diens aan die skole verrig.

Tabel 5.10: Pligte en verantwoordelikhede van tegnologiekoördineerders by skole

Item	Pligte en verantwoordelikhede	Nee	Ja
14a	IKT-kursusse aan leerders	70.48	29.52
14b	IKT-kursusse aan onderwysers en ander personeel	86.10	13.90
14c	Onderrig Wiskunde en Wetenskap	61.65	38.35
14d	Onderrig ander vakke	28.14	71.86
14e	Diens as formele tegnologiekoördineerder	75.72	24.28
14f	Diens as informele tegnologiekoördineerder	71.75	28.25

5.2.4 Verantwoordelikheid vir die instandhouding van IKT in skole

Hierdie subvraag het ten doel om te bepaal waar rekenaartoerusting in skole voorkom, en hoeveel dit gebruik word om beplanning rondom die instandhouding daarvan strategies te beplan. Om die navorsingsvraag (d) te beantwoord, *Wie is verantwoordelik vir die instand-*

houding van IKT in skole?, is die volgende beskrywende statistiek vanuit die datastel oor Tegnologiekoördineerders van SITES 2006 bereken: die plasing van rekenaars in skole aan wat vir graad 8 onderrig en leer gebruik word; en die verantwoordelike partye betrokke by die instandhouding van rekenaars in skole. Tabel 5.11 dui die plasing van rekenaars in skole aan wat vir graad 8 onderrig en leer gebruik word.

Tabel 5.11: Plasing van rekenaars vir graad 8 gebruik

Item	Plasing	Nee	Ja
9a	Meeste klaskamers	99.24	0.76
9b	Sommige klaskamers	97.74	2.26
9c	Rekenaarlaboratoriums	60.54	39.46
9d	Biblioteek	60.54	39.46
9e	Ander plekke	90.61	9.39

Slegs 3.03% van skole plaas rekenaars in klaskamers, terwyl 39.46% in rekenaarlaboratoria en 39.46% in biblioteke geplaas word. Tabel 5.12 toon die verantwoordelike partye aan betrokke by die instandhouding van rekenaars in skole. Bykans die helfte van die skole (41.77%) het aangedui dat hul eie personeel verantwoordelik is vir die instandhouding van die skool se rekenaars, teenoor slegs 1.64% wat van ander skole se personeel gebruik maak om hul rekenaars te onderhou. Van die skole (11.17%), het aangedui dat hulle van eksterne firmas gebruik maak wat deur die Departement van Onderwys aangestel is, terwyl 33.54% van skole van eksterne maatskappye gebruik maak waarop hul self besluit het. .

Tabel 5.12: Betrokkes by die instandhouding van rekenaars in skool

Item	Betrokkes	Nee	Ja
10a	Skool se eie personeel	58.23	41.77
10b	Personeel van ander skole	98.36	1.64
10c	Eksterne firma self deur die skool gehuur	66.46	33.54
10d	Eksterne firma deur DoE aangestel	88.83	11.17

5.2.5 IKT-vaardighede van onderwysers en POO

Hierdie subvraag het ten doel om te bepaal wat die IKT-vaardighede van onderwysers is sodat tegnologiekoördineerders sinvol betrokke kan raak by die beplanning van POO. Om die navorsingsvraag (e) te beantwoord, *Wat is die IKT-vaardighede van onderwysers, en hoe word hulle professioneel ontwikkel en ondersteun in die gebruik van IKT vir onderrig en leer?*, is die volgende beskrywende statistiek vanuit die SITES 2006 datastel met betrekking tot Tegnologiekoördineerders bereken: hoe onderwysers kennis en vaardighede verkry het om IKT in onderrig en leer te gebruik; en die beskikbare POO wat bydra tot onderwysers se IKT-vaardighede. Tabel 5.13 dui aan hoe onderwysers kennis en vaardighede verkry het om

IKT in onderrig en leer te gebruik. Slegs 11.29% skole het van gedrukte- of elektroniese nuusbriewe gebruik om IKT te bevorder. Een en veertig persent (41.44%) van onderwysers is blootgestel aan IKT vir onderrig en leer deur vorige kursusse, terwyl 44.50% blootgestel is deur waarneming of bespreking met kollegas, en 45.56 deur middel van informele kontak of kommunikasie.

Tabel 5.13: Wysies waarop onderwysers blootgestel word aan IKT in onderrig en leer

Item	Kennis bekom deur ...	Nee	Ja
13a	Informele kontak of kommunikasie	54.44	45.56
13b	tegnologiekoördineerder of tegniese assistent	74.44	25.56
13c	POO	68.67	31.33
13d	Vorige kursusse	58.56	41.44
13e	Skool se werkgroep of komitee vir IKT in onderrig	85.40	14.60
13f	Personeelvergaderings	85.83	14.17
13g	Nuusbriewe (gedruk of elektronies)	88.71	11.29
13h	Eksterne POO	68.47	31.53
13i	Waarneming of bespreking met kollegas	55.50	44.50
13j	Lees van professionele joernale en ander publikasies	75.68	24.32

Tabel 5.14 toon die beskikbare POO aan wat bydra tot onderwysers se IKT-vaardighede. In 68.40% en 86.78% van skole is geen POO vir onderwysers beskikbaar vir basiese tipes IKT ontwikkeling nie. Ongeveer die helfde van die groep skole wat wel POO beskikbaar het, het maak gebruik van interne kursusse vir verskillende tipes POO.

Tabel 5.14: Beskikbare POO

Item	Kursusse	Geen	Intern	Ekstern
12a	Inleiding tot Internetgebruik en algemene toepassings	68.40	58.60	44.23
12b	Onderhoud van rekenaars	80.53	43.77	57.42
12c	Gevorderde instandhouding en stelsels	78.96	62.41	38.34
12d	Gevorderde Internetgebruik	83.56	54.62	47.47
12e	Gebruik van rekenaars in onderrig en leer	85.41	53.10	45.66
12f	Leerarea-spesifieke opleiding	83.13	57.58	41.45
12g	Multimedia-gebruik	86.78	60.71	37.92

5.2.6 Gebruik van IKT deur onderwysers, leerders en administratiewe personeel

Hierdie subvraag het ten doel om te bepaal wat die frekwensie van rekenaar gebruik is om sodoende tegnologiekoördineerders in staat te stel om strategiese beplanning met betrekking tot plasing en instandhouding van rekenaars te doen. Om die navorsingsvraag (f) te beantwoord, *Hoe gereeld gebruik opvoeders, leerders en administratiewe personeel IKT in skole?*, kon geen relevante inligting in die SITES 2006 Tegnologie Koördineerders datastel

(Addendum 5.2) gevind word nie. Derhalwe is die data wat deur die ander SITES 2006 vraelyste ingesamel is ook verken. Tabel 5.15 rapporteer die frekwensies van IKT gebruik deur opvoeders en leerders, soos gevind in Suid-Afrikaanse SITES 2006 Wiskunde en Wetenskap onderwysers datastelle. Geen inligting kon egter in die SITES 2006 datastelle gevind word oor hoe gereeld administratiewe personeel IKT gebruik nie.

Tabel 5.15: Frekwensies van IKT gebruik deur opvoeders en leerders

Item	IKT Aktiwiteite van Onderwysers	Onderwysers	Nooit	Soms	Gereeld	Bykans Altyd	Sonder IKT	Met IKT
14A	Aanbied van inligting of demonstrasies en of klasinstruksies	Wiskunde	1.62	8.97	28.64	60.77	85.59	14.41
		Wetenskap	2.88	12.83	32.69	51.60	83.65	16.35
14B	Voorsien remedierende en verrykende instruksie vir individuele leerders	Wiskunde	1.93	23.31	36.51	38.25	86.63	13.37
		Wetenskap	3.88	32.15	38.73	25.24	87.34	12.66
14C	Help of adviseer leerders in verkennende aktiwiteite	Wiskunde	0.88	19.21	39.36	40.55	90.43	9.57
		Wetenskap	2.83	19.61	45.64	31.92	84.42	15.58
14D	Organiseer, observeer of monitor leerder-geleide klasbesprekings, demonstrasies of aanbiedings	Wiskunde	5.29	22.67	33.85	38.18	93.43	6.57
		Wetenskap	4.64	23.86	37.69	33.82	87.53	12.47
14E	Asseseer leer d.m.v. toetse of vasvraespeletjies	Wiskunde	1.13	9.49	38.44	50.94	89.13	10.87
		Wetenskap	1.58	12.09	42.31	44.09	84.41	15.59
14F	Voorsien terugvoer aan individuele leerders en of aan klein groepe leerders	Wiskunde	1.74	17.52	32.77	47.97	91.30	8.70
		Wetenskap	2.22	16.08	39.73	41.97	87.61	12.39
Item	IKT Aktiwiteite van Leerders	Onderwysers	Nooit	Soms	Gereeld	Bykans Altyd	Sonder IKT	Met IKT
16A	Leerders werk op die selfde studiemateriaal op die selfde pas of sekwensie	Wiskunde	5.57	32.69	36.06	25.68	91.22	8.78
		Wetenskap	5.82	37.59	33.98	22.61	87.13	12.87
16B	Leerders leer en werk tydens klasse op hulle eie pas	Wiskunde	2.56	31.30	40.09	26.04	91.28	8.72
		Wetenskap	6.25	35.81	38.80	19.14	89.56	10.44
16C	Leerders voltooi werkskaarte en oefeninge	Wiskunde	2.31	17.62	34.77	45.29	88.60	11.40
		Wetenskap	3.25	17.72	42.24	36.80	85.63	14.37
16D	Leerders gee aanbiedings van hulle werk in klasse	Wiskunde	11.87	43.21	28.23	16.70	90.42	9.58
		Wetenskap	4.03	48.52	31.04	16.41	85.65	14.35
16H	Leerders voltooi toetse/eksamens of reageer op evaluasies	Wiskunde	0.65	13.84	38.50	47.01	90.84	9.16
		Wetenskap	0.60	18.04	44.14	37.22	87.24	12.76

Soos gesien kan word in Table 5.15, alhoewel onderwysers verskeie aktiwiteite gereeld tot bykans altyd uitvoer, is die gereelde gebruik van IKT in alle gevalle besonder laag. So byvoorbeeld, bied slegs 14.41% Wiskunde onderwysers en 16.35% Wetenskap onderwysers inligting of demonstrasies in hulle klasse aan m.b.v. IKT; slegs 13.37% van Wiskunde onderwysers en 12.66% van Wetenskap onderwysers voorsien remedierende en verrykende instruksies vir individuele studente m.b.v. IKT; slegs 9.57% van Wiskunde onderwysers en 15.58% van Wetenskap onderwysers help of adviseer leerders om verkennende aktiwiteite uit te voer m.b.v. IKT; slegs 6.57% van Wiskunde onderwysers en 12.47% van Wetenskap onderwysers organiseer, observeer of monitor leerder-geleide klasbesprekings, demonstrasies of aanbiedings m.b.v. IKT; slegs 10.87% van Wiskunde onderwysers en 15.59% van Wetenskap onderwysers asseseer leer deur toetse of vasvraespeletjies m.b.v. IKT; en slegs 8.70% van Wiskunde onderwysers en 12.39% van Wetenskap onderwysers voorsien terugvoer aan individuele leerders en of aan klein groepe leerders m.b.v. IKT.

Alhoewel leerders ook verskeie aktiwiteite gereeld tot bykans altyd uitvoer, is hulle IKT gebruik ook besonder laag. Slegs 8.78% van Wiskunde en 12.87% van Wetenskap leerders gebruik IKT om op die selfde studiemateriaal op die selfde pas of sekwensie te werk; slegs 8.72% van Wiskunde en 10.44% van Wetenskap leerders gebruik IKT om werk tydens klas op hulle eie pas uit te voer; slegs 11.40% van Wiskunde en 14.37% van Wetenskap leerders gebruik IKT om werkskaarte en oefeninge mee te voltooi; slegs 9.58% van Wiskunde en 14.35% van Wetenskap leerders IKT gebruik IKT om hulle werk in klasse mee aan te bied; terwyl slegs 9.16% van Wiskunde en 12.76% van Wetenskap leerders gebruik IKT om toetse of eksamens mee af te lê, of om op hulle evaluasies te reageer.

Behalwe in die geval van die voorsiening van remedierende en verrykende instruksies vir individuele leerders, gebruik Wetenskap onderwysers IKT meer in hulle onderrig en leer as Wiskunde onderwysers.

5.2.7 Tegniese ondersteuning beskikbaar vir IKT-gebruik in onderrig en leer

Hierdie subvraag het ten doel om aan te dui wat die behoefte ten aansien van onderrig en leer in skole is met betrekking tot die rol van die tegnologiekoördineerder. Om die navorsingsvraag (g) te beantwoord, *Hoeveel tegniese ondersteuning is beskikbaar om verskillende tipes IKT te gebruik vir onderrig en leer?*, is die volgende beskrywende statistiek vanuit die SITES 2006 datastel met betrekking tot Tegnologiekoördineerders bereken: die beskikbaarheid van tegniese ondersteuning;

en 'n uiteensetting van gemiddelde sestig-minute periodes per week waarin IKT-ondersteuning aan onderwysers gebied word.

Tabel 5.16 illustreer die beskikbaarheid van tegniese ondersteuning. Al die aktiwiteite toon hoë persentasies van onvoldoende of geen tegniese ondersteuning. Die meeste tegniese ondersteuning wat onderwysers ontvang is by laboratoriumeksperimente (13.10%) en analisering van data (13.21) wat op sigself glad nie baie hoog is nie.

Tabel 5.16: Tegniese ondersteuning vir onderwysers

Item	Aktiwiteite	Geen	Onvoldoende	Voldoende	Nie van toepassing
16a	Projekte van twee weke of langer	42.71	29.06	8.64	19.59
16b	Kort projekte	41.46	31.37	09.62	17.54
16c	Die produksie van projekte	43.92	25.88	12.35	17.85
16d	Self-assessering en leeraktiwiteite	42.17	27.61	12.14	18.09
16e	Wetenskaplike projekte	42.82	29.50	10.02	17.66
16f	Besoeke aan buite instansies	44.47	30.34	8.20	16.98
16g	Laboratoria, simulاسies	51.56	19.25	5.69	23.50
16h	Inoefening van praktiese aspekte	39.39	30.39	10.99	19.23
16i	Laboratorium eksperimente	45.25	22.00	13.10	19.64
16j	Rekenaarsimulasies	47.11	24.40	8.93	19.55
16k	Analisering van data	42.19	24.99	13.21	19.61

Tabel 5.17 gee 'n uiteensetting van gemiddelde sestigminute- periodes per week waarin IKT-ondersteuning aan onderwysers gebied word. Tegnologiekoördineerders het gemiddeld 3.99 x 60 minute- periodes behartig, en ander onderwysers het 2.37 x 60 minute- periodes per week tot hulle beskikking gehad vir IKT-ondersteuning. Vrywilligers het gemiddeld 0.15 x 60 minute- periodes per week ondersteuning gebied, en eksterne maatskappye het 0.96 x 60 minute- periodes per week ondersteuning gebied.

Tabel 5.17: Gemiddelde aantal sestigminute- periodes per week waarin ondersteuningsdienste beskikbaar is om onderwysers en leerders te help om IKT te gebruik

Item	Betrokkes by IKT ondersteuningsdienste	Gemiddelde aantal 60 min periodes
15a	Tegnologiekoördineerder	3.99
15b	IKT-personeel	2.30
15c	Administratiewe personeel	1.60
15d	Onderwysers	2.37
15e	Leerders in die skool	1.28
15f	Eksterne vrywilligers	0.15
15g	Eksterne maatskappye	0.96
15i	Ander	0.23

5.2.8 Struikelblokke vir IKT implementering en benutting by skole

Hierdie subvraag het ten doel te bepaal wat die struikelblokke is met betrekking tot die rol van die tegnologiekoördineerder is ten aansien van die implementering van IKT by skole. Om die navorsingsvraag (h) te beantwoord, *Wat is die struikelblokke vir IKT implementering en benutting by skole?*, is beskrywende statistiek vanuit die datastel van SITES 2006 oor Tegnologiekoördineerders bereken met betrekking tot 'n oorsig van die struikelblokke wat die skool se pedagogiese doelwitte belemmer.

Tabel 5.18 bied 'n oorsig van die struikelblokke wat die skool se pedagogiese doelwitte belemmer met betrekking tot die implementering en benutting van IKT. Omtrent die helfte van die skole het aangedui dat hulle pedagogiese oogmerke belemmer word deur struikelblokke soos: 'n tekort aan IKT-toerusting vir wetenskapslaboratoria (56.68%); onvoldoende elektroniese hulpbronne vir onderrig en leer (51.17%); ontoereikende IKT-toerusting vir onderrig en leer (50.33%); onvoldoende Internetbandwydte (46.37%); en (iv) onvoldoende IKT-vaardighede van onderwysers (45.76%). Ontoereikende ruimtes, onvoldoende begrotings vir nie-IKT-toebehore; en omdat die gebruik van IKT vir onderrig en leer nie 'n prioriteit van die skole was nie, dra gesamentlik by tot 34.55% van struikelblokke om IKT by skole te implementeer.

Tabel 5.18: Struikelblokke wat die skool se pedagogiese oogmerke belemmer

Item	Struikelblokke	Nie van toepassing	Min van toepassing	letwat van toepassing	Groot mate van toepassing	Van toepassing
17a	Onvoldoende ondersteuningspersoneel	12.52	14.65	14.29	44.94	13.60
17b	Onvoldoende rekenaars gekoppel aan die Internet	18.20	4.36	9.15	52.55	15.74
17c	Onvoldoende Internet-bandwydte	20.79	5.94	7.33	46.37	19.57
17d	Tekort aan IKT toerusting vir liggaamlik-gestremde leerders	24.98	3.94	2.36	30.58	38.14
17e	Ontoereikende IKT toerusting vir onderrig en leer	19.03	6.88	8.84	50.33	14.92
17f	Verouderde rekenaars	25.30	13.60	18.01	20.71	22.39
17g	Onvoldoende elektroniese onderrigmateriaal	17.94	6.56	9.62	51.17	14.72
17h	Onvoldoende toerusting vir Wetenskap laboratoria	15.40	6.25	6.54	56.68	15.13
17i	Onvoldoende IKT-vaardighede van onderwysers	12.95	12.11	20.14	45.76	9.04
17j	Onvoldoende tyd vir onderwysers om IKT te gebruik	15.68	11.70	13.32	40.74	18.55
17k	Druk tov gestandaardiseerde en ander toetse en eksamens	17.44	14.75	21.74	30.86	15.21
17l	Ontoepaslike kurrikula	22.51	14.77	23.46	23.76	15.50
17m	Ontoereikende pedagogiese benadering tot IKT	17.86	13.18	21.56	32.77	14.63
17n	Onvoldoende begroting vir nie IKT-toebehore (bv. skryfbehoeftes)	19.03	12.71	16.28	39.00	12.98
17o	IKT nie prioriteit van die skool nie	36.22	8.66	10.76	22.29	22.06

5.3 Korrelasies

Hierdie subvraag het ten doel om die korrelasies tussen vernaderlikes uit te wys om sodoende prakties betekenisvolle ooreenkomste te bepaal. Om navorsingsvraag (i) te beantwoord, *Watter prakties betekenisvolle ooreenkomste tussen verskillende veranderlikes van IKT implementering, IKT benutting, die rol van tegnologiekoördineerders, en die struikelblokke vir IKT-implementering en -gebruik in Suid-Afrikaanse skole?*, is die hoofveranderlike, Item 2C uit die SITES 2006 Vraelys aan tegnologiekoördineerders: *Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*, gekorreleer met veranderlikes van IKT- implementering, IKT- benutting en die rol van tegnologiekoördineerders. Hierdie korrelasies word in Hoofstuk 6 aangebied om die laaste navorsingsvraag holisties te beantwoord. Tabel 5.19 voorsien die beskrywende statistiek (persentasiefrekwensies) vir die hoofveranderlike.

Tabel 5.19: Beskrywende statistiek vir die hoofveranderlike (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*)

Keuse	n	% Frekwensie
Verskil heeltemal	86	27.62
Verskil	114	32.28
Stem saam	143	33.27
Stem ten volle saam	28	6.83

Vir die doel van die korrelasiestudie, is die keuses *Verskil heeltemal* en *Verskil saamgevoeg* as *Skool gebruik nie IKT in die onderrig en leer van leerareas nie*; en die keuses *Stem Saam* en *Stem ten volle saam* is saamgevoeg as *Skool het begin om IKT in die onderrig en leer van leerareas te gebruik* (Tabel 5.20).

Tabel 5.20: Aangepaste beskrywende statistiek vir die hoofveranderlike (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*)

Keuse	n	% Frekwensie
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	200	59.9
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	171	40.10

Die hoofveranderlike (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) is derhalwe met die geselekteerde veranderlikes in die *SITES 2006 Vraelys aan tegnologiekoördineerders* gekorreleer met behulp van kruistabulering.

Vir toevallige waarnemings is statistiese en betekenisvolle verbande tussen verskillende veranderlikes wat Chi-kwadraattoetse en effekgroottes gebruik, bepaal (Ellis &

Steyn, 2003:51). Chi-kwadraat X^2 is 'n verspreiding van waarnemings wat moontlik hede omtrent frekwensies verskaf (Spatz, 2008:295). Die Chi-kwadraat-analise vergelyk die waargenome frekwensies van 'n bepaalde kategorie met frekwensies wat voortgebring word indien die nulhipotese waar was (Spatz, 2008:295). 'n Effekgrootte indeks vir Chi-kwadraatprobleme wat meer as een graad van vryheid het, is deur Harold Cramér voorgestel en daar word na verwys as die Cramér effekgrootte (Cramér ϕ of Cramér V) (Ellis & Steyn, 2003:52). 'n Effekgrootte $V \leq 0.2$ word beskou as 'n klein effek met geen of baie min praktiese betekenis, maar wel statistiese betekenis. 'n Effekgrootte van ongeveer $0.3 \leq V \leq 0.4$, word beskou as 'n medium effek wat neig na 'n prakties betekenisvolle verband tussen twee veranderlikes. Vir die doel van hierdie navorsing, word 'n effekgrootte $V \geq 0.5$, beskou as 'n groot effek wat 'n aanduiding is van 'n prakties betekenisvolle verband. Ten einde die SDA vir die tweede navorsingsvraag te beantwoord, sal die Statistiese Konsultasiediens van die NWU gebruik word om die statistiese analise uit voer met behulp van die statistiese sagteware SPSS 16.0 vir Windows (SPSS, 2007:online). Beide phi koëffisiënt en Cramér v , kan beskou word as effekgroottes (Ellis & Steyn, 2003:53). Klein, medium en groot effekgroottes word gerapporteer.

5.3.1 Korrelasie met toerusting en “hands-on” materiaal

Die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) is gekorreleer met Item 4A: *Toerusting en “hands-on” materiaal, byvoorbeeld laboratoriumtoerusting, musiekinstrumente, kunsmateriaal, oorhoofse projektors, skyfieprojektors, elektroniese sakrekenaars, ens.* (Tabel 5.21). Tabel 5.21 illustreer dat van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, 12.7% aangetoon het dat toerusting en “hands-on” materiaal beskikbaar is; 86.8% het aangetoon dat toerusting en “hands-on” materiaal benodig word, maar nie ten tye van SITES 2006 beskikbaar was nie; terwyl 0.5% van die groep aangetoon het dat toerusting en “hands-on”-materiaal nie beskikbaar is nie, en ook nie deur hulle skole benodig word nie. Van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, het 37.3% aangetoon dat IKT toerusting en “hands-on” materiaal beskikbaar is; terwyl 62.7% van die groep aangetoon het dat IKT toerusting en “hands-on” materiaal benodig word, maar nie ten tye van SITES 2006 beskikbaar was nie.

Tabel 5.21: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 4A (toerusting en “hands-on” materiaal)

Veranderlike	Beskikbaar	Nodig, nie beskikbaar	Nie beskikbaar, en nie nodig nie
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	12.7%	86.8%	0.5%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	37.3%	62.7%	0%

Tabel 5.22: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 4A (toerusting en “hands-on” materiaal)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.29
Cramer se effekgrootte (V)	0.29
Pearson Chi-kwadraat	0.00

‘n Medium effek ($V = 0.3$), wat neig tot ‘n prakties betekenisvolle verband, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en toerusting en “hands-on” materiaal (Tabel 5.22). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas afhang van die beskikbaarheid van IKT toerusting en “hands-on” materiaal.

5.3.2 Korrelasie met leerbestuursisteme

Die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) is gekorreleer met Item 4K (*Leerbestuursisteme, byvoorbeeld webgebaseerde leeromgewings*) (Table 5.23).

Tabel 5.23: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 4K (Leerbestuursisteme)

Veranderlike	Beskikbaar	Benodig, nie beskikbaar	Nie beskikbaar, en nie benodig nie
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	4.6%	91.8%	3.6%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	16.7%	76.8%	6.5%

Soos gesien kan word in Tabel 5.23, het 4.6% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, aangedui dat leerbestuursisteme beskikbaar is, 91.8% het aangetoon dat sisteme vir leerbestuur benodig word, maar nie ten tye van SITES 2006 beskikbaar was nie, terwyl 3.6% van die groep aangetoon het dat leerbestuursisteme nie beskikbaar is nie, en ook nie deur hul skole benodig word nie.

Van die totale groep tegnologiekoördineerders wat aangedui het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, het 16.7% aangetoon dat leerbestuursisteme beskikbaar is, 76.8% dat leerbestuursisteme benodig word, maar nie ten tye van SITES 2006 beskikbaar was nie, terwyl 6.5% van die groep aangedui het dat leerbestuursisteme nie beskikbaar is nie, en ook nie deur hul skole benodig word nie.

Tabel 5.24: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 4K (Leerbestuursisteme)

Statistiese	Effekgrootte
Phi koëffisiënt	0.216
Cramer se effekgrootte (V)	0.216
Pearson Chi-kwadraat	0.00

'n Klein effek ($V = 0.2$), wat 'n statisties betekenisvolle verband aantoon, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en leerbestuursisteme (Tabel 5.24). Dit toon aan dat leerbestuursisteme, byvoorbeeld web-gebaseerde leeromgewings, nie 'n praktiese voorvereiste vir die gebruik van IKT in die onderrig en leer van leerareas is nie.

5.3.3 Korrelasie met verantwoordelikheid van die instandhouding van rekenaars

Die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) is gekorreleer met Items 10A-D (*Wie is betrokke by die instandhouding van rekenaars in jou skool*) (Tabelle 5.25-5.32).

Tabel 5.25: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 10A (*Die skool se eie personeel verantwoordelik vir instandhouding van rekenaars*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	64.4%	35.6%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	38.2%	61.8%

Soos gesien kan word in Tabel 5.25, het van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, 64.4% aangedui dat die skool se eie personeel nie verantwoordelik is vir die instandhouding van die skool se rekenaars nie, terwyl 35.6% wel aangedui het dat hul skool se eie personeel verantwoordelik is vir die instandhouding van die skool se rekenaars. Van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, het 38.2% aangedui dat die skool se eie personeel nie verantwoordelik is vir die instandhouding van die skool se rekenaars nie, terwyl 61.8% wel aangedui het dat hul skool se eie personeel verantwoordelik is vir die instandhouding van die skool se rekenaars.

Tabel 5.26: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 10A (*Die skool se eie personeel verantwoordelik vir instandhouding van rekenaars*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.262
Cramer se effekgrootte (V)	0.262
Pearson Chi-kwadraat	0.00

'n Medium effek ($V = 0.3$), wat neig tot 'n prakties betekenisvolle verband, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die skool se eie personeel wat rekenaars in stand hou (Tabel 5.26). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas wel afhanklik is van die skool se eie personeel om die skool se rekenaars in stand te hou.

Tabel 5.27: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 10B (*personeel van ander skole verantwoordelik vir instandhouding van rekenaars*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	97.4%	2.6%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	99.4%	0.6%

Soos gesien kan word in Tabel 5.27, het van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, 97.4% aangedui dat personeel van ander skole nie verantwoordelik is vir die instandhouding van hul skool se rekenaars nie, terwyl 2.6% van die groep aangedui het dat personeel van ander skole wel verantwoordelik is vir die instandhouding van hul skool se rekenaars. Van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, het 99.4% aangedui dat personeel van ander skole nie verantwoordelik is vir die instandhouding van hul skool se rekenaars nie, terwyl 0.6% van die groep aangedui het dat personeel van ander skole verantwoordelik is vir die instandhouding van hul skool se rekenaars.

Tabel 5.28: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 10B (*personeel van ander skole verantwoordelik vir instandhouding van rekenaars*)

Statiese toets	Effekgrootte
Phi koëffisiënt	-0.078
Cramer se effekgrootte (V)	0.078
Pearson Chi-kwadraat	0.140

'n Klein effek ($V = 0.1$), wat 'n klein statisties betekenisvolle verband aantoon, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en personeel van ander skole wat rekenaars in stand hou (Tabel 5.28). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas, nie afhanklik is van personeel van ander skole om die skool se rekenaars in stand te hou nie.

Tabel 5.29: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 10C (*Eksterne maatskappy word deur skool gehuur om rekenaars in stand te hou*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	62.2%	37.8%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	54.2%	45.8%

Soos gesien kan word in Tabel 5.29, het van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, 62.2% aangedui dat die skool nie 'n eksterne maatskappy of persoon huur om die skool se rekenaars in stand te hou nie, terwyl 37.8% aangedui het dat hulle 'n eksterne maatskappy huur om die skool se rekenaars in stand te hou. Van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, het 54.2% aangedui dat hulle nie 'n eksterne maatskappy huur om die skool se rekenaars in stand te hou nie, terwyl 45.8% van die groep aangedui het dat hulle wel 'n eksterne maatskappy huur om die skool se rekenaars in stand te hou.

Tabel 5.30: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 10C (*eksterne maatskappy word deur skool gehuur om rekenaars in stand te hou*)

Statistiese toetse	Effekgrootte
Phi koëffisiënt	0.081
Cramer se effekgrootte (V)	0.081
Pearson Chi-kwadraat	0.127

'n Klein effek ($V = 0.1$), wat 'n klein statisties betekenisvolle verband aantoon, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en eksterne maatskappy wat deur die skool gehuur word om rekenaars in stand te hou (Tabel 5.30). Dit toon aan dat skole vir die gebruik van IKT in die onderrig en leer van leerareas nie noodwendig 'n eksterne maatskappy moet huur om die skool se rekenaars in stand te hou nie.

Tabel 5.31: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 10D (*eksterne eenheid, gereël deur die Departement van Onderwys, onderhou rekenaars by skool*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	92.1%	7.9%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	80.0%	20.0%

Soos gesien kan word in Tabel 5.31, het van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, 92.1% aangedui dat 'n eksterne eenheid, gereël deur die Departement van Onderwys, nie die skool se rekenaars onderhou nie, terwyl 7.9% van die groep aangedui het dat 'n eksterne eenheid, gereël deur die Departement van Onderwys, wel die skool se rekenaars onderhou. Van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, het 80.0% aangedui dat 'n eksterne eenheid, gereël deur die Departement van Onderwys, nie die skool se rekenaars in stand hou nie, terwyl 20.0% aangedui het dat 'n eksterne eenheid, gereël deur die Departement van Onderwys, wel die skool se rekenaars onderhou.

Tabel 5.32: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 10D (*eksterne eenheid, gereël deur die Departement van Onderwys, onderhou rekenaars by skool*)

Statistiese toetse	Effekgrootte
Phi koëffisiënt	0.177
Cramer se effekgrootte (V)	0.177
Pearson Chi-kwadraat	0.001

'n Klein effek ($V = 0.2$), wat 'n klein statisties betekenisvolle verband aantoon, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en eksterne eenheid, gereël deur die Departement van Onderwys, onderhou rekenaars by skool (Tabel 5.32). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas nie afhanklik van eksterne eenhede (wat deur die Departement van Onderwys gereël word) is om die skool se rekenaars te onderhou nie.

5.3.4 Korrelasie met POO

Die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) is gekorreleer met Items 11A-J (*Het onderwysers in jou skool kennis en vaardighede bekom m.b.t. die gebruik van IKT vir onderrig en leer op enige van die volgende wyses?*) (Tabelle 5.33-5.52).

Tabel 5.33: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11A (*POO deur middel van informele kontakte of kommunikasie*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	59.9%	40.1%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	36.1%	63.9%

Soos gesien kan word in Tabel 5.33, het 59.9% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, ook aangetoon dat personeelontwikkeling nie deur middel van informele kontakte of kommunikasie geskied nie, terwyl 40.1% dit wel doen. Van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, het 36.1% ook aangetoon dat Personeelontwikkeling nie deur middel van informele kontakte of kommunikasie geskied nie, terwyl 63.9% dit wel doen.

Tabel 5.34: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) Item 11A (*personeelontwikkeling deur middel van informele kontakte of kommunikasie*)

Statistiese toetse	Effekgrootte
Phi koëffisient	0.237
Cramer se effekgrootte (V)	0.237
Pearson Chi-kwadraat	0.000

'n Klein effek ($V = 0.2$), wat 'n statistiese korrelasie aantoon, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en personeelontwikkeling deur middel van informele kontakte of kommunikasie (Tabel 5.34). Dit toon aan dat die pedagogiese gebruik van IKT nie afhanklik is van personeelontwikkeling deur middel van informele kontakte of kommunikasie nie.

Tabel 5.35: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11B (*personeelontwikkeling deur middel van IKT koördineerder of tegniese assistent*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	82.2%	17.8%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	50.0%	50.0%

Soos gesien kan word in Tabel 5.35, het 82.2% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, ook aangetoon dat personeelontwikkeling nie deur middel van die tegnologiekoördineerder of tegniese assistent geskied nie, terwyl in 17.8% van die gevalle dit wel so geskied. Van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, het 50% ook aangetoon dat personeelontwikkeling deur middel van die tegnologiekoördineerder of tegniese assistent geskied.

Tabel 5.36: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11B (*POO deur middel van tegnologiekoördineerder of tegniese assistent*)

Statistiese toetse	Effekgrootte
Phi koëffisiënt	0.343
Cramer se effekgrootte (V)	0.343
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en personeelontwikkeling deur middel van die tegnologiekoördineerder of tegniese assistent (Tabel 5.36). Dit toon aan dat die pedagogiese gebruik van IKT afhanklik is van personeelontwikkeling deur middel van die tegnologiekoördineerder of tegniese assistent.

Tabel 5.37: Kruistabulering tussen die hoofveranderlike Item 2C (*ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11C (*personeelontwikkeling deur middel van interne skoolkursusse*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	80.3%	19.7%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	44.4%	55.6%

Soos gesien kan word in Tabel 5.37, het 80.3% van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, ook aangetoon dat personeelontwikkeling nie deur middel van interne skoolkursusse geskied nie, terwyl in 19.7% van die gevalle dit wel so geskied. Van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, het 55.6% ook aangetoon dat personeelontwikkeling deur middel van interne skoolkursusse geskied.

Tabel 5.38: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11C (*POO deur middel van interne skoolkursusse*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.373
Cramer se effekgrootte (V)	0.373
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.4$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en personeelontwikkeling deur middel van interne skoolkursusse (Tabel 5.38). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas tot 'n betekenisvolle mate afhanklik is van personeelontwikkeling deur middel van interne skoolkursusse.

Tabel 5.39: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11D (*POO deur middel van opleiding vanaf 'n ander onderwyser wat 'n kursus voltooi het*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	71.9%	28.1%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	32.9%	67.1%

Soos gesien kan word in Tabel 5.39, het van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, 71.9% ook aangetoon dat personeelontwikkeling nie deur middel van opleiding vanaf 'n ander onderwyser wat 'n kursus voltooi het geskied nie, terwyl 67.1% van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, ook aangetoon dat personeelontwikkeling deur middel van opleiding vanaf 'n ander onderwyser wat 'n kursus voltooi het geskied.

Tabel 5.40: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (ons het begin om IKT in die onderrig en leer van leerareas te gebruik) en Item 11D (POO deur middel van opleiding vanaf 'n ander onderwyser wat 'n kursus voltooi het)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.390
Cramer se effekgrootte (V)	0.390
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.4$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en POO deur middel van opleiding vanaf 'n ander onderwyser wat 'n kursus voltooi het (Tabel 5.40). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas, tot 'n betekenisvolle mate, afhanklik is van POO deur middel van opleiding vanaf 'n ander onderwyser wat 'n kursus voltooi het.

Tabel 5.41: Kruistabulering tussen die hoofveranderlike Item 2C (Ons het begin om IKT in die onderrig en leer van leerareas te gebruik) en Item 11E (POO deur middel van die skool se werksgroep of komitee vir IKT onderrig)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	88.8%	11.2%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	73.2%	26.8%

Tabel 5.41 toon dat van die totale groep tegnologieskoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, 88.8% ook aangetoon het dat POO nie deur middel van die skool se werksgroep of komitee vir IKT onderrig geskied nie, terwyl van die totale groep tegnologieskoördineerders wat

aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leer-areas te gebruik, 73.2% ook aangetoon het dat POO nie deur middel van die skool se werksgroep of komitee vir IKT onderrig geskied nie.

Tabel 5.42: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11E (*POO deur middel van die skool se werksgroep of komitee vir IKT onderrig*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.200
Cramer se effekgrootte (V)	0.200
Pearson Chi-kwadraat	0.000

'n Klein effek ($V = 0.2$), wat 'n klein statisties betekenisvolle verband aantoon, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en personeelontwikkeling deur middel van die skool se werksgroep of komitee vir IKT-onderrig (Tabel 5.42). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas nie afhanklik is van POO deur middel van die skool se werksgroep of komitee vir IKT onderrig nie.

Tabel 5.43: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11F (*POO vind gedurende personeelvergaderings plaas waar die opvoedkundige gebruik van IKT 'n gereelde besprekingspunt is*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	92.9%	7.1%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	72.9%	27.1%

Tabel 5.43 toon dat van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, 92.9% ook aangetoon het dat POO nie gedurende personeelvergaderings plaasvind waar die opvoedkundige gebruik van IKT 'n gereelde besprekingspunt is nie, terwyl van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT in die onderrig en leer van leerareas te gebruik, 72.9% ook aangetoon het dat POO nie gedurende personeelvergaderings waar die opvoedkundige gebruik van IKT 'n gereelde besprekingspunt is plaasvind nie.

Tabel 5.44: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11F (*POO vind gedurende personeelvergaderings plaas waar die opvoedkundige gebruik van IKT 'n gereelde besprekingspunt is*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.269
Cramer se effekgrootte (V)	0.269
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en POO wat plaasvind gedurende personeelvergaderings waar die opvoedkundige gebruik van IKT 'n gereelde besprekingspunt is (Tabel 5.44). Ten spyte van die grootlikse afwesigheid daarvan in die huidige studiepopulasie, toon hierdie medium effek dat die gebruik van IKT in die onderrig en leer van leerareas afhanklik is van POO wat plaasvind gedurende personeelvergaderings waar die opvoedkundige gebruik van IKT 'n gereelde besprekingspunt is.

Tabel 5.45: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11G (*POO deur middel van gereelde nuusbriewe, gedruk of elektronies*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	91.4%	8.6%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	85.1%	14.9%

Soos gerapporteer in Tabel 5.45, het 91.4% van die totale groep tegnologie-koördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, ook aangetoon dat POO nie deur middel van gereelde nuusbriewe, gedruk of elektronies, geskied nie, terwyl 85.1% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole wel begin het om IKT in die onderrig en leer van leerareas te gebruik, ook aangetoon het dat POO ook nie deur middel van gereelde nuusbriewe, gedruk of elektronies, geskied nie.

Tabel 5.46: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11G (*Personeelontwikkeling deur middel van gereelde nuusbriewe, gedruk of elektronies*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.098
Cramer se effekgrootte (V)	0.098
Pearson Chi-kwadraat	0.062

’n Klein effek ($V = 0.1$), wat slegs ’n statistiese korrelasie aantoon, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas en personeelontwikkeling nie deur middel van gereelde nuusbriewe, gedruk of elektronies nie (Tabel 5.46). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas nie afhanklik van personeelontwikkeling deur middel van gereelde nuusbriewe is nie.

Tabel 5.47: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11H (*Personeelontwikkeling vind plaas deur middel van kursusse wat deur eksterne agentskappe, of kundiges in die skool, of oor afstand, aangebied is*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	74.4%	25.6%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	54.7%	45.3%

Soos gerapporteer in Tabel 5.47, het 74.4% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, ook aangetoon dat personeelontwikkeling nie deur middel van kursusse wat deur eksterne agentskappe, of kundiges in die skool, of oor afstand, aangebied is, plaasvind nie; terwyl van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole wel begin het om IKT in die onderrig en leer van leerareas te gebruik, het 45.3% aangetoon dat personeelontwikkeling plaasvind deur middel van kursusse wat deur eksterne agentskappe, of kundiges in die skool, of oor afstand, aangebied is.

Tabel 5.48: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11H (*Personeelontwikkeling vind plaas deur middel van kursusse wat deur eksterne agentskappe, of kundiges in die skool, of oor afstand, aangebied is*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.206
Cramer se effekgrootte (V)	0.206
Pearson Chi-kwadraat	0.000

'n Klein effek ($V = 0.2$), wat slegs 'n statistiese korrelasie aantoon, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en personeelontwikkeling wat plaasvind deur middel van kursusse wat deur eksterne agentskappe, of kundiges in die skool, of oor afstand, aangebied is (Tabel 5.48). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas nie afhanklik is van POO wat plaasvind deur middel van kursusse wat deur eksterne agentskappe, of kundiges in die skool, of oor afstand, aangebied is nie.

Tabel 5.49: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11I (*POO deur middel van observasies en besprekings met kollegas*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	61.2%	38.8%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	32.9%	67.1%

Soos gesien kan word in Tabel 5.49, van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, het 61.2% ook aangetoon dat POO nie deur middel van observasies en besprekings met kollegas plaasvind nie; terwyl van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole wel begin het om IKT in die onderrig en leer van leerareas te gebruik, 67.13% aangetoon het dat POO deur middel van observasies en besprekings met kollegas plaasvind.

Tabel 5.50: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11I (*POO deur middel van observasies en besprekings met kollegas*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.282
Cramer se effekgrootte (V)	0.282
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en POO wat plaasvind deur middel van observasies en besprekings met kollegas (Tabel 5.50). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas, afhanklik is van POO wat plaasvind deur middel van observasies en besprekings met kollegas.

Tabel 5.51: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11J (*POO vind plaas deur die lees van professionele joernale en soortgelyke publikasies*)

Veranderlike	Nee	Ja
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	80.7%	19.3%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	65.7%	34.3%

Soos gesien kan word in Tabel 5.51, het 80.7% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nie IKT gebruik in die onderrig en leer van leerareas nie, ook aangetoon dat POO nie deur middel van die lees van professionele joernale en soortgelyke publikasies plaasvind nie; terwyl van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole wel begin het om IKT in die onderrig en leer van leerareas te gebruik, 65.7% ook aangetoon het dat POO nie deur middel van die lees van professionele joernale en soortgelyke publikasies plaasvind nie.

Tabel 5.52: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en Item 11J (*POO vind plaas deur die lees van professionele joernale en soortgelyke publikasies*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.170
Cramer se effekgrootte (V)	0.170
Pearson Chi-kwadraat	0.001

'n Klein effek ($V = 0.2$), wat 'n statistiese korrelasie is, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en POO wat plaasvind deur die lees van professionele joernale en soortgelyke publikasies (Tabel 5.52). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas nie afhanklik van POO, wat plaasvind deur die lees van professionele joernale en soortgelyke publikasies, is nie.

5.3.5 Korrelasie met die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir verskillende aktiwiteite

Die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) is gekorreleer met Items 16A-K (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir verskillende aktiwiteite*), soos aange-
toon in Tabelle 5.53-74.

Tabel 5.53: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16A (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir uitgebreide projekte van 2 weke of langer*)

Veranderlike	Geen	Onvoldoende	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	53.1%	17.5%	6.2%	23.2%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	26.6%	50.9%	14.8%	7.7%

Soos gesien kan word in Tabel 5.53, het 50.9% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas, ook aangetoon dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 14.8% het ook aangetoon dat daar

vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is vir uitgebreide projekte van twee weke of langer.

Tabel 5.54: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16A (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir uitgebreide projekte van twee weke of langer*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.427
Cramer se effekgrootte (V)	0.427
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.4$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir uitgebreide projekte van twee weke of langer (Tabel 5.54). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas in 'n sekere mate, afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning vir uitgebreide projekte van twee weke of langer.

Tabel 5.55: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16B (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir kort projekte*)

Veranderlike	Geen	Onvoldoende	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	50.0%	21.9%	6.6%	21.4%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	23.2%	54.8%	16.1%	6.0%

Soos gesien kan word in Tabel 5.55, van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas, 54.8% aangedui dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 16.1% het aangetoon dat daar vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is vir kort projekte.

Tabel 5.56: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16B (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir kort projekte*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.426
Cramer se effekgrootte (V)	0.426
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.4$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir kort projekte (Tabel 5.56). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas in 'n sekere mate afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning vir kort projekte.

Tabel 5.57: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16C (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir produksie projekte, bv. modelbou of verslae*)

Veranderlike	Geen	Mate	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	51.5%	20.1%	7.2%	31.1%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	28.6%	40.5%	22.0%	8.9%

Soos gesien kan word in Tabel 5.57, het 40.5% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas aangetoon dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 22.0% het aangetoon dat daar vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is, vir produksieprojekte, bv. modelbou of verslae.

Tabel 5.58: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16C (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir produksie projekte, bv. modelbou of verslae*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.360
Cramer se effekgrootte (V)	0.360
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.4$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir produksie- projekte, bv. modelbou of verslae (Tabel 5.58). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas, in 'n sekere mate, afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning vir produksieprojekte, bv. modelbou of verslae.

Tabel 5.59: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16D (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir die betrekking van leerders in self-geassesseerde kursusse en of leeraktiwiteite*)

Veranderlike	Geen	Mate	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	57.3%	17.9%	7.7%	22.1%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	26.0%	44.4%	21.9%	7.7%

Soos gesien kan word in Tabel 5.59, van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas, het 44.4% aangetoon dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 21.9% het aangetoon dat daar vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is, vir die betrekking van leerders in self-geassesseerde kursusse en of leeraktiwiteite.

Tabel 5.60: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16D (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir die betrekking van leerders in self-geassesseerde kursusse en of leeraktiwiteite*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.411
Cramer se effekgrootte (V)	0.411
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.4$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir die betrekking van leerders in self-geassesseerde kursusse en of leeraktiwiteite (Tabel 5.60). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas, in 'n sekere mate, afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning vir die betrekking van leerders in self-geassesseerde kursusse en of leeraktiwiteite.

Tabel 5.61: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16E (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir die betrekking van leerders in wetenskaplike ondersoeke*)

Veranderlike	Geen	Mate	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	54.9%	16.6%	7.3%	21.2%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	26.9%	47.9%	15.6%	9.6%

Soos gesien kan word in Tabel 5.61, het 47.9% van die totale groep tegnologie koördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas, aangetoon dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 15.6% het aangetoon dat daar vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is om leerders te betrek in wetenskaplike ondersoeke.

Tabel 5.62: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16E (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir die betrekking van leerders in wetenskaplike ondersoeke*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.402
Cramer se effekgrootte (V)	0.402
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.4$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers om leerders te betrek in wetenskaplike ondersoeke (Tabel 5.62). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas, in 'n sekere mate, afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning vir die betrekking van leerders in wetenskaplike ondersoeke.

Tabel 5.63: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16F (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir veldwerkaktiwiteite*)

Veranderlike	Geen	Mate	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	52.8%	20.2%	7.8%	19.2%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	34.3%	45.6%	10.7%	9.5%

Soos gesien kan word in Tabel 5.63, het 45.6% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas, ook aangetoon dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 10.7% het aangetoon dat daar vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is, vir veldwerk-aktiwiteite.

Tabel 5.64: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16F (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir veldwerkaktiwiteite*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.296
Cramer se effekgrootte (V)	0.296
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir veldwerkaktiwiteite (Tabel 5.64). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas in 'n sekere mate afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning vir veldwerkaktiwiteite.

Tabel 5.65: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16G (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir die gebruik van virtuele laboratoria en simulasies*)

Veranderlike	Geen	Mate	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	59.1%	10.9%	5.7%	24.4%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	43.1%	34.7%	6.6%	15.6%

Soos gesien kan word in Tabel 5.65, het 34.7% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas, ook aangetoon dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 6.6% het aangetoon dat daar vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is, vir die gebruik van virtuele laboratoria en simulasies.

Tabel 5.66: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16G (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir die gebruik van virtuele laboratoria en simulaties*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.296
Cramer se effekgrootte (V)	0.296
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir die gebruik van virtuele laboratoriums en simulaties (Tabel 5.66). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas in 'n sekere mate afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning vir die gebruik van virtuele laboratoriums en simulaties.

Tabel 5.67: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16H (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers vir die aanwending van inoefening van praktiese vaardighede en prosedures*)

Veranderlike	Geen	Mate	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	50.3%	19.9%	7.3%	22.5%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	22.8%	49.1%	10.6%	9.6%

Soos gesien kan word in Tabel 5.67, het 49.1% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas, ook aangetoon dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 10.6% het aangetoon dat daar vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is, om aante wend vir die inoefening van praktiese vaardighede en prosedures.

Tabel 5.68: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16H (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir die aanwending van inoefening van praktiese vaardighede en prosedures*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.405
Cramer se effekgrootte (V)	0.405
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.4$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is vir die aanwending van inoefening van praktiese vaardighede en prosedures (Tabel 5.68). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas in 'n sekere mate afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning vir die aanwending van inoefening van praktiese vaardighede en prosedures.

Tabel 5.69: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16I (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers om leerders te betrek by laboratoriumeksperimente goed gedefinieerde uitkomst*)

Veranderlike	Geen	Mate	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	52.8%	16.9%	8.7%	21.5%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	31.7%	34.7%	24.0%	9.6%

Soos gesien kan word in Tabel 5.69, van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas, het 34.7% aangetoon dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 24.0% het aangetoon dat daar vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is om leerders te betrek by laboratoriumeksperimente met goed gedefinieerde uitkomst.

Tabel 5.70: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16I (*Die mate van IKT tegniese ondersteuning wat beskikbaar is om leerders te betrek by laboratoriumeksperimente met goed gedefinieerde uitkomst*)

Statistiese toets	Effekgrootte
Phi koëffisient	0.340
Cramer se effekgrootte (V)	0.340
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is om leerders te betrek by laboratorium eksperimente met goed gedefinieerde uitkomst (Tabel 5.70). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas in 'n sekere mate afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning om leerders te betrek by laboratoriumeksperimente met goed gedefinieerde uitkomst.

Tabel 5.71: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16J (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers om leerders te betrek by die bestudering van natuurlike verskynsels deur middel van simulaties*)

Veranderlike	Geen	Mate	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	55.9%	16.4%	6.7%	21.0%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	36.9%	41.1%	10.7%	11.3%

Soos gesien kan word in Tabel 5.71, het 41.1% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas, ook aangetoon dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 10.7% het aangetoon dat daar vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is, om leerders te betrek by die bestudering van natuurlike verskynsels deur middel van simulaties.

Tabel 5.72: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16J (*Die mate van IKT tegniese ondersteuning wat beskikbaar is om leerders te betrek by die bestudering van natuurlike verskynsels deur middel van simulasies*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.304
Cramer se effekgrootte (V)	0.304
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is om leerders te betrek by die bestudering van natuurlike verskynsels deur middel van simulasies (Tabel 5.72). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas in 'n sekere mate afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning om leerders te betrek by die bestudering van natuurlike verskynsels deur middel van simulasies.

Tabel 5.73: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16K (*Die mate van IKT tegniese ondersteuning wat beskikbaar is vir onderwysers om leerders te betrek by die prosessering en analisering van data*)

Veranderlike	Geen	Mate	Voldoende	Nie van toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	50.8%	20.0%	7.7%	21.5%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	26.6%	41.4%	21.3%	10.7%

Soos gesien kan word in Tabel 5.73, het 41.4% van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole begin het om IKT gebruik in die onderrig en leer van leerareas, ook aangetoon dat daar vir onderwysers 'n sekere mate van IKT tegniese ondersteuning beskikbaar is, en 21.3% het aangetoon dat daar vir onderwysers uitgebreide IKT tegniese ondersteuning beskikbaar is, om leerders te betrek by die prosessering en analisering van data.

Tabel 5.74: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16K (*Die mate van IKT tegniese ondersteuning wat beskikbaar is om leerders te betrek by die prosessering en analisering van data*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.354
Cramer se effekgrootte (V)	0.354
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.4$), wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die mate van IKT tegniese ondersteuning wat beskikbaar is om leerders te betrek by die prosessering en analisering van data (Tabel 5.74). Dit toon aan dat die gebruik van IKT in die onderrig en leer van leerareas 'n sekere mate afhanklik is van die beskikbaarheid van IKT tegniese ondersteuning om leerders te betrek by die prosessering en analisering van data.

5.3.6 Korrelasie met struikelblokke vir IKT implementering en gebruik in skole

In hierdie afdeling word slegs die medium en groot effekgroottes, wat gevind is tussen die hoofveranderlike 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en struikelblokke vir IKT implementering en gebruik in skole, gerapporteer.

Tabel 5.75: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16B (*Onvoldoende aantal rekenaars verbind tot die Internet*)

Veranderlike	Geensins	Baie Min	letwat	Tot 'n Groot Mate	Nie van Toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	17.0%	4.1%	2.6%	59.8%	16.5%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	18.9%	7.1%	20.2%	46.7%	6.5%

Soos gesien kan word in Tabel 5.75, van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nog nie begin het om IKT te gebruik in die onderrig

en leer van leerareas nie, het 59.8% aangedui dat hulle skole tot 'n groot mate 'n onvoldoende aantal rekenaars verbind het tot die Internet.

Tabel 5.76: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16B (*Onvoldoende aantal rekenaars verbind tot die Internet*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.328
Cramer se effekgrootte (V)	0.328
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$) wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en onvoldoende aantal rekenaars wat verbind is tot die Internet (Tabel 5.76). Hierdie bevinding toon dat onvoldoende Internet verbinding 'n struikelblok vir IKT implementering en gebruik in skole is.

Tabel 5.77: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16C (*Onvoldoende Internet Bandgrootte of Spoed*)

Veranderlike	Geensins	Baie Min	letwat	Tot 'n Groot Mate	Nie van Toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	18.4%	3.1%	5.6%	51.5%	21.4%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	22.0%	12.5%	15.5%	39.9%	10.1%

Soos gesien kan word in Tabel 5.77, van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nog nie begin het om IKT te gebruik in die onderrig en leer van leerareas nie, het 51.5% aangedui dat hulle skole tot, 'n groot mate, oor onvoldoende Internet bandgrootte of spoed beskik.

Tabel 5.78: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16C (*Onvoldoende Internet Bandgrootte of Spoed*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.282
Cramer se effekgrootte (V)	0.282
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$) wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en onvoldoende Internet bandgrootte of spoed (Tabel 5.78). Hierdie bevinding toon dat onvoldoende Internet bandgrootte of spoed 'n struikelblok vir IKT implementering en gebruik in skole is.

Tabel 5.79: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16E (*Onvoldoende IKT toerusting vir onderrig en leer*)

Veranderlike	Geensins	Baie Min	letwat	Tot 'n Groot Mate	Nie van Toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	18.4%	6.6%	4.1%	56.1%	14.8%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	16.8%	10.2%	21.0%	43.1%	9.0%

Soos gesien kan word in Tabel 5.79, van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nog nie begin het om IKT te gebruik in die onderrig en leer van leerareas nie, het 56.1% aangedui dat hulle skole oor onvoldoende IKT toerusting beskik vir onderrig en leer.

Tabel 5.80: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16E (*Onvoldoende IKT toerusting vir onderrig en leer*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.281
Cramer se effekgrootte (V)	0.281
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$) wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en onvoldoende IKT

toerusting beskikbaar vir onderrig en leer (Tabel 5.80). Hierdie bevinding toon dat die onvoldoende beskikbaarheid van IKT toerusting vir onderrig en leer 'n struikelblok vir IKT implementering en gebruik in skole is.

Tabel 5.81: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16I (*Onderwysers se tekort aan IKT vaardighede*)

Veranderlike	Geensins	Baie Min	letwat	Tot 'n Groot Mate	Nie van Toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	13.8%	11.3%	15.9%	51.3%	7.7%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	10.6%	12.9%	36.5%	35.9%	4.1%

Soos gesien kan word in Tabel 5.81, van die totale groep tegnolegiekoördineerders wat aangetoon het dat hulle skole nog nie begin het om IKT te gebruik in die onderrig en leer van leerareas nie, het 51.3% aangedui dat hulle skole se onderwysers oor onvoldoende IKT vaardighede beskik.

Tabel 5.82: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16I (*Onderwysers se tekort aan IKT vaardighede*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.281
Cramer se effekgrootte (V)	0.281
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$) wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en onvoldoende IKT vaardighede van onderwysers (Tabel 5.82). Hierdie bevinding toon dat onvoldoende IKT vaardighede van onderwysers 'n struikelblok vir IKT implementering en gebruik in skole is.

Tabel 5.83: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16L (*Die voorgeskrewe kurrikulum is te streng*)

Veranderlike	Geensins	Baie Min	Ietwat	Tot 'n Groot Mate	Nie van Toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	26.9%	11.9%	17.6%	24.9%	18.7%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	13.1%	18.5%	34.5%	25.6%	8.3%

Soos gesien kan word in Tabel 5.83, van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nog nie begin het om IKT te gebruik in die onderrig en leer van leerareas nie, het 24.9% aangedui dat die voorgeskrewe kurrikulum, tot 'n groot mate, en 17.6% ietwat, te streng is om IKT implementering en gebruik in skole toe te laat.

Tabel 5.84: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16L (*Die voorgeskrewe kurrikulum is te streng*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.278
Cramer se effekgrootte (V)	0.278
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$) wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en die voorgeskrewe kurrikulum te te streng (Tabel 5.84). Hierdie bevinding toon dat die streng aard van die voorgeskrewe kurrikulum 'n struikelblok vir IKT implementering en gebruik in skole is.

Tabel 5.85: Kruistabulering tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16M (*Onvoldoende ruimte om die skool se pedagogiese benadering te akkommodeer*)

Veranderlike	Geensins	Baie Min	letwat	Groot Mate	Nie van Toepassing
Skool gebruik nie IKT in die onderrig en leer van leerareas nie	21.8%	11.4%	14.5%	37.3%	15.0%
Skool het begin om IKT in die onderrig en leer van leerareas te gebruik	10.8%	15.6%	35.9%	28.7%	9.0%

Soos gesien kan word in Tabel 5.85, van die totale groep tegnologiekoördineerders wat aangetoon het dat hulle skole nog nie begin het om IKT te gebruik in die onderrig en leer van leerareas nie, het 37.3% aangedui dat hulle skole oor onvoldoende ruimte beskik om hulle skole se pedagogiese benadering te akkommodeer.

Tabel 5.86: Effekgrootte van die verband tussen die hoofveranderlike Item 2C (*Ons het begin om IKT in die onderrig en leer van leerareas te gebruik*) en 16M (*Onvoldoende ruimte om die skool se pedagogiese benadering te akkommodeer*)

Statistiese toets	Effekgrootte
Phi koëffisiënt	0.284
Cramer se effekgrootte (V)	0.284
Pearson Chi-kwadraat	0.000

'n Medium effek ($V = 0.3$) wat neig tot 'n prakties betekenisvolle korrelasie, is gevind tussen die gebruik van IKT in die onderrig en leer van leerareas, en onvoldoende ruimte om skole se pedagogiese benadering te akkommodeer (Tabel 5.86). Hierdie bevinding toon dat onvoldoende ruimte om skole se pedagogiese benadering te akkommodeer 'n struikelblok vir IKT implementering en gebruik in skole is.

5.4 Opsomming van die hoofstuk

In hoofstuk vyf is die relevante data van die SITES 2006 studie geanaliseer deur beskrywende statistiek, en korrelasies is gemaak deur middel van kruistabulering. Om die hoofnavorsingsvraag, *Wat is die rol van die tegnologiekoördineerder in die implementering en benutting van IKT in Suid Afrikaanse skole?*, sinvol aan te spreek is

nege addisionele vrae geformuleer. Die eerste agt vrae is aangespreek met behulp van beskrywende statistiek en by die laaste vraag is korrelasies deur middel van kruistabulering aangedui.

Die eerste sub-vraag het gefokus op die gebruik van IKT in verskillende leerareas (§5.2.1). Die meerderheid deelnemende skole (67.6%) het aangedui dat hulle maar onlangs (0-2 jaar) begin het om IKT vir onderrig en leer van graad 8 Natuur en Skeikunde asook Wiskunde te gebruik. Alhoewel 87.66% van tegnologie-koördineerders aangetoon het dat die gebruik van IKT relevant is binne hulle skole, is die vlak van IKT gebruik binne vakverband besonder laag weens talle struikelblokke wat die gebruik van IKT in skole belemmer.

Die tweede sub-vraag het klem gelê op die beskikbaarheid en gebruik van IKT-toerusting, -hardeware en -sagteware (§5.2.2). Die meerderheid tegnologie-koördineerders en skoolhoofde het toegang tot rekenaars tuis. Die leemte is uitgewys by die Wiskunde-onderwysers wat nie rekenaars tuis besit nie, en met 64.70% van onderwysers wat nooit gebruik maak van rekenaars in Wiskunde nie. Daar is 'n beperkte hoeveelheid rekenaars en skootrekenaars beskikbaar per skool vir onderwysers (4.30%) en administratiewe personeel (2.71%). Die meerderheid skole benodig algemene IKT-toerusting, -hardeware en -sagteware. Minder as 10% van die leerders bring rekenaartegnologie saam skool toe.

Die derde sub-vraag het gehandel oor die pligte en verantwoordelikhede van die tegnologie-koördineerder asook die posisies wat tegnologiekoördineerders by skole bekleef (§5.2.3). By die meeste skole tree onderwysers (72.04%) op as tegnologie-koördineerder. Die tegnologiekoördineerder se pligte en verantwoordelikhede bestaan hoofsaaklik uit die onderrig van ander vakke (71.86%) en relatief min uit IKT-kursusse vir leerders (29.52%) en IKT-kursusse onderwysers (13.90%). Die tegnologiekoördineerder se rol as formele tegnologiekoördineerder is betreklik laag (24.28%).

Die vierde sub-vraag het gefokus op die verantwoordelike partye betrokke vir die instandhouding van IKT in skole asook die plasing van rekenaars vir graad 8 gebruik (§5.2.4). Rekenaars vir graad 8 gebruik word die meeste in rekenaarlaboratoria en biblioteke geplaas. Min klaskamers is toegerus met rekenaars (5.02%). Bykans die helfte van die skole (41.77%) het aangedui dat hul eie personeel verantwoordelik is vir die instandhouding van die skool se rekenaars.

Die vyfde sub-vraag het gekonsentreer op IKT-vaardighede van onderwysers en POO (§5.2.5). Die rol van die tegnologiekoördineerder met betrekking tot die blootstelling van IKT aan onderwysers is betreklik laag (25.56%). Onderwysers word ook min deur POO blootgestel aan IKT vir onderrig en leer (31.33%). Alhoewel in die meeste skole onderwysers optree as tegnologiekoördineerder (Tabel 5.9), ontvang hulle kommer wekkend min POO in die onderhoud van rekenaars (80.53%) asook in die gebruik van rekenaars in onderrig en leer (85.41%).

Vraag ses het gehandel oor die gebruik van IKT deur onderwysers, leerders en administratiewe personeel (§5.2.6). Oor die algemeen, is die IKT gebruik van onderwysers en leerders besonder laag (tussen 6.57% en 16.35%). Behalwe in die geval van die voorsiening van remedierende en verrykende instruksies vir individuele leerders, gebruik Wetenskap onderwysers IKT meer in hulle onderrig en leer as Wiskunde onderwysers.

Die sewende sub-vraag het gefokus op die tegniese ondersteuning beskikbaar vir IKT-gebruik in onderrig en leer (§5.2.7). Die studie toon aan dat onderwysers onrusbarend min, geen of onvoldoende tegniese ondersteuning ontvang. Tegnologiekoördineerders het gemiddeld 3.99 x 60 minute periodes behartig en ander onderwysers het 2.37 x 60 minute periodes per week tot hul beskikking gehad vir IKT-ondersteuning. Dit is nie baie nie, veral in groot skole.

Die laaste vraag wat deur beskrywende statistiek aangespreek is handel oor die struikelblokke vir IKT-implementering en benutting by skole (§5.2.8). Van die grootste struikelblokke wat die skool se pedagogiese oogmerke belemmer is onvoldoende en ontoereikende IKT-toerusting. Die statistiek toon ook aan dat die gebruik van IKT vir onderrig en leer nie hoë prioriteit by skole geniet nie.

Prakties betekenisvolle korrelasies tussen verskillende veranderlikes van IKT implementering, IKT benutting, die rol van tegnologiekoördineerders, en die struikelblokke vir IKT-implementering en -gebruik is bereken om die laaste navorsingsvraag te (§5.3). Die gebruik van IKT in die onderrig en leer van leerareas hang af van die beskikbaarheid van IKT toerusting en “hands-on” materiaal. Leerbestuursisteme, byvoorbeeld web-gebaseerde leeromgewings, is nie ‘n praktiese voorvereiste vir die gebruik van IKT nie, maar is wel afhanklik van die skool se eie personeel om die skool se rekenaars in stand te hou. Daar is ‘n klein statistiese verband getoon tus-

sen die gebruik van IKT en personeel van ander skole, eksterne maatskappye en die Departement van Onderwys om die rekenaars in stand te hou.

Pedagogiese gebruike van IKT is nie afhanklik van POO deur middel van informele kontakte of kommunikasie, die skool se werksgroep of komitee, gereelde nuusbriewe, kursusse deur eksterne instansies of die lees van professionele joernale en publikasies nie. Onderwysers is wel afhanklik vir POO wat geskied deur middel van die tegnologiekoördineerder of tegniese assistent, interne skoolkursusse, opleiding vanaf 'n ander onderwyser wat 'n kursus voltooi het, personeelvergaderings waar IKT 'n gereelde besprekingspunt is en observasie en besprekings met kollegas vir IKT-gebruik in onderrig en leer.

Daar is ook 'n korrelasie aangedui met die mate van IKT tegniese ondersteuning wat beskikbaar is aan onderwysers vir verskillende aktiwiteite. Die gebruik van IKT in die onderrig en leer van leerareas, is in 'n sekere mate afhanklik van die beskikbaarheid van IKT tegniese ondersteuning vir meeste van die verskillende aktiwiteite wat by skole plaasvind. Aktiwiteite sluit in: uitgebreide projekte van twee weke of langer, kort projekte, produksieprojekte, self-assessering kursusse en of leeraktiwiteite, wetenskaplike ondersoeke, veldwerkaktiwiteite, virtuele laboratoria en simulaties, inoefening van praktiese vaardighede en prosedures, laboratorium-eksperimente met goed gedefinieerde uitkomst, bestudering van natuurlike verskynsels deur middel van simulaties, en die prosessering en analisering van data.

Die kruistabulering het die volgende struikelblokke geïdentifiseer wat die implementering en gebruik van IKT in skole belemmer: (i) onvoldoende aantal rekenaars verbind tot die Internet; (ii) onvoldoende Internet bandgrootte of spoed; (iii) onvoldoende IKT toerusting vir onderrig en leer; (iv) onderwysers se tekort aan IKT vaardighede; (v) die voorgeskrewe kurrikulum is te streng; en (vi) onvoldoende ruimte om die skool se pedagogiese benadering te akkommodeer

In hoofstuk 6 sal die oorkoepelende verband tussen die verskillende korrelasies tussen die verskillende veranderlikes in meer besonderhede aangetoon word.

HOOFSTUK 6

GEVOLTREKKINGS EN AANBEVELINGS

6.1 Inleiding

Hoofstuk 6 voorsien kort opsommings van elke hoofstuk en toon hoe die SDA bevindinge wat in Hoofstuk 5 gerapporteer is, die hoofnavorsingsvraag holisties beantwoord. Die hoofstuk sluit af met 'n gevolgtrekking en vrae word gestel vir toekomstige navorsing.

6.2 Opsomming van hoofstukke

6.2.1 Hoofstuk 1: Inleiding tot die studie

Hoofstuk 1 vorm die basis van die SDA. Die hoofstuk voorsien 'n uiteensetting van die verskillende vorme van tegnologiegebruik en bespreek die algemene struikelblokke wat skole ondervind ten opsigte van die gebruik en implementering van IKT in hulle onderrigpraktyke. Gegewe die betekenisvolle tegnologiese-, ekonomiese- en beleidsveranderinge wat in hierdie hoofstuk aangespreek word, word daar ook klem geplaas op die impak wat, indien enigsins, die pedagogiese gebruik van IKT in skole wêreldwyd tot gevolg het. Die hoofnavorsingsvraag, opgebreek in addisionele subvrae, word geïdentifiseer, en bepaal die hoofnavorsingdoel: *om te bepaal wat die rol van tegnologiekoördineerders in die implementering en benutting van IKT in Suid-Afrikaanse skole is*, asook nege navorsingdoelwitte om die hoofnavorsingdoel in konteks te plaas. Dan volg 'n kort vooruitsig van die navorsingontwerp en –metodologie wat in hierdie gevolg is, asook 'n verheldering of verklaring van belangrike terminologie, en 'n opsomming van die hoofstukindeling.

6.2.2 Hoofstuk 2: Die rol van tegnologiekoördineerders in Suid-Afrikaanse skole

Hoofstuk 2 open met besprekings oor die gebruik van IKT in onderwys en die uitdagings wat bestaan ten opsigte van die pedagogiese gebruik van IKT. Dan word 'n raamwerk voorsien vir die implementering van IKT by skole, gevolg deur 'n bespre-

king van die instandhouding van IKT, asook verwagtinge wat bestaan ten opsigte van die implementering van IKT in onderrig en leer. Hierna volg 'n bespreking oor die belangrike rol van tegnologiekoördineerders met betrekking tot die implementering, instandhouding en fasilitering van IKT vir pedagogiese en administratiewe doeleindes, en die rol van die Witskrif op e-Onderwys word benadruk. Die rol van tegnologiekoördineerders word vanuit binnelandse, sowel as buitelandse opvattinge bespreek. Die verbetering van die kwaliteit van onderwys en opleiding word as baie krities bestempel, in die besonder op 'n tydstip van opvoedkundige uitbreiding. Die implementering van IKT in onderrig en leer dra op verskillende maniere by tot die verbetering van die kwaliteit van onderwys. Onderwysleiers en beleidssamestellers se aandag word gevestig op die inagneming van bepaalde uitdagings ten opsigte van die gebruik van IKT in die onderwys, alvorens IKT-gebaseerde programme in onderwyspraktyke aangewend kan word.

6.2.3 Hoofstuk 3: Oorsig van die drie SITES-modules

Hoofstuk 3 voorsien 'n samevatting van die eerste twee SITES-modules se doel en bevindinge, gevolg deur 'n bespreking van die derde SITES 2006 module, insluitende die navorsingsontwerp en -metodologie wat gevolg is, die onderwysstelsels wat daaraan deelgeneem het, en die hoofbevindinge. SITES M1 het vasgestel dat baie skoolhoofde IKT belangrik in hulle skole ag en dat baie plaaslike skole beleide saamgestel het met betrekking tot IKT-gebruik. SITES M2 het 'n vergelykende gevallestudie-benadering aangeneem om navorsingsvrae aan te spreek met die doel om lig te werp op die aard van opkomende pedagogiese paradigme gevestig in SITES M1 en hoe dit verband hou met die breër stel konseptuele faktore op klaskamer-,skool-en sisteemvlakke. SITES 2006 was 'n internasionaal vergelykende studie om die pedagogiese gebruike van IKT in skole te bepaal deur middel van vraelyste aan skoolhoofde, Wiskunde en Natuur en Skeikunde onderwysers, en tegnologiekoördineerders. Hierdie module was daarop gemik om antwoorde te vind op die volgende vraagstukke: (i) Hoe en tot watter mate IKT gebruik is in die konteks van die algemene pedagogiese praktyke in graad 8 wiskunde-en wetenskapklasse; (ii) Die mate waarin voorwaardes vir die verskillende pedagogiese praktyke en IKT-gebruik in die deelnemende skole teenwoordig is; en (iii) Die mate waarin hierdie voorwaardes, die pedagogiese praktyke en IKT-gebruik met mekaar verband hou. Suid-Afrika se deelname aan al drie modules het aan die lig gebring dat die aanwending van IKT in Suid-Afrikaanse skole teen 'n stadige pas beweeg. Tegniese ondersteuning aan onderwysers, met die doel om die kwaliteit van onderrig te verbeter, moet onmiddellik

beskikbaar wees wanneer hulle IKT in hul onderwyspraktyke begin aanwend. Dit is die plig van Suid-Afrikaanse skole om voldoende IKT ondersteuning te organiseer sodat hulp onmiddellik aan onderwysers beskikbaar is wanneer dit benodig word vir die pedagogiese implementering en benutting van IKT. Die Suid-Afrikaanse datastel van SITES 2006 is in die huidige studie gebruik om die rol van tegnologiekoördineerders in die implementering en benutting van IKT in skole te ondersoek.

6.2.4 Hoofstuk 4: Navorsingsontwerp en -metodologie

Hoofstuk 4 bied 'n uiteensetting van die SDA-metodologie wat in hierdie navorsing gevolg is. Die hoofstuk open met 'n bespreking van SDA, gevolg deur 'n opsomming van die studiepopulasie. Die hoofveranderlike vir die SDA word geïdentifiseer, die statistiese prosedures wat tydens die SDA uitgevoer is word verduidelik, en etiese aspekte word in ag geneem.

6.2.5 Hoofstuk 5: Bevindinge

Hoofstuk 5 rapporteer die bevindinge van die SDA. Die afdelings van die hoofstuk spreek die verskillende navorsingdoelwitte aan. Die eerste agt navorsingdoelwitte (a-h) word deur beskrywende statistiek bereik; en die laaste navorsingdoelwit (i) deur middel van die berkenening van kruistabulasies. Afdeling 6.3 voorsien opsommings van die bevindinge in lyn met die navorsingsdoelwitte en vrae.

6.3 Beantwoording van die hoofnavorsingsvraag

Soos reeds verduidelik, is die hoofnavorsingsvraag (*wat is die rol van tegnologiekoördineerders in die implementering en benutting van IKT in Suid-Afrikaanse skole?*) opgebreek in nege addisionele sub-vrae om dit gestruktureerd te beantwoord. In lyn hiermee, is die hoofnavorsingdoel: *om te bepaal wat die rol van tegnologiekoördineerders in die implementering en benutting van IKT in Suid-Afrikaanse skole is*, ook in nege navorsingdoelwitte opgebreek om dit in konteks te plaas. Derhalwe, volg kort opsommings om aan te toon hoe die SDA hierdie doelwitte aanspreek, en die hoofnavorsingsvraag hierdeur holisties beantwoord word.

6.3.1 Beskrywende Statistiek

Die eerste agt navorsingdoelwitte (a-h) word aangespreek deur middel van beskrywende statistiek (persentasie frekwensies), om sodoende die ooreenkomstige navorsingvrae te kan beantwoord.

6.3.1.1 Navorsingsvraag (a): Die gebruik van IKT in verskillende leerareas

Tydens SITES 2006 het 67.6% van skole IKT slegs vir twee jaar reeds vir onderrig en leer gebruik, terwyl 68.35% van skole nog nie IKT in die meeste onderrig- en leeraktiwiteite geïntegreer het nie. Meeste Wiskunde-onderwysers (64.7%) gebruik steeds nie IKT vir onderrig en leer nie. Ten spyte van lae integrasie, toon skole 'n hoë vlak van IKT bewuswording.

6.3.1.2 Navorsingsvraag (b): IKT-toerusting, -hardeware en -sagteware

Die meerderheid tegnologieskoördineerders (91.90%) en skoolhoofde (91.24%) het persoonlike rekenaars tuis. Amper die helfde (46.28%) van Wiskunde-onderwysers besit nie persoonlike rekenaars nie. Daar is gemiddeld 23.37 rekenaars en skootrekenaars per skool beskikbaar vir algemene gebruik; terwyl daar gemiddelde 13.76 rekenaars per skool beskikbaar is vir Graad 8 Wiskunde en Wetenskap leerders. Die meerderheid skole (tussen 64.30% en 90.87%) benodig verskillende tipe algemene IKT-toerusting, -hardeware en -sagteware.

6.3.1.3 Navorsingsvraag (c): Verantwoordelikhede van tegnologieskoördineerders

In die meeste skole (72.04%) tree onderwysers op as tegnologieskoördineerders. Tegnologieskoördineerders se pligte sluit hoofsaaklik (71.86%) die IKT ondersteuning van onderrig en leer in, terwyl slegs 13.9% verantwoordelik is vir die aanbieding van IKT-kursusse vir onderwysers en 29.52% aan leerders. Slegs 24.28% van tegnologieskoördineerders verrig formele diens aan skole, m.b.t. IKT ondersteuning.

6.3.1.4 Navorsingsvraag (d): Verantwoordelikheid vir die instandhouding van IKT in skole

Amper die helfde (41.77%) van skole se eie personeel is verantwoordelik vir die instandhouding van IKT, terwyl 33.54% van eksterne firmas gebruik maak, 1.64% van personeel van ander skole gebruik maak, en 11.17% van firmas wat deur die Departement van Onderwys aangestel word, gebruik maak.

6.3.1.5 Navorsingsvraag (e): IKT-vaardighede van onderwysers en POO

Een en veertig persent (41.44%) van onderwysers is blootgestel aan IKT vir onderrig en leer deur vorige kursusse, terwyl 44.50% blootgestel is deur waarneming of bespreking met kollegas, en 45.56 deur middel van informele kontak of kommunikasie. In 68.40% en 86.78% van skole is geen POO vir onderwysers beskikbaar vir basiese tipes IKT ontwikkeling nie.

6.3.1.6 Navorsingsvraag (f): Gebruik van IKT deur onderwysers, leerders en administratiewe personeel

Geen relevante inligting kon in die tegnologiekoördineerdersdatastel gevind word nie. Derhalwe, is Wiskunde en Wetenskap onderwysers se SITES 2006 datastelle geraadpleeg. Alhoewel onderwysers baie gereeld verskeie tipes onderrig- en leeraktiwiteite uitvoer, is die gereelde gebruik van IKT in alle gevalle besonder laag. Slegs 14.41% Wiskunde onderwysers en 16.35% Wetenskap onderwysers bied inligting of demonstrasies in hulle klasse aan m.b.v. IKT; slegs 13.37% van Wiskunde onderwysers en 12.66% van Wetenskap onderwysers voorsien remedierende en verrykende instruksies vir individuele studente m.b.v. IKT; slegs 9.57% van Wiskunde onderwysers en 15.58% van Wetenskap onderwysers help of adviseer leerders om verkennde aktiwiteite uit te voer m.b.v. IKT; slegs 6.57% van Wiskunde onderwysers en 12.47% van Wetenskap onderwysers organiseer, observeer of monitor leerdergeleide klasbesprekings, demonstrasies of aanbiedings m.b.v. IKT; slegs 10.87% van Wiskunde onderwysers en 15.59% van Wetenskap onderwysers asseseer leer deur toetse of vasvraespeletjies m.b.v. IKT; en slegs 8.70% van Wiskunde onderwysers en 12.39% van Wetenskap onderwysers voorsien terugvoer aan individuele leerders en of aan klein groepe leerders m.b.v. IKT.

6.3.1.7 Navorsingsvraag (g): Tegniese ondersteuning beskikbaar vir IKT-gebruik in onderrig en leer

Vir die meeste onderrig- en leeraktiwiteite is daar onvoldoende tegniese ondersteuning beskikbaar vir IKT gebruik in onderrig en leer. Die meeste tegniese ondersteuning wat onderwysers ontvang is vir laboratoriumeksperimente (13.10%) en die analisering van data (13.21%). Tegnologiekoördineerders bied gemiddeld 3.99 x 60 minute-periodes per week tegniese ondersteuning aan onderwysers en leerders.

6.3.1.8 Navorsingsvraag (h): Struikelblokke vir IKT implementering en benutting by skole

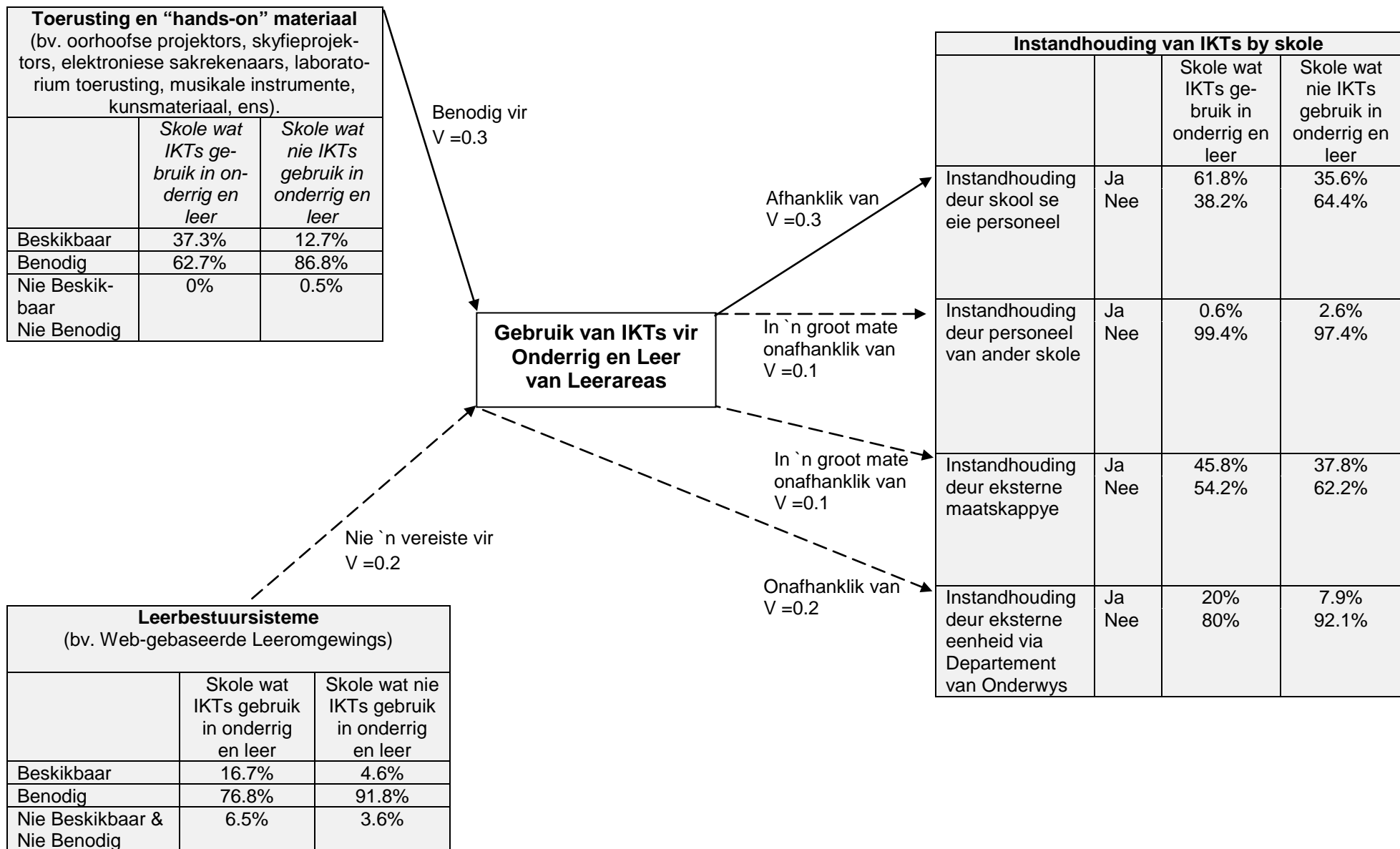
Struikelblokke wat die skool se pedagogiese doelwitte belemmer met betrekking tot die implementering en benutting van IKT is as volg: 'n tekort aan IKT-toerusting vir wetenskapslaboratoria (56.68%); onvoldoende elektroniese hulpbronne vir onderrig en leer (51.17%); ontoereikende IKT-toerusting vir onderrig en leer (50.33%); onvoldoende Internetbandwydte (46.37%); en (iv) onvoldoende IKT-vaardighede van onderwysers (45.76%). Ontoereikende ruimtes, onvoldoende begrotings vir nie-IKT-toebehore; en omdat die gebruik van IKT vir onderrig en leer nie 'n prioriteit van die skole was nie, dra gesamentlik by tot 34.55% van struikelblokke om IKT by skole te implementeer.

6.3.2 Kruistabulering (Korrelasies)

Om die laaste navorsingsvraag te kon beantwoord (*Is daar praktiese betekenisvolle ooreenkomste en verskille tussen veranderlikes van IKT implementering, IKT benutting, die rol van tegnologiekoördineerders, en die struikelblokke vir IKT implementering en gebruik in Suid-Afrikaanse skole*), is kruistabulering gebruik om verbande tussen die betrokke veranderlikes te bepaal met behulp van Cramer se effekgrootte (V):

6.3.2.1 Korrelasies tussen IKT gebruik vir onderrig en leer, en toerusting, "hands-on" materiaal, leerbestuursisteme en IKT instandhouding

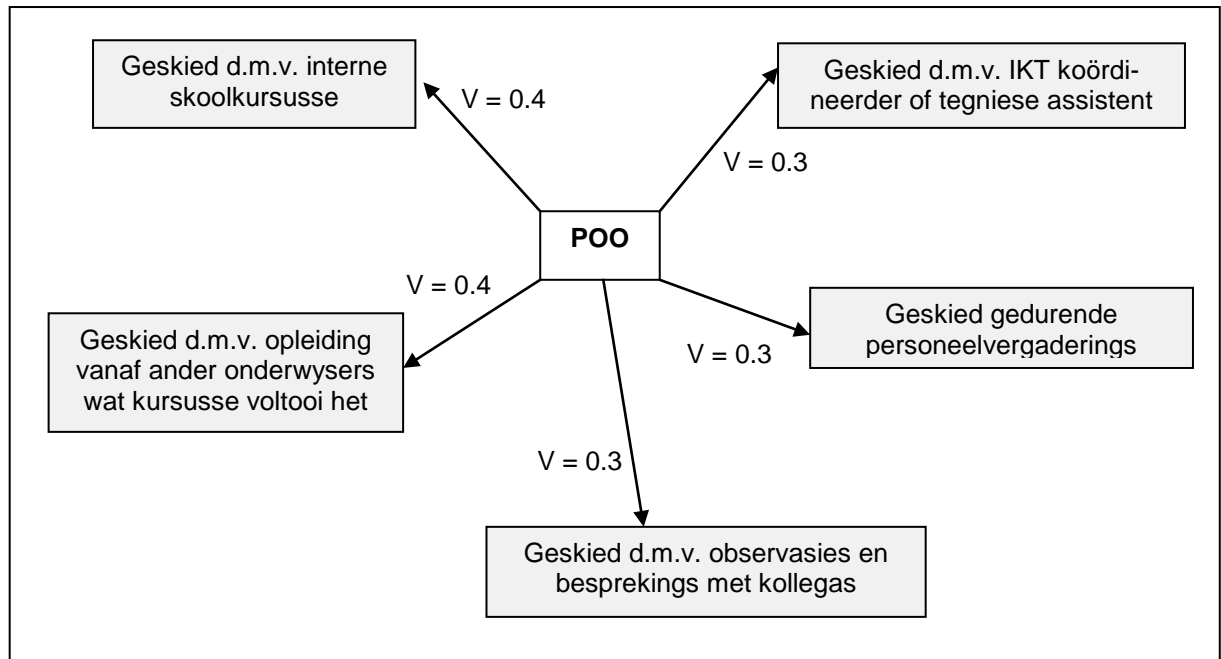
Figuur 6.1 toon die korrelasies tussen IKT gebruik vir onderrig en leer, en (i) toerusting en "hands-on" materiaal, (ii) leerbestuursisteme en (iii) IKT instandhouding. Die figuur is self-verduidelikend, so geen bespreking volg nie.



Figuur 6.1: Korrelasies tussen IKT gebruik en toerusting, "hands-on" materiaal, leerbestuursisteme en IKT instandhouding

6.3.2.2 Korrelasies tussen IKT gebruik en POO

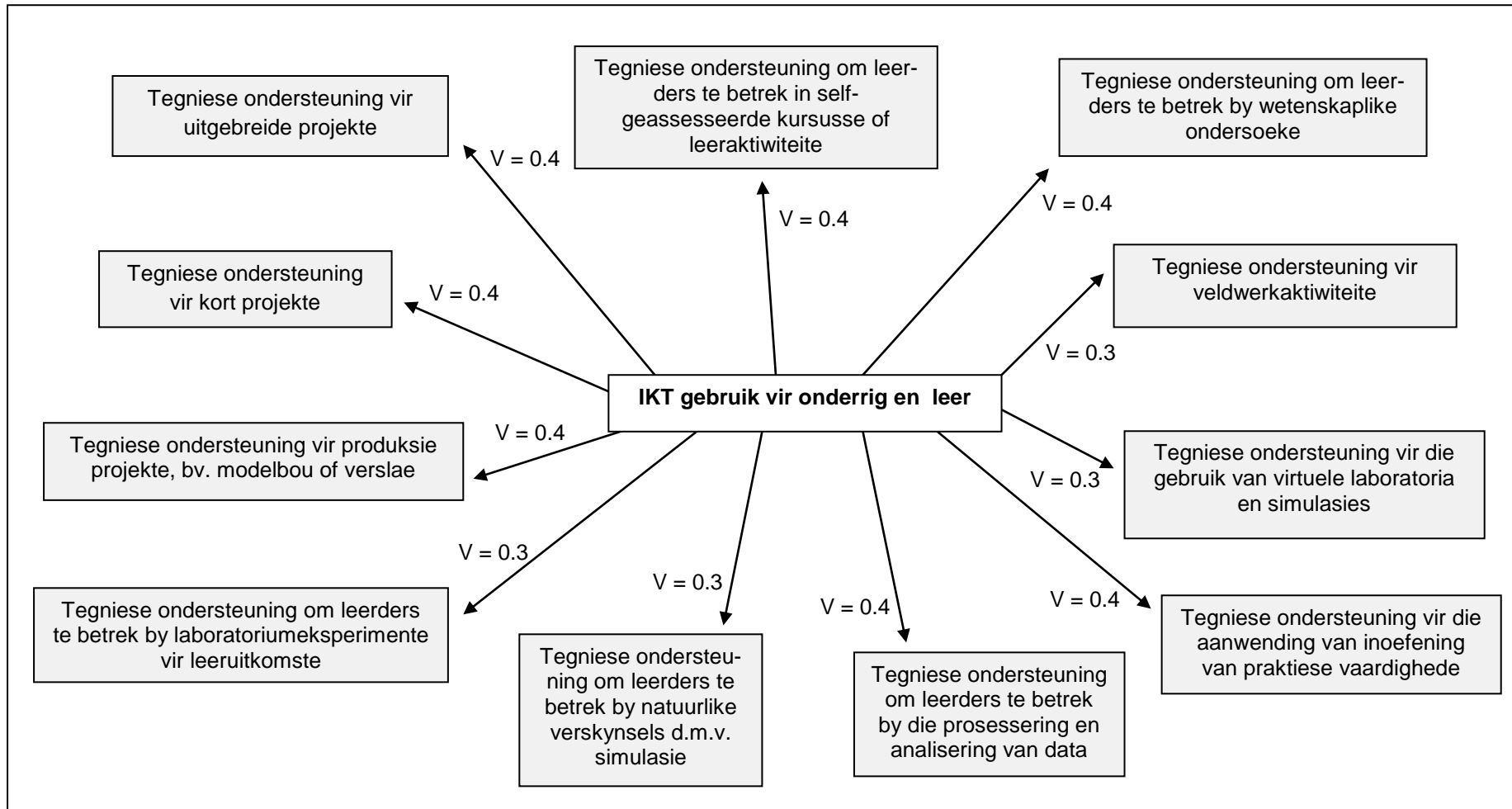
Figuur 6.2 toon die korrelasies tussen IKT gebruik vir onderrig en leer, en kanale vir POO. Slegs medium effekgroottes, wat neig tot praktiese betekenisvolle verbande, asook groot effekgroottes, wat praktiese betekenisvolheid aantoon, word gerapporteer. Soos gesien kan word in Figuur 6.2 geskied POO grootliks d.m.v. interne skoolkursusse, en opleiding vanaf ander onderwysers wat POO kursusse voltooi het.



Figuur 6.2: Kruistabulering korrelasies tussen ICT gebruik en kanale vir POO

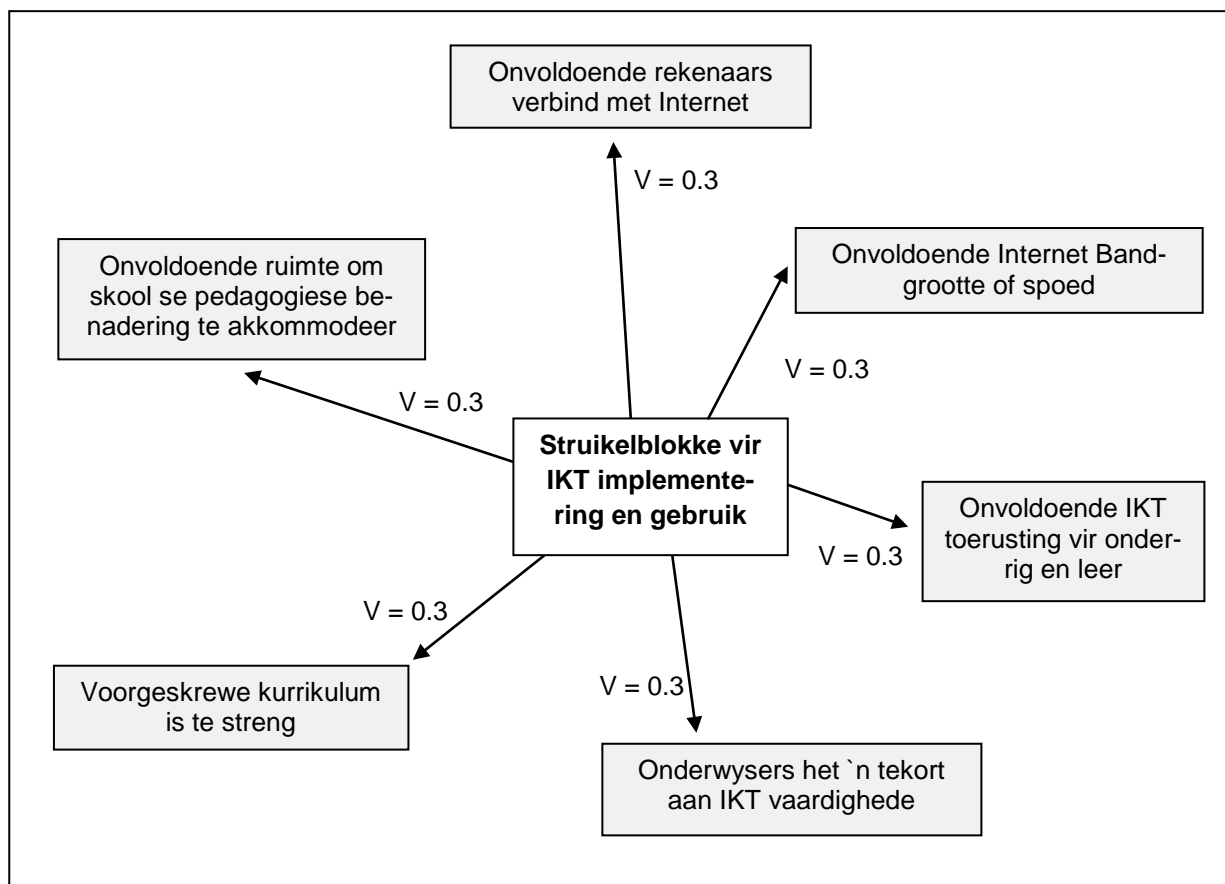
6.3.2.3 Korrelasies tussen IKT gebruik en die mate van IKT tegniese ondersteuning vir verskillende onderrig- en leeraktiwiteite

Figuur 6.3 toon die korrelasies tussen IKT gebruik vir onderrig en leer, en die mate van IKT tegniese ondersteuning wat vir onderwysers beskikbaar is vir verskillende onderrig en leeraktiwiteite. Die medium effekgroottes, wat neig tot praktiese betekenisvolle verbande, toon dat IKT tegniese ondersteuning, tot 'n mate, vir hierdie aktiwiteite benodig word wanneer IKT vir onderrig en leer gebruik word.



Figuur 6.3: Korrelasies tussen IKT gebruik en die mate van IKT tegniese ondersteuning vir verskillende onderrig- en leeraktiwiteite

6.3.2.4 Korrelasies tussen IKT gebruik en struikelblokke vir IKT implementering en gebruik van IKT vir pedagogiese aktiwiteite



Figuur 6.4: Struikelblokke vir IKT implementering en gebruik in skole

Figure 6.1 tot 6.4 beantwoord, in geheel, die laaste navorsingsvraag van hierdie studie.

6.4 Gevolgtrekkings en aanbevelings

IKT vaardighede word van toenemende belang vir die 21ste eeuse student om leeruitkoms te kan bereik. Alhoewel IKT-verwante professionele ontwikkeling vir onderwysers prioriteit moet verleen aan die ontwikkeling van pedagogiese, eerder as tegniese IKT-vaardighede, is die beskikbaarheid van beide pedagogiese en tegniese ondersteuning op skoolvlak noodsaaklik om te verseker dat onderwysers IKT optimaal implementeer en benut vir onderrig en leer. Dit is daarom noodsaaklik dat skoolhoofde die voorsiening van IKT pedagogiese en tegniese ondersteuning prioritiseer in hulle toekomsvisie vir onderrig en leer binne hulle skole. IKT-verwante onderwysbeleide moet ten nouste saamwerk met die breër

kurrikulumraamwerk en oorhoofse onderwysbeleide om uiteindelik lewenslange pedagogiese oriëntasies in skole te bevorder. Vir die Onderwysdepartement om ingeligte beleidsbesluite te kan neem, is longitudinale navorsing op skoolvlak nodig om die implementering en benutting van IKT binne verskillende leerareas te monitor. Data van Suid-Afrika se deelname aan die drie SITES-modules bied aan navorsers die geleentheid om verskillende fasette van IKT implementering en benutting oor tyd te bestudeer. Weens die ewekansige aard en baie groot studiepopulasies van die SITES 2006 datastelle, bied SDA unieke geleenthede aan navorsers om nuwe kennis te ontgin oor die pedagogiese gebruik van IKT in Suid-Afrikaanse skole.

Geen ander SDA wat spesifiek fokus op die Suid-Afrikaanse SITES 2006 tegnologie koördineerders datastel kon in die literatuur opgespoor word nie. Sover bekend, die wyse waarop hierdie SDA 'n spesifieke hoofveranderlike geïdentifiseer het, en dit deur middel van kruisstabulering met ander veranderlikes gekorreleer het, is nog nooit van tevore in ander navorsing uitgevoer nie. Die huidige SDA het waardevolle inligting opgelewer oor die rol van tegnologiekoördineerders in Suid Afrikaanse skole, hoe IKT in skole geïmplementeer en benut word, asook watter struikelblokke IKT implementering en gebruik in skole belemmer. Hierdie inligting kan van groot nut vir die *Nasionale Departement van Onderwys* wees om IKT-implementering en -benutting by skole te bepaal en te bevorder, die rol van tegnologiekoördineerders beter te definieer en hulle te ondersteun (Department of Education, 2004:39-41); aangesien IKT 'n belangrike rol in opvoedkundige, ekonomiese en maatskaplike ontwikkeling speel.

6.5 Vrae vir toekomstige navorsing

Vanuit die studie kan die volgende vrae geformuleer word:

- Hoe kan tegnologiekoördineerders bemagtig word om onderwysers intern (in hulle skole) op te lei in die implementering en benutting van IKT vir onderrig en leer binne verskillende leerareas?
- Wat se spesifieke IKT vaardighede het onderwysers in verskillende leerareas nodig?
 - Hoe gereeld gebruik administratiewe personeel IKT in skole?

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Frequencies

Notes

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Syntax

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Resources

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Elapsed Time

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Frequency Table

INF/HOW MANY STUDENTS IN TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	.2	.2	.2
	10	2	.3	.3	.5
	16	1	.2	.2	.6
	17	1	.2	.2	.8
	18	4	.6	.6	1.4
	19	1	.2	.2	1.5
	20	1	.2	.2	1.7
	21	1	.2	.2	1.8
	23	1	.2	.2	2.0
	24	4	.6	.6	2.6
	25	5	.8	.8	3.4
	26	2	.3	.3	3.7
	27	4	.6	.6	4.3
	28	5	.8	.8	5.1
	29	7	1.1	1.1	6.1
	30	17	2.6	2.6	8.8
	31	11	1.7	1.7	10.4
	32	15	2.3	2.3	12.7
	33	11	1.7	1.7	14.4
	34	15	2.3	2.3	16.7
	35	28	4.2	4.3	21.0
	36	15	2.3	2.3	23.3
	37	11	1.7	1.7	25.0
	38	18	2.7	2.8	27.8
	39	12	1.8	1.8	29.6
	40	34	5.1	5.2	34.9
	41	17	2.6	2.6	37.5

42	22	3.3	3.4	40.9
43	21	3.2	3.2	44.1
44	10	1.5	1.5	45.6
45	34	5.1	5.2	50.8
46	15	2.3	2.3	53.1
47	8	1.2	1.2	54.4
48	8	1.2	1.2	55.6
49	13	2.0	2.0	57.6
50	15	2.3	2.3	59.9
51	8	1.2	1.2	61.1
52	12	1.8	1.8	63.0
53	5	.8	.8	63.7
54	9	1.4	1.4	65.1
55	17	2.6	2.6	67.7
56	19	2.9	2.9	70.7
57	4	.6	.6	71.3
58	6	.9	.9	72.2
59	3	.5	.5	72.7
60	17	2.6	2.6	75.3
61	3	.5	.5	75.7
62	11	1.7	1.7	77.4
63	3	.5	.5	77.9
64	7	1.1	1.1	79.0
65	6	.9	.9	79.9
66	7	1.1	1.1	81.0
67	5	.8	.8	81.7
68	2	.3	.3	82.0
69	6	.9	.9	82.9
70	5	.8	.8	83.7
71	2	.3	.3	84.0
72	1	.2	.2	84.2
73	1	.2	.2	84.3
74	3	.5	.5	84.8
75	7	1.1	1.1	85.9

76	2	.3	.3	86.2
77	3	.5	.5	86.6
78	1	.2	.2	86.8
79	1	.2	.2	86.9
80	6	.9	.9	87.9
81	1	.2	.2	88.0
85	3	.5	.5	88.5
86	2	.3	.3	88.8
87	2	.3	.3	89.1
89	2	.3	.3	89.4
90	2	.3	.3	89.7
94	1	.2	.2	89.9
95	2	.3	.3	90.2
96	2	.3	.3	90.5
98	3	.5	.5	90.9
99	1	.2	.2	91.1
100	1	.2	.2	91.2
102	2	.3	.3	91.6
103	1	.2	.2	91.7
105	1	.2	.2	91.9
110	1	.2	.2	92.0
112	1	.2	.2	92.2
113	1	.2	.2	92.3
120	3	.5	.5	92.8
127	1	.2	.2	92.9
130	1	.2	.2	93.1
132	3	.5	.5	93.5
136	1	.2	.2	93.7
140	1	.2	.2	93.9
166	1	.2	.2	94.0
170	2	.3	.3	94.3
180	1	.2	.2	94.5
184	2	.3	.3	94.8
185	2	.3	.3	95.1

	190	4	.6	.6	95.7
	200	1	.2	.2	95.9
	205	1	.2	.2	96.0
	208	1	.2	.2	96.2
	213	2	.3	.3	96.5
	225	1	.2	.2	96.6
	227	1	.2	.2	96.8
	232	1	.2	.2	96.9
	234	2	.3	.3	97.2
	238	1	.2	.2	97.4
	240	1	.2	.2	97.5
	243	1	.2	.2	97.7
	253	2	.3	.3	98.0
	256	1	.2	.2	98.2
	288	4	.6	.6	98.8
	297	1	.2	.2	98.9
	300	1	.2	.2	99.1
	314	1	.2	.2	99.2
	321	1	.2	.2	99.4
	338	1	.2	.2	99.5
	340	1	.2	.2	99.7
	364	2	.3	.3	100.0
	Total	651	97.7	100.0	
Missing	OMITTED	11	1.7		
	System	4	.6		
	Total	15	2.3		
Total		666	100.0		

INF/GENDER MIX OF CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALL BOYS	6	.9	.9	.9
	ALL GIRLS	15	2.3	2.3	3.3
	BOTH BOYS AND GIRLS	619	92.9	96.7	100.0

	Total	640	96.1	100.0
Missing	OMITTED	22	3.3	
	System	4	.6	
	Total	26	3.9	
Total		666	100.0	

INF/CURRICULUM TRACK OF TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ACADEMIC	607	91.1	95.0	95.0
	VOCATIONAL	10	1.5	1.6	96.6
	NO TRACKING	22	3.3	3.4	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	22	3.3		
	System	4	.6		
	Total	27	4.1		
Total		666	100.0		

INF/STUDENT ABSENTEEISM IN TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 5%	487	73.1	74.2	74.2
	5-10%	129	19.4	19.7	93.9
	11-20%	30	4.5	4.6	98.5
	MORE THAN 20%	10	1.5	1.5	100.0
	Total	656	98.5	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	5	.8		
	System	4	.6		
	Total	10	1.5		
Total		666	100.0		

INF/NATIVE SPEAKERS OF LANGUAGE OF INSTR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MORE THAN 90%	211	31.7	33.1	33.1
	76–90%	38	5.7	6.0	39.0
	50–75%	67	10.1	10.5	49.5
	LESS THAN 50%	322	48.3	50.5	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	23	3.5		
	System	4	.6		
	Total	28	4.2		
Total		666	100.0		

INF/HOW MANY HRS OF MATH/SCIENCE LESSONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN TWO HOURS	12	1.8	1.8	1.8
	2– 4 HRS	319	47.9	48.8	50.6
	5– 6 HRS	200	30.0	30.6	81.2
	7– 8 HRS	75	11.3	11.5	92.7
	MORE THAN 8 HRS	48	7.2	7.3	100.0
	Total	654	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	7	1.1		
	System	4	.6		
	Total	12	1.8		
Total		666	100.0		

INF/COMPETENCE/WORD PROCESSING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	262	39.3	41.7	41.7
	SOME STUDENTS	153	23.0	24.4	66.1

	MAJORITY OF STUDENTS	61	9.2	9.7	75.8
	NEARLY ALL STUDENTS	35	5.3	5.6	81.4
	DON'T KNOW	117	17.6	18.6	100.0
	Total	628	94.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	33	5.0		
	System	4	.6		
	Total	38	5.7		
Total		666	100.0		

INF/COMPETENCE/DATABASE SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	326	48.9	51.8	51.8
	SOME STUDENTS	115	17.3	18.3	70.1
	MAJORITY OF STUDENTS	25	3.8	4.0	74.1
	NEARLY ALL STUDENTS	14	2.1	2.2	76.3
	DON'T KNOW	149	22.4	23.7	100.0
	Total	629	94.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	32	4.8		
	System	4	.6		
	Total	37	5.6		
Total		666	100.0		

INF/COMPETENCE/SPREADSHEET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	337	50.6	53.6	53.6
	SOME STUDENTS	108	16.2	17.2	70.7
	MAJORITY OF STUDENTS	25	3.8	4.0	74.7
	NEARLY ALL STUDENTS	9	1.4	1.4	76.2

	DON'T KNOW	150	22.5	23.8	100.0
	Total	629	94.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	32	4.8		
	System	4	.6		
	Total	37	5.6		
Total		666	100.0		

INF/COMPETENCE/PRESENTATION SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	338	50.8	53.6	53.6
	SOME STUDENTS	103	15.5	16.3	69.9
	MAJORITY OF STUDENTS	26	3.9	4.1	74.0
	NEARLY ALL STUDENTS	11	1.7	1.7	75.8
	DON'T KNOW	153	23.0	24.2	100.0
	Total	631	94.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	30	4.5		
	System	4	.6		
	Total	35	5.3		
Total		666	100.0		

INF/COMPETENCE/APPLICATION OF MULTIMEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	320	48.0	50.8	50.8
	SOME STUDENTS	114	17.1	18.1	68.9
	MAJORITY OF STUDENTS	29	4.4	4.6	73.5
	NEARLY ALL STUDENTS	20	3.0	3.2	76.7
	DON'T KNOW	147	22.1	23.3	100.0
	Total	630	94.6	100.0	

Missing	NOT REACHED	1	.2	
	OMITTED	31	4.7	
	System	4	.6	
	Total	36	5.4	
Total		666	100.0	

INF/COMPETENCE/EMAIL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	340	51.1	53.8	53.8
	SOME STUDENTS	109	16.4	17.2	71.0
	MAJORITY OF STUDENTS	27	4.1	4.3	75.3
	NEARLY ALL STUDENTS	14	2.1	2.2	77.5
	DON'T KNOW	142	21.3	22.5	100.0
	Total	632	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	29	4.4		
	System	4	.6		
	Total	34	5.1		
Total		666	100.0		

INF/COMPETENCE/INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	328	49.2	51.9	51.9
	SOME STUDENTS	112	16.8	17.7	69.6
	MAJORITY OF STUDENTS	35	5.3	5.5	75.2
	NEARLY ALL STUDENTS	21	3.2	3.3	78.5
	DON'T KNOW	136	20.4	21.5	100.0
	Total	632	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	29	4.4		

	System	4	.6	
	Total	34	5.1	
Total		666	100.0	

INF/COMPETENCE/GRAPHIC CALCULATOR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	328	49.2	51.9	51.9
	SOME STUDENTS	106	15.9	16.8	68.7
	MAJORITY OF STUDENTS	27	4.1	4.3	72.9
	NEARLY ALL STUDENTS	21	3.2	3.3	76.3
	DON'T KNOW	150	22.5	23.7	100.0
	Total	632	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	29	4.4		
	System	4	.6		
	Total	34	5.1		
Total		666	100.0		

INF/COMPETENCE/DATA LOGGING TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	369	55.4	58.8	58.8
	SOME STUDENTS	72	10.8	11.5	70.2
	MAJORITY OF STUDENTS	8	1.2	1.3	71.5
	NEARLY ALL STUDENTS	5	.8	.8	72.3
	DON'T KNOW	174	26.1	27.7	100.0
	Total	628	94.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	33	5.0		
	System	4	.6		
	Total	38	5.7		

Total		666	100.0	
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CURRGOALS/GOAL IMPORTANCE/WORLD OF WORK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	13	2.0	2.0	2.0
	A LITTLE	46	6.9	7.0	9.0
	SOMEWHAT	110	16.5	16.7	25.7
	VERY MUCH	488	73.3	74.3	100.0
	Total	657	98.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	4	.6		
	Total	9	1.4		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/UPPER EDU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	6	.9	.9	.9
	A LITTLE	15	2.3	2.3	3.2
	SOMEWHAT	75	11.3	11.4	14.6
	VERY MUCH	563	84.5	85.4	100.0
	Total	659	98.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	2	.3		
	System	4	.6		
	Total	7	1.1		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/LEARN FRM EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	43	6.5	6.5	6.5

	A LITTLE	85	12.8	12.9	19.5
	SOMEWHAT	175	26.3	26.6	46.1
	VERY MUCH	354	53.2	53.9	100.0
	Total	657	98.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	4	.6		
	Total	9	1.4		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/REAL WORLD EX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	10	1.5	1.5	1.5
	A LITTLE	55	8.3	8.4	9.9
	SOMEWHAT	148	22.2	22.6	32.5
	VERY MUCH	443	66.5	67.5	100.0
	Total	656	98.5	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	5	.8		
	System	4	.6		
	Total	10	1.5		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/PERFORMANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	3	.5	.5	.5
	A LITTLE	14	2.1	2.1	2.6
	SOMEWHAT	64	9.6	9.7	12.3
	VERY MUCH	578	86.8	87.7	100.0
	Total	659	98.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	2	.3		

	System	4	.6	
	Total	7	1.1	
Total		666	100.0	

CURRGOALS/GOAL IMPORTANCE/INC MOTIVATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	4	.6	.6	.6
	A LITTLE	11	1.7	1.7	2.3
	SOMEWHAT	77	11.6	11.7	14.0
	VERY MUCH	567	85.1	86.0	100.0
	Total	659	98.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	2	.3		
	System	4	.6		
	Total	7	1.1		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/INDIV LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	6	.9	.9	.9
	A LITTLE	54	8.1	8.3	9.2
	SOMEWHAT	208	31.2	31.8	41.0
	VERY MUCH	386	58.0	59.0	100.0
	Total	654	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	7	1.1		
	System	4	.6		
	Total	12	1.8		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/SET GOALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	10	1.5	1.5	1.5
	A LITTLE	74	11.1	11.3	12.8
	SOMEWHAT	189	28.4	28.8	41.6
	VERY MUCH	384	57.7	58.4	100.0
	Total	657	98.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	4	.6		
	Total	9	1.4		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/ORGA SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	8	1.2	1.2	1.2
	A LITTLE	69	10.4	10.5	11.7
	SOMEWHAT	178	26.7	27.1	38.9
	VERY MUCH	401	60.2	61.1	100.0
	Total	656	98.5	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	5	.8		
	System	4	.6		
	Total	10	1.5		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/COMM SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	22	3.3	3.4	3.4
	A LITTLE	78	11.7	11.9	15.3
	SOMEWHAT	185	27.8	28.3	43.6
	VERY MUCH	368	55.3	56.4	100.0

	Total	653	98.0	100.0
Missing	NOT REACHED	1	.2	
	OMITTED	8	1.2	
	System	4	.6	
	Total	13	2.0	
Total		666	100.0	

CURRGOALS/GOAL IMPORTANCE/EXPECTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	14	2.1	2.2	2.2
	A LITTLE	45	6.8	6.9	9.1
	SOMEWHAT	174	26.1	26.8	35.8
	VERY MUCH	417	62.6	64.2	100.0
	Total	650	97.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	11	1.7		
	System	4	.6		
	Total	16	2.4		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/COMP ICT USE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	150	22.5	23.4	23.4
	A LITTLE	102	15.3	15.9	39.3
	SOMEWHAT	117	17.6	18.2	57.5
	VERY MUCH	273	41.0	42.5	100.0
	Total	642	96.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	19	2.9		
	System	4	.6		
	Total	24	3.6		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/RESPONSIBLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	241	36.2	37.2	37.2
	A LITTLE	87	13.1	13.4	50.6
	SOMEWHAT	82	12.3	12.7	63.3
	VERY MUCH	238	35.7	36.7	100.0
	Total	648	97.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	13	2.0		
	System	4	.6		
	Total	18	2.7		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/EXT PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	120	18.0	19.0	19.0
	SOMETIMES	342	51.4	54.3	73.3
	OFTEN	130	19.5	20.6	94.0
	NEARLY ALWAYS	38	5.7	6.0	100.0
	Total	630	94.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	31	4.7		
	System	4	.6		
	Total	36	5.4		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/EXT PROJECT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	463	69.5	81.7	81.7
	YES	104	15.6	18.3	100.0

Missing	Total	567	85.1	100.0
	LOGICALLY NOT APPLICABLE	23	3.5	
	NOT REACHED	1	.2	
	OMITTED	71	10.7	
	System	4	.6	
Total	99	14.9		
Total		666	100.0	

TEACHPRACT/ACTIVITIES/SHORT TASK PROJECT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	54	8.1	8.5	8.5
	SOMETIMES	219	32.9	34.6	43.1
	OFTEN	246	36.9	38.9	82.0
	NEARLY ALWAYS	114	17.1	18.0	100.0
	Total	633	95.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	28	4.2		
	System	4	.6		
Total	33	5.0			
Total		666	100.0		

TEACHPRACT/ACTIVITIES/SHORT TASK/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	473	71.0	83.9	83.9
	YES	91	13.7	16.1	100.0
	Total	564	84.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	20	3.0		
	NOT REACHED	1	.2		
	OMITTED	77	11.6		
	System	4	.6		

Total	Total	102	15.3	
Total		666	100.0	

TEACHPRACT/ACTIVITIES/PRODUCT CREATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	109	16.4	17.3	17.3
	SOMETIMES	324	48.6	51.5	68.8
	OFTEN	132	19.8	21.0	89.8
	NEARLY ALWAYS	64	9.6	10.2	100.0
	Total	629	94.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	32	4.8		
	System	4	.6		
	Total	37	5.6		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/PROD CREAT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	481	72.2	86.0	86.0
	YES	78	11.7	14.0	100.0
	Total	559	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	24	3.6		
	NOT REACHED	1	.2		
	OMITTED	78	11.7		
	System	4	.6		
Total		107	16.1		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/SELF ACCESSED

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	NEVER	74	11.1	11.8	11.8
	SOMETIMES	242	36.3	38.7	50.6
	OFTEN	202	30.3	32.3	82.9
	NEARLY ALWAYS	107	16.1	17.1	100.0
	Total	625	93.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	36	5.4		
	System	4	.6		
	Total	41	6.2		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/SELF ACCESSED/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	499	74.9	88.9	88.9
	YES	62	9.3	11.1	100.0
	Total	561	84.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	28	4.2		
	NOT REACHED	1	.2		
	OMITTED	72	10.8		
	System	4	.6		
	Total	105	15.8		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/SCIENTIFIC INVEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	129	19.4	20.6	20.6
	SOMETIMES	285	42.8	45.5	66.0
	OFTEN	152	22.8	24.2	90.3
	NEARLY ALWAYS	61	9.2	9.7	100.0
	Total	627	94.1	100.0	
Missing	NOT REACHED	1	.2		

	OMITTED	33	5.0	
	System	5	.8	
	Total	39	5.9	
Total		666	100.0	

TEACHPRACT/ACTIVITIES/SCIENT INV/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	472	70.9	85.5	85.5
	YES	80	12.0	14.5	100.0
	Total	552	82.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	26	3.9		
	NOT REACHED	1	.2		
	OMITTED	83	12.5		
	System	4	.6		
Total	114	17.1			
Total		666	100.0		

TEACHPRACT/ACTIVITIES/FIELD STUDY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	201	30.2	32.3	32.3
	SOMETIMES	258	38.7	41.5	73.8
	OFTEN	120	18.0	19.3	93.1
	NEARLY ALWAYS	43	6.5	6.9	100.0
	Total	622	93.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	39	5.9		
	System	4	.6		
Total	44	6.6			
Total		666	100.0		

TEACHPRACT/ACTIVITIES/FIELD STUDY/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	475	71.3	87.0	87.0
	YES	71	10.7	13.0	100.0
	Total	546	82.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	31	4.7		
	NOT REACHED	1	.2		
	OMITTED	84	12.6		
	System	4	.6		
Total	120	18.0			
Total		666	100.0		

TEACHPRACT/ACTIVITIES/TEACHERS LECTURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	69	10.4	11.1	11.1
	SOMETIMES	122	18.3	19.6	30.7
	OFTEN	202	30.3	32.5	63.2
	NEARLY ALWAYS	229	34.4	36.8	100.0
	Total	622	93.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	39	5.9		
	System	4	.6		
Total	44	6.6			
Total		666	100.0		

TEACHPRACT/ACTIVITIES/TEACH LECTURE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	448	67.3	82.5	82.5
	YES	95	14.3	17.5	100.0
	Total	543	81.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	31	4.7		

	NOT REACHED	1	.2	
	OMITTED	87	13.1	
	System	4	.6	
	Total	123	18.5	
Total		666	100.0	

TEACHPRACT/ACTIVITIES/PRACT AND SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	34	5.1	5.4	5.4
	SOMETIMES	118	17.7	18.8	24.2
	OFTEN	222	33.3	35.4	59.6
	NEARLY ALWAYS	253	38.0	40.4	100.0
	Total	627	94.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	34	5.1		
	System	4	.6		
	Total	39	5.9		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/PRACT AND SKILL/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	475	71.3	85.6	85.6
	YES	80	12.0	14.4	100.0
	Total	555	83.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	26	3.9		
	NOT REACHED	1	.2		
	OMITTED	80	12.0		
	System	4	.6		
Total		111	16.7		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/LABORATORY EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	360	54.1	58.1	58.1
	SOMETIMES	132	19.8	21.3	79.4
	OFTEN	77	11.6	12.4	91.8
	NEARLY ALWAYS	51	7.7	8.2	100.0
	Total	620	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	41	6.2		
	System	4	.6		
	Total	46	6.9		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/LAB EXP/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	500	75.1	92.3	92.3
	YES	42	6.3	7.7	100.0
	Total	542	81.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	33	5.0		
	NOT REACHED	1	.2		
	OMITTED	86	12.9		
	System	4	.6		
Total		124	18.6		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/MATH PRINCIPALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	34	5.1	5.4	5.4
	SOMETIMES	135	20.3	21.4	26.8
	OFTEN	234	35.1	37.1	63.9

	NEARLY ALWAYS	228	34.2	36.1	100.0
	Total	631	94.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	30	4.5		
	System	4	.6		
	Total	35	5.3		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/MATH PRINC/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	475	71.3	85.3	85.3
	YES	82	12.3	14.7	100.0
	Total	557	83.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	22	3.3		
	NOT REACHED	1	.2		
	OMITTED	82	12.3		
	System	4	.6		
	Total	109	16.4		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/NATURAL PHENOMENA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	153	23.0	24.7	24.7
	SOMETIMES	236	35.4	38.1	62.7
	OFTEN	168	25.2	27.1	89.8
	NEARLY ALWAYS	63	9.5	10.2	100.0
	Total	620	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	41	6.2		
	System	4	.6		
	Total	46	6.9		

Total		666	100.0	
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TEACHPRACT/ACTIVITIES/NAT PHENOM/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	494	74.2	90.6	90.6
	YES	51	7.7	9.4	100.0
	Total	545	81.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	33	5.0		
	NOT REACHED	1	.2		
	OMITTED	83	12.5		
	System	4	.6		
	Total	121	18.2		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/LOOK UP IDEAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	46	6.9	7.3	7.3
	SOMETIMES	220	33.0	34.8	42.0
	OFTEN	205	30.8	32.4	74.4
	NEARLY ALWAYS	162	24.3	25.6	100.0
	Total	633	95.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	28	4.2		
	System	4	.6		
Total		33	5.0		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/LOOK UP/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	434	65.2	77.6	77.6

	YES	125	18.8	22.4	100.0
	Total	559	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	20	3.0		
	NOT REACHED	1	.2		
	OMITTED	82	12.3		
	System	4	.6		
	Total	107	16.1		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/ANALYZING DATA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	89	13.4	14.2	14.2
	SOMETIMES	197	29.6	31.4	45.5
	OFTEN	206	30.9	32.8	78.3
	NEARLY ALWAYS	136	20.4	21.7	100.0
	Total	628	94.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	33	5.0		
	System	4	.6		
	Total	38	5.7		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/ANALYZE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	456	68.5	81.9	81.9
	YES	101	15.2	18.1	100.0
	Total	557	83.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	25	3.8		
	NOT REACHED	1	.2		
	OMITTED	79	11.9		

	System	4	.6	
	Total	109	16.4	
Total		666	100.0	

TEACHPRACT/WHEN INSTRUCTING STUDENTS ARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS IN THE SAME LOCATION WITH	465	69.8	71.3	71.3
	SOMETIMES IN LOCATIONS AWAY FROM	151	22.7	23.2	94.5
	OFTEN IN LOCATIONS AWAY FROM ME	23	3.5	3.5	98.0
	ALWAYS IN LOCATIONS AWAY FROM ME	13	2.0	2.0	100.0
	Total	652	97.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	9	1.4		
	System	4	.6		
	Total	14	2.1		
Total		666	100.0		

TEACHPRACT/PARTICIPATE IN PLANNED ACTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS WORK IN THE SAME LOCATION	328	49.2	50.1	50.1
	SOMETIMES WORK IN DIFFERENT LOCAT	269	40.4	41.1	91.1
	OFTEN WORK IN DIFFERENT LOCATIONS	44	6.6	6.7	97.9
	ALWAYS WORK IN DIFFERENT LOCATION	14	2.1	2.1	100.0
	Total	655	98.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	.9		

	System	4	.6	
	Total	11	1.7	
Total		666	100.0	

TEACHPRACT/LEARN ACTIVITIES TAKE PLACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS DURING SCHEDULED SCHOOL HO	265	39.8	40.5	40.5
	SOMETIMES OUTSIDE SCHEDULED SCHOO	341	51.2	52.1	92.7
	OFTEN OUTSIDE SCHEDULED SCHOOL HO	25	3.8	3.8	96.5
	AT ANY TIME (NO SCHEDULED SCHOOL	23	3.5	3.5	100.0
	Total	654	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	7	1.1		
	System	4	.6		
	Total	12	1.8		
Total		666	100.0		

TEACHPRACT/I PROVIDE FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS DURING SCHOOL HOURS	521	78.2	79.3	79.3
	SOMETIMES OUTSIDE SCHEDULED SCHOO	104	15.6	15.8	95.1
	OFTEN OUTSIDE SCHEDULED SCHOOL HO	5	.8	.8	95.9
	AT ANY TIME (NO SCHEDULED SCHOOL	27	4.1	4.1	100.0
	Total	657	98.6	100.0	

Missing	NOT REACHED	1	.2	
	OMITTED	4	.6	
	System	4	.6	
	Total	9	1.4	
Total		666	100.0	

TEACHPRACT/ACTIV/PRESENT INFORMATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	11	1.7	1.7	1.7
	SOMETIMES	60	9.0	9.3	11.0
	OFTEN	180	27.0	27.9	38.9
	NEARLY ALWAYS	395	59.3	61.1	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	15	2.3		
	System	4	.6		
	Total	20	3.0		
Total		666	100.0		

TEACHPRACT/ACTIV/PRESENT INFORMATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	491	73.7	83.1	83.1
	YES	100	15.0	16.9	100.0
	Total	591	88.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.7		
	NOT REACHED	2	.3		
	OMITTED	58	8.7		
	System	4	.6		
Total		75	11.3		
Total		666	100.0		

TEACHPRACT/ACTIV/REMEDIAL INSTRUCTIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	12	1.8	1.9	1.9
	SOMETIMES	158	23.7	24.4	26.3
	OFTEN	237	35.6	36.6	62.9
	NEARLY ALWAYS	240	36.0	37.1	100.0
	Total	647	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	13	2.0		
	System	4	.6		
	Total	19	2.9		
Total		666	100.0		

TEACHPRACT/ACTIV/REMEDIAL INSTRUCT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	503	75.5	85.5	85.5
	YES	85	12.8	14.5	100.0
	Total	588	88.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	10	1.5		
	NOT REACHED	2	.3		
	OMITTED	62	9.3		
	System	4	.6		
	Total	78	11.7		
Total		666	100.0		

TEACHPRACT/ACTIV/HELP ADVICE STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	7	1.1	1.1	1.1
	SOMETIMES	127	19.1	19.7	20.8
	OFTEN	253	38.0	39.3	60.1

	NEARLY ALWAYS	257	38.6	39.9	100.0
	Total	644	96.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	16	2.4		
	System	4	.6		
	Total	22	3.3		
Total		666	100.0		

TEACHPRACT/ACTIV/HELP ADVICE STUD/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	514	77.2	88.3	88.3
	YES	68	10.2	11.7	100.0
	Total	582	87.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.0		
	NOT REACHED	2	.3		
	OMITTED	65	9.8		
	System	4	.6		
	Total	84	12.6		
Total		666	100.0		

TEACHPRACT/ACTIV/WHOLE CLASS DISCUSSIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	35	5.3	5.4	5.4
	SOMETIMES	158	23.7	24.6	30.0
	OFTEN	210	31.5	32.7	62.7
	NEARLY ALWAYS	240	36.0	37.3	100.0
	Total	643	96.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	17	2.6		
	System	4	.6		
	Total	23	3.5		

Total		666	100.0	
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TEACHPRACT/ACTIV/WHOLE CLASS DISC/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	531	79.7	91.7	91.7
	YES	48	7.2	8.3	100.0
	Total	579	86.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	14	2.1		
	NOT REACHED	2	.3		
	OMITTED	67	10.1		
	System	4	.6		
	Total	87	13.1		
Total		666	100.0		

TEACHPRACT/ACTIV/ASSESS STUDENTS LEARN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	7	1.1	1.1	1.1
	SOMETIMES	65	9.8	10.2	11.3
	OFTEN	243	36.5	38.0	49.2
	NEARLY ALWAYS	325	48.8	50.8	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.0		
	System	4	.6		
Total		26	3.9		
Total		666	100.0		

TEACHPRACT/ACTIV/ASSESS STUD LEARN/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	503	75.5	87.0	87.0

	YES	75	11.3	13.0	100.0
	Total	578	86.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	17	2.6		
	NOT REACHED	2	.3		
	OMITTED	65	9.8		
	System	4	.6		
	Total	88	13.2		
Total		666	100.0		

TEACHPRACT/ACTIV/PROVIDE FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	13	2.0	2.0	2.0
	SOMETIMES	113	17.0	17.6	19.7
	OFTEN	218	32.7	34.0	53.7
	NEARLY ALWAYS	297	44.6	46.3	100.0
	Total	641	96.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	2.9		
	System	4	.6		
	Total	25	3.8		
Total		666	100.0		

TEACHPRACT/ACTIV/PROVIDE FEEDBACK/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	518	77.8	90.1	90.1
	YES	57	8.6	9.9	100.0
	Total	575	86.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.4		
	NOT REACHED	2	.3		
	OMITTED	69	10.4		

	System	4	.6	
	Total	91	13.7	
Total		666	100.0	

TEACHPRACT/ACTIV/CLASSROOM MANAGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	9	1.4	1.4	1.4
	SOMETIMES	30	4.5	4.7	6.1
	OFTEN	127	19.1	19.7	25.8
	NEARLY ALWAYS	478	71.8	74.2	100.0
	Total	644	96.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	16	2.4		
	System	4	.6		
	Total	22	3.3		
Total		666	100.0		

TEACHPRACT/ACTIV/CLASSROOM MNGMNT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	527	79.1	90.7	90.7
	YES	54	8.1	9.3	100.0
	Total	581	87.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.0		
	NOT REACHED	2	.3		
	OMITTED	66	9.9		
	System	4	.6		
Total		85	12.8		
Total		666	100.0		

TEACHPRACT/ACTIV/TEAM BUILDING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	19	2.9	3.0	3.0
	SOMETIMES	106	15.9	16.5	19.5
	OFTEN	232	34.8	36.1	55.6
	NEARLY ALWAYS	285	42.8	44.4	100.0
	Total	642	96.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	18	2.7		
	System	4	.6		
	Total	24	3.6		
Total		666	100.0		

TEACHPRACT/ACTIV/TEAM BUILDING/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	524	78.7	91.0	91.0
	YES	52	7.8	9.0	100.0
	Total	576	86.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.3		
	NOT REACHED	2	.3		
	OMITTED	69	10.4		
	System	4	.6		
Total		90	13.5		
Total		666	100.0		

TEACHPRACT/ACTIV/MEDIATE COMMUNICATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	114	17.1	17.6	17.6
	SOMETIMES	210	31.5	32.5	50.2
	OFTEN	174	26.1	26.9	77.1
	NEARLY ALWAYS	148	22.2	22.9	100.0

Missing	Total	646	97.0	100.0
	NOT REACHED	2	.3	
	OMITTED	14	2.1	
	System	4	.6	
	Total	20	3.0	
Total		666	100.0	

TEACHPRACT/ACTIV/MEDIATE COMM/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	524	78.7	90.8	90.8
	YES	53	8.0	9.2	100.0
	Total	577	86.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.7		
	NOT REACHED	2	.3		
	OMITTED	72	10.8		
	System	4	.6		
	Total	89	13.4		
Total		666	100.0		

TEACHPRACT/ACTIV/LIAISE WITH COLLABS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	98	14.7	15.4	15.4
	SOMETIMES	271	40.7	42.7	58.1
	OFTEN	162	24.3	25.5	83.6
	NEARLY ALWAYS	104	15.6	16.4	100.0
	Total	635	95.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	3.8		
	System	4	.6		
Total		31	4.7		
Total		666	100.0		

TEACHPRACT/ACTIV/LIAISE WITH COLLABS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	511	76.7	90.0	90.0
	YES	57	8.6	10.0	100.0
	Total	568	85.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	22	3.3		
	NOT REACHED	2	.3		
	OMITTED	70	10.5		
	System	4	.6		
	Total	98	14.7		
Total		666	100.0		

TEACHPRACT/ACTIV/PROVIDE COUNSELING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	47	7.1	7.3	7.3
	SOMETIMES	231	34.7	35.9	43.2
	OFTEN	196	29.4	30.4	73.6
	NEARLY ALWAYS	170	25.5	26.4	100.0
	Total	644	96.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	16	2.4		
	System	4	.6		
Total		22	3.3		
Total		666	100.0		

TEACHPRACT/ACTIV/PROV COUNSELING/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	535	80.3	93.4	93.4
	YES	38	5.7	6.6	100.0

Missing	Total	573	86.0	100.0
	LOGICALLY NOT APPLICABLE	13	2.0	
	NOT REACHED	2	.3	
	OMITTED	74	11.1	
	System	4	.6	
Total	93	14.0		
Total		666	100.0	

TEACHPRACT/ACTIV/COLLAB WITH PARENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	43	6.5	6.7	6.7
	SOMETIMES	255	38.3	39.5	46.1
	OFTEN	206	30.9	31.9	78.0
	NEARLY ALWAYS	142	21.3	22.0	100.0
Total	646	97.0	100.0		
Missing	NOT REACHED	2	.3		
	OMITTED	14	2.1		
	System	4	.6		
Total	20	3.0			
Total		666	100.0		

TEACHPRACT/ACTIV/COLLAB WITH PARENTS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	519	77.9	92.0	92.0
	YES	45	6.8	8.0	100.0
Total		564	84.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.7		
	NOT REACHED	2	.3		
	OMITTED	85	12.8		
System		4	.6		

Total	Total	102	15.3	
Total		666	100.0	

TEACHPRACT/ASSESS/WRITTEN TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	4	.6	.6	.6
	YES	644	96.7	99.4	100.0
	Total	648	97.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	12	1.8		
	System	4	.6		
	Total	18	2.7		
Total		666	100.0		

TEACHPRACT/ASSESS/WRITTEN TEST/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	456	68.5	75.9	75.9
	YES	145	21.8	24.1	100.0
	Total	601	90.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	10	1.5		
	NOT REACHED	2	.3		
	OMITTED	49	7.4		
	System	4	.6		
	Total	65	9.8		
Total		666	100.0		

TEACHPRACT/ASSESS/WRITTEN TASKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	7	1.1	1.1	1.1
	YES	641	96.2	98.9	100.0

	Total	648	97.3	100.0
Missing	NOT REACHED	2	.3	
	OMITTED	12	1.8	
	System	4	.6	
	Total	18	2.7	
Total		666	100.0	

TEACHPRACT/ASSESS/WRITTEN TASKS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	466	70.0	77.9	77.9
	YES	132	19.8	22.1	100.0
	Total	598	89.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	10	1.5		
	NOT REACHED	2	.3		
	OMITTED	52	7.8		
	System	4	.6		
	Total	68	10.2		
Total		666	100.0		

TEACHPRACT/ASSESS/ORAL PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	189	28.4	29.1	29.1
	YES	460	69.1	70.9	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	11	1.7		
	System	4	.6		
	Total	17	2.6		
Total		666	100.0		

TEACHPRACT/ASSESS/ORAL PRESENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	535	80.3	89.8	89.8
	YES	61	9.2	10.2	100.0
	Total	596	89.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	9	1.4		
	NOT REACHED	2	.3		
	OMITTED	55	8.3		
	System	4	.6		
	Total	70	10.5		
Total		666	100.0		

TEACHPRACT/ASSESS/GROUP PRESENTATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	98	14.7	15.1	15.1
	YES	549	82.4	84.9	100.0
	Total	647	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	13	2.0		
	System	4	.6		
Total		19	2.9		
Total		666	100.0		

TEACHPRACT/ASSESS/GROUP PRESENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	511	76.7	86.2	86.2
	YES	82	12.3	13.8	100.0
	Total	593	89.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.7		
	NOT REACHED	2	.3		
	OMITTED	56	8.4		

	System	4	.6	
	Total	73	11.0	
Total		666	100.0	

TEACHPRACT/ASSESS/PROJECT REPORT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	142	21.3	22.0	22.0
	YES	503	75.5	78.0	100.0
	Total	645	96.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	15	2.3		
	System	4	.6		
	Total	21	3.2		
Total		666	100.0		

TEACHPRACT/ASSESS/PROJECT REPORT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	493	74.0	83.3	83.3
	YES	99	14.9	16.7	100.0
	Total	592	88.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.0		
	NOT REACHED	2	.3		
	OMITTED	55	8.3		
	System	4	.6		
Total		74	11.1		
Total		666	100.0		

TEACHPRACT/ASSESS/PEER EVALUATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	109	16.4	16.8	16.8

	YES	540	81.1	83.2	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	11	1.7		
	System	4	.6		
	Total	17	2.6		
Total		666	100.0		

TEACHPRACT/ASSESS/PEER EVALUATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	530	79.6	88.8	88.8
	YES	67	10.1	11.2	100.0
	Total	597	89.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	9	1.4		
	NOT REACHED	2	.3		
	OMITTED	54	8.1		
	System	4	.6		
	Total	69	10.4		
Total		666	100.0		

TEACHPRACT/ASSESS/PORTFOLIO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	56	8.4	8.7	8.7
	YES	591	88.7	91.3	100.0
	Total	647	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	13	2.0		
	System	4	.6		
	Total	19	2.9		
Total		666	100.0		

TEACHPRACT/ASSESS/PORTFOLIO/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	494	74.2	83.4	83.4
	YES	98	14.7	16.6	100.0
	Total	592	88.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.7		
	NOT REACHED	2	.3		
	OMITTED	57	8.6		
	System	4	.6		
	Total	74	11.1		
Total		666	100.0		

TEACHPRACT/ASSESS/GROUP ASSESSMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	95	14.3	14.7	14.7
	YES	551	82.7	85.3	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	14	2.1		
	System	4	.6		
Total		20	3.0		
Total		666	100.0		

TEACHPRACT/ASSESS/GROUP ASSESSMENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	510	76.6	86.3	86.3
	YES	81	12.2	13.7	100.0
	Total	591	88.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	12	1.8		

	NOT REACHED	2	.3	
	OMITTED	57	8.6	
	System	4	.6	
	Total	75	11.3	
Total		666	100.0	

STUDPRACT/ACTIV/WORKING AT SAME PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	36	5.4	5.6	5.6
	SOMETIMES	204	30.6	31.8	37.4
	OFTEN	236	35.4	36.8	74.3
	NEARLY ALWAYS	165	24.8	25.7	100.0
	Total	641	96.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	2.9		
	System	4	.6		
	Total	25	3.8		
Total		666	100.0		

STUDPRACT/ACTIV/WORKING AT SAME PACE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	505	75.8	89.9	89.9
	YES	57	8.6	10.1	100.0
	Total	562	84.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.3		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		
Total		104	15.6		
Total		666	100.0		

STUDPRACT/ACTIV/LEARNING AT OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	19	2.9	3.0	3.0
	SOMETIMES	207	31.1	32.2	35.2
	OFTEN	260	39.0	40.5	75.7
	NEARLY ALWAYS	156	23.4	24.3	100.0
	Total	642	96.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	18	2.7		
	System	4	.6		
	Total	24	3.6		
Total		666	100.0		

STUDPRACT/ACTIV/LEARNING AT OWN PACE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	504	75.7	90.3	90.3
	YES	54	8.1	9.7	100.0
	Total	558	83.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	14	2.1		
	NOT REACHED	2	.3		
	OMITTED	88	13.2		
	System	4	.6		
	Total	108	16.2		
Total		666	100.0		

STUDPRACT/ACTIV/COMPLETE WORKSHEETS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	14	2.1	2.2	2.2
	SOMETIMES	106	15.9	16.5	18.7
	OFTEN	219	32.9	34.1	52.8

	NEARLY ALWAYS	303	45.5	47.2	100.0
	Total	642	96.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	18	2.7		
	System	4	.6		
	Total	24	3.6		
Total		666	100.0		

STUDPRACT/ACTIV/COMPLETE WORKSHEETS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	484	72.7	86.6	86.6
	YES	75	11.3	13.4	100.0
	Total	559	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	14	2.1		
	NOT REACHED	2	.3		
	OMITTED	87	13.1		
	System	4	.6		
	Total	107	16.1		
Total		666	100.0		

STUDPRACT/ACTIV/GIVE PRESENTATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	85	12.8	13.3	13.3
	SOMETIMES	281	42.2	44.0	57.3
	OFTEN	170	25.5	26.6	83.9
	NEARLY ALWAYS	103	15.5	16.1	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.2		
	System	4	.6		
	Total	27	4.1		

Total		666	100.0	
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STUDPRACT/ACTIV/GIVE PRESENTATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	492	73.9	89.0	89.0
	YES	61	9.2	11.0	100.0
	Total	553	83.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	17	2.6		
	NOT REACHED	2	.3		
	OMITTED	90	13.5		
	System	4	.6		
	Total	113	17.0		
Total		666	100.0		

STUDPRACT/ACTIV/DETERMINE OWN GOALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	167	25.1	26.1	26.1
	SOMETIMES	274	41.1	42.8	68.9
	OFTEN	133	20.0	20.8	89.7
	NEARLY ALWAYS	66	9.9	10.3	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.0		
	System	4	.6		
Total		26	3.9		
Total		666	100.0		

STUDPRACT/ACTIV/DETERMINE OWN GOALS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	509	76.4	91.7	91.7

	YES	46	6.9	8.3	100.0
	Total	555	83.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.4		
	NOT REACHED	2	.3		
	OMITTED	89	13.4		
	System	4	.6		
	Total	111	16.7		
Total		666	100.0		

STUDPRACT/ACTIV/EXPLAIN OWN IDEAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	35	5.3	5.4	5.4
	SOMETIMES	243	36.5	37.7	43.2
	OFTEN	243	36.5	37.7	80.9
	NEARLY ALWAYS	123	18.5	19.1	100.0
	Total	644	96.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	16	2.4		
	System	4	.6		
	Total	22	3.3		
Total		666	100.0		

STUDPRACT/ACTIV/EXPLAIN OWN IDEAS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	510	76.6	90.6	90.6
	YES	53	8.0	9.4	100.0
	Total	563	84.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	12	1.8		
	NOT REACHED	2	.3		
	OMITTED	85	12.8		

	System	4	.6	
	Total	103	15.5	
Total		666	100.0	

STUDPRACT/ACTIV/COLLABORATE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	276	41.4	43.1	43.1
	SOMETIMES	240	36.0	37.5	80.6
	OFTEN	83	12.5	13.0	93.6
	NEARLY ALWAYS	41	6.2	6.4	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.0		
	System	4	.6		
	Total	26	3.9		
Total		666	100.0		

STUDPRACT/ACTIV/COLLAB WITH PEERS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	511	76.7	91.9	91.9
	YES	45	6.8	8.1	100.0
	Total	556	83.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.4		
	NOT REACHED	2	.3		
	OMITTED	88	13.2		
	System	4	.6		
Total		110	16.5		
Total		666	100.0		

STUDPRACT/ACTIV/ANSWER TESTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	6	.9	.9	.9
	SOMETIMES	89	13.4	13.9	14.9
	OFTEN	252	37.8	39.4	54.3
	NEARLY ALWAYS	292	43.8	45.7	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.2		
	System	4	.6		
	Total	27	4.1		
Total		666	100.0		

STUDPRACT/ACTIV/ANSWER TESTS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	499	74.9	89.6	89.6
	YES	58	8.7	10.4	100.0
	Total	557	83.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	17	2.6		
	NOT REACHED	2	.3		
	OMITTED	86	12.9		
	System	4	.6		
Total		109	16.4		
Total		666	100.0		

STUDPRACT/ACTIV/PEER EVALUATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	49	7.4	7.6	7.6
	SOMETIMES	238	35.7	37.1	44.8
	OFTEN	220	33.0	34.3	79.1
	NEARLY ALWAYS	134	20.1	20.9	100.0

Missing	Total	641	96.2	100.0
	NOT REACHED	2	.3	
	OMITTED	19	2.9	
	System	4	.6	
	Total	25	3.8	
Total		666	100.0	

STUDPRACT/ACTIV/PEER EVALUATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	513	77.0	92.1	92.1
	YES	44	6.6	7.9	100.0
	Total	557	83.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.3		
	NOT REACHED	2	.3		
	OMITTED	88	13.2		
	System	4	.6		
	Total	109	16.4		
Total		666	100.0		

STUDPRACT/ACTIV/REFLECT EXPERIENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	130	19.5	20.5	20.5
	SOMETIMES	268	40.2	42.2	62.7
	OFTEN	167	25.1	26.3	89.0
	NEARLY ALWAYS	70	10.5	11.0	100.0
	Total	635	95.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	3.8		
	System	4	.6		
Total		31	4.7		
Total		666	100.0		

STUDPRACT/ACTIV/REFLECT EXPERIENCE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	512	76.9	92.6	92.6
	YES	41	6.2	7.4	100.0
	Total	553	83.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	21	3.2		
	NOT REACHED	2	.3		
	OMITTED	86	12.9		
	System	4	.6		
	Total	113	17.0		
Total		666	100.0		

STUDPRACT/ACTIV/COMMUNICATE WITH OUTSIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	225	33.8	35.2	35.2
	SOMETIMES	268	40.2	41.9	77.2
	OFTEN	103	15.5	16.1	93.3
	NEARLY ALWAYS	43	6.5	6.7	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.2		
	System	4	.6		
Total		27	4.1		
Total		666	100.0		

STUDPRACT/ACTIV/COMM WITH OUSIDE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	508	76.3	91.7	91.7
	YES	46	6.9	8.3	100.0

Missing	Total	554	83.2	100.0
	LOGICALLY NOT APPLICABLE	17	2.6	
	NOT REACHED	2	.3	
	OMITTED	89	13.4	
	System	4	.6	
Total	112	16.8		
Total		666	100.0	

STUDPRACT/ACTIV/CONTRIBUTE TO COMMUNITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	257	38.6	40.1	40.1
	SOMETIMES	257	38.6	40.1	80.2
	OFTEN	92	13.8	14.4	94.5
	NEARLY ALWAYS	35	5.3	5.5	100.0
	Total	641	96.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	2.9		
	System	4	.6		
Total	25	3.8			
Total		666	100.0		

STUDPRACT/ACTIV/CONTR TO CUMMUNITY/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	514	77.2	92.8	92.8
	YES	40	6.0	7.2	100.0
	Total	554	83.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.3		
	NOT REACHED	2	.3		
	OMITTED	91	13.7		
	System	4	.6		

Total	Total	112	16.8	
Total		666	100.0	

LEARNRES/INCORP/HANDS ON MATERIALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	217	32.6	33.2	33.2
	SOMETIMES	247	37.1	37.8	71.1
	OFTEN	105	15.8	16.1	87.1
	NEARLY ALWAYS	84	12.6	12.9	100.0
	Total	653	98.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	7	1.1		
	System	4	.6		
	Total	13	2.0		
Total		666	100.0		

LEARNRES/INCORP/TUTORIAL SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	395	59.3	60.9	60.9
	SOMETIMES	135	20.3	20.8	81.7
	OFTEN	85	12.8	13.1	94.8
	NEARLY ALWAYS	34	5.1	5.2	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	10	1.5		
	System	5	.8		
	Total	17	2.6		
Total		666	100.0		

LEARNRES/INCORP/GENERAL OFFICE SUITE

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	NEVER	503	75.5	77.4	77.4
	SOMETIMES	89	13.4	13.7	91.1
	OFTEN	41	6.2	6.3	97.4
	NEARLY ALWAYS	17	2.6	2.6	100.0
	Total	650	97.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	10	1.5		
	System	4	.6		
	Total	16	2.4		
Total		666	100.0		

LEARNRES/INCRP/MULTIMEDIA PROD TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	520	78.1	80.1	80.1
	SOMETIMES	96	14.4	14.8	94.9
	OFTEN	23	3.5	3.5	98.5
	NEARLY ALWAYS	10	1.5	1.5	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	11	1.7		
	System	4	.6		
	Total	17	2.6		
Total		666	100.0		

LEARNRES/INCRP/DATA LOGGING TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	556	83.5	85.9	85.9
	SOMETIMES	67	10.1	10.4	96.3
	OFTEN	17	2.6	2.6	98.9
	NEARLY ALWAYS	7	1.1	1.1	100.0
	Total	647	97.1	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	13	2.0	
	System	4	.6	
	Total	19	2.9	
Total		666	100.0	

LEARNRES/INCORP/MODELING SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	545	81.8	83.7	83.7
	SOMETIMES	79	11.9	12.1	95.9
	OFTEN	21	3.2	3.2	99.1
	NEARLY ALWAYS	6	.9	.9	100.0
	Total	651	97.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	9	1.4		
	System	4	.6		
	Total	15	2.3		
Total		666	100.0		

LEARNRES/INCORP/COMMUNICATION SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	548	82.3	84.4	84.4
	SOMETIMES	73	11.0	11.2	95.7
	OFTEN	19	2.9	2.9	98.6
	NEARLY ALWAYS	9	1.4	1.4	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	11	1.7		
	System	4	.6		
	Total	17	2.6		
Total		666	100.0		

LEARNRES/INCORP/DIGITAL RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	403	60.5	62.1	62.1
	SOMETIMES	171	25.7	26.3	88.4
	OFTEN	55	8.3	8.5	96.9
	NEARLY ALWAYS	20	3.0	3.1	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	11	1.7		
	System	4	.6		
	Total	17	2.6		
Total		666	100.0		

LEARNRES/INCRP/MOBILE DEVICES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	449	67.4	69.1	69.1
	SOMETIMES	137	20.6	21.1	90.2
	OFTEN	49	7.4	7.5	97.7
	NEARLY ALWAYS	15	2.3	2.3	100.0
	Total	650	97.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	10	1.5		
	System	4	.6		
	Total	16	2.4		
Total		666	100.0		

LEARNRES/INCRP/SMART BOARD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	486	73.0	75.3	75.3
	SOMETIMES	83	12.5	12.9	88.2
	OFTEN	43	6.5	6.7	94.9
	NEARLY ALWAYS	33	5.0	5.1	100.0

	Total	645	96.8	100.0
Missing	NOT REACHED	2	.3	
	OMITTED	15	2.3	
	System	4	.6	
	Total	21	3.2	
Total		666	100.0	

LEARNRES/INCRP/LEARN MANAGEMENT SYS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	550	82.6	85.0	85.0
	SOMETIMES	71	10.7	11.0	96.0
	OFTEN	17	2.6	2.6	98.6
	NEARLY ALWAYS	9	1.4	1.4	100.0
	Total	647	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	13	2.0		
	System	4	.6		
	Total	19	2.9		
Total		666	100.0		

IMPACTICT/DO YOU USE ICT IN TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	414	62.2	81.7	81.7
	YES	93	14.0	18.3	100.0
	Total	507	76.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	153	23.0		
	System	4	.6		
	Total	159	23.9		
Total		666	100.0		

IMPACTICT/YOU/ICT SKILLS HAVE IMPROVED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	64	9.6	34.4	34.4
	A LITTLE	42	6.3	22.6	57.0
	SOMEWHAT	34	5.1	18.3	75.3
	A LOT	46	6.9	24.7	100.0
	Total	186	27.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	60	9.0		
	System	4	.6		
	Total	480	72.1		
Total		666	100.0		

IMPACTICT/YOU/INCORPORATE NEW METHODS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	51	7.7	28.5	28.5
	A LITTLE	34	5.1	19.0	47.5
	SOMEWHAT	43	6.5	24.0	71.5
	A LOT	51	7.7	28.5	100.0
	Total	179	26.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	67	10.1		
	System	4	.6		
	Total	487	73.1		
Total		666	100.0		

IMPACTICT/YOU/MORE INDIV FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	51	7.7	28.3	28.3

	A LITTLE	34	5.1	18.9	47.2
	SOMEWHAT	39	5.9	21.7	68.9
	A LOT	56	8.4	31.1	100.0
	Total	180	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	66	9.9		
	System	4	.6		
	Total	486	73.0		
Total		666	100.0		

IMPACTICT/YOU/INCORPORATE NEW WAYS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	44	6.6	24.4	24.4
	A LITTLE	37	5.6	20.6	45.0
	SOMEWHAT	54	8.1	30.0	75.0
	A LOT	45	6.8	25.0	100.0
	Total	180	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	66	9.9		
	System	4	.6		
	Total	486	73.0		
Total		666	100.0		

IMPACTICT/YOU/MONITOR STUDENTS LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	54	8.1	30.2	30.2
	A LITTLE	25	3.8	14.0	44.1
	SOMEWHAT	51	7.7	28.5	72.6

	A LOT	49	7.4	27.4	100.0
Missing	Total	179	26.9	100.0	
	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	67	10.1		
	System	4	.6		
Total	Total	487	73.1		
		666	100.0		

IMPACTICT/YOU/ACCESS MORE DIV RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	50	7.5	28.7	28.7
	A LITTLE	41	6.2	23.6	52.3
	SOMEWHAT	44	6.6	25.3	77.6
	A LOT	39	5.9	22.4	100.0
	Total	174	26.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	72	10.8		
	System	4	.6		
Total	Total	492	73.9		
		666	100.0		

IMPACTICT/YOU/COLL MORE WITH COLLEAGUES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	46	6.9	26.0	26.0
	A LITTLE	23	3.5	13.0	39.0
	SOMEWHAT	51	7.7	28.8	67.8
	A LOT	57	8.6	32.2	100.0
	Total	177	26.6	100.0	

Missing	LOGICALLY NOT APPLICABLE	414	62.2	
	NOT REACHED	2	.3	
	OMITTED	69	10.4	
	System	4	.6	
	Total	489	73.4	
Total		666	100.0	

IMPACTICT/YOU/COLL MORE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	58	8.7	32.6	32.6
	A LITTLE	42	6.3	23.6	56.2
	SOMEWHAT	41	6.2	23.0	79.2
	A LOT	37	5.6	20.8	100.0
	Total	178	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	68	10.2		
	System	4	.6		
	Total	488	73.3		
Total		666	100.0		

IMPACTICT/YOU/COMPLETE ADMIN TASKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	42	6.3	23.7	23.7
	A LITTLE	24	3.6	13.6	37.3
	SOMEWHAT	51	7.7	28.8	66.1
	A LOT	60	9.0	33.9	100.0
	Total	177	26.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		

	OMITTED	69	10.4	
	System	4	.6	
	Total	489	73.4	
Total		666	100.0	

IMPACTICT/YOU/WORKLOAD HAS INCREASED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	56	8.4	31.3	31.3
	A LITTLE	35	5.3	19.6	50.8
	SOMEWHAT	34	5.1	19.0	69.8
	A LOT	54	8.1	30.2	100.0
	Total	179	26.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	67	10.1		
	System	4	.6		
	Total	487	73.1		
Total		666	100.0		

IMPACTICT/YOU/INCREASED WORK PRESSURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	57	8.6	32.0	32.0
	A LITTLE	35	5.3	19.7	51.7
	SOMEWHAT	37	5.6	20.8	72.5
	A LOT	49	7.4	27.5	100.0
	Total	178	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	68	10.2		
	System	4	.6		
	Total				

Total	Total	488	73.3	
Total		666	100.0	

IMPACTICT/STUD/SUBJECT MATTER KNOWLEDGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	.9	3.6	3.6
	DECREASED A LITTLE	5	.8	3.0	6.6
	NO IMPACT	52	7.8	31.3	38.0
	INCREASED A LITTLE	66	9.9	39.8	77.7
	INCREASED A LOT	37	5.6	22.3	100.0
	Total	166	24.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	80	12.0		
	System	4	.6		
	Total	500	75.1		
Total		666	100.0		

IMPACTICT/STUD/LEARNING MOTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	.9	3.6	3.6
	DECREASED A LITTLE	5	.8	3.0	6.7
	NO IMPACT	50	7.5	30.3	37.0
	INCREASED A LITTLE	57	8.6	34.5	71.5
	INCREASED A LOT	47	7.1	28.5	100.0
	Total	165	24.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	81	12.2		
	System	4	.6		

Total	Total	501	75.2	
Total		666	100.0	

IMPACTICT/STUD/INFO HANDLING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	7	1.1	4.3	4.3
	DECREASED A LITTLE	7	1.1	4.3	8.5
	NO IMPACT	54	8.1	32.9	41.5
	INCREASED A LITTLE	56	8.4	34.1	75.6
	INCREASED A LOT	40	6.0	24.4	100.0
Total		164	24.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	82	12.3		
	System	4	.6		
	Total	502	75.4		
Total		666	100.0		

IMPACTICT/STUD/PROBLEM SOLVING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	4	.6	2.5	2.5
	DECREASED A LITTLE	10	1.5	6.2	8.6
	NO IMPACT	53	8.0	32.7	41.4
	INCREASED A LITTLE	58	8.7	35.8	77.2
	INCREASED A LOT	37	5.6	22.8	100.0
Total		162	24.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	84	12.6		
	System	4	.6		

Total	Total	504	75.7	
Total		666	100.0	

IMPACTICT/STUD/SELF DIRECT LEARN SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.2	4.9	4.9
	DECREASED A LITTLE	8	1.2	4.9	9.8
	NO IMPACT	56	8.4	34.4	44.2
	INCREASED A LITTLE	56	8.4	34.4	78.5
	INCREASED A LOT	35	5.3	21.5	100.0
	Total	163	24.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		
	Total	503	75.5		
Total		666	100.0		

IMPACTICT/STUD/COLLABORATIVE SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	.9	3.7	3.7
	DECREASED A LITTLE	10	1.5	6.1	9.8
	NO IMPACT	51	7.7	31.3	41.1
	INCREASED A LITTLE	68	10.2	41.7	82.8
	INCREASED A LOT	28	4.2	17.2	100.0
	Total	163	24.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		

Total	Total	503	75.5	
Total		666	100.0	

IMPACTICT/STUD/COMMUNICATION SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	5	.8	3.1	3.1
	DECREASED A LITTLE	9	1.4	5.5	8.6
	NO IMPACT	46	6.9	28.2	36.8
	INCREASED A LITTLE	58	8.7	35.6	72.4
	INCREASED A LOT	45	6.8	27.6	100.0
	Total	163	24.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		
	Total	503	75.5		
Total		666	100.0		

IMPACTICT/STUD/ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	13	2.0	7.9	7.9
	DECREASED A LITTLE	3	.5	1.8	9.8
	NO IMPACT	57	8.6	34.8	44.5
	INCREASED A LITTLE	59	8.9	36.0	80.5
	INCREASED A LOT	32	4.8	19.5	100.0
	Total	164	24.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	82	12.3		
	System	4	.6		

Total	Total	502	75.4	
Total		666	100.0	

IMPACTICT/STUD/LEARN AT THEIR OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	9	1.4	5.6	5.6
	DECREASED A LITTLE	7	1.1	4.3	9.9
	NO IMPACT	50	7.5	31.1	41.0
	INCREASED A LITTLE	60	9.0	37.3	78.3
	INCREASED A LOT	35	5.3	21.7	100.0
	Total	161	24.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	85	12.8		
	System	4	.6		
	Total	505	75.8		
Total		666	100.0		

IMPACTICT/STUD/SELF ESTEEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.2	4.9	4.9
	DECREASED A LITTLE	4	.6	2.4	7.3
	NO IMPACT	50	7.5	30.5	37.8
	INCREASED A LITTLE	61	9.2	37.2	75.0
	INCREASED A LOT	41	6.2	25.0	100.0
	Total	164	24.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	82	12.3		
	System	4	.6		

Total	Total	502	75.4	
Total		666	100.0	

IMPACTICT/STUD/ACHIEVEMENT GAP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	9	1.4	5.6	5.6
	DECREASED A LITTLE	13	2.0	8.1	13.8
	NO IMPACT	59	8.9	36.9	50.6
	INCREASED A LITTLE	51	7.7	31.9	82.5
	INCREASED A LOT	28	4.2	17.5	100.0
	Total	160	24.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	86	12.9		
	System	4	.6		
	Total	506	76.0		
Total		666	100.0		

IMPACTICT/STUD/TIME SPENT ON LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	12	1.8	7.4	7.4
	DECREASED A LITTLE	12	1.8	7.4	14.8
	NO IMPACT	51	7.7	31.5	46.3
	INCREASED A LITTLE	58	8.7	35.8	82.1
	INCREASED A LOT	29	4.4	17.9	100.0
	Total	162	24.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	84	12.6		
	System	4	.6		

Total	Total	504	75.7	
Total		666	100.0	

IMPACTICT/STUD/SCHOOL ATTENDANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	10	1.5	6.1	6.1
	DECREASED A LITTLE	8	1.2	4.9	11.0
	NO IMPACT	67	10.1	41.1	52.1
	INCREASED A LITTLE	35	5.3	21.5	73.6
	INCREASED A LOT	43	6.5	26.4	100.0
	Total	163	24.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		
	Total	503	75.5		
Total		666	100.0		

IMPACTICT/STUD/ASSESSMENT RESULTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.2	4.9	4.9
	DECREASED A LITTLE	6	.9	3.7	8.6
	NO IMPACT	56	8.4	34.4	42.9
	INCREASED A LITTLE	61	9.2	37.4	80.4
	INCREASED A LOT	32	4.8	19.6	100.0
	Total	163	24.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		

	Total	503	75.5	
Total		666	100.0	

IMPACTICT/STUD/DIGITAL DEVIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	12	1.8	7.3	7.3
	DECREASED A LITTLE	15	2.3	9.1	16.4
	NO IMPACT	71	10.7	43.0	59.4
	INCREASED A LITTLE	42	6.3	25.5	84.8
	INCREASED A LOT	25	3.8	15.2	100.0
	Total	165	24.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	81	12.2		
	System	4	.6		
	Total	501	75.2		
Total		666	100.0		

INFOYOU/CONFIDENT/PRODUCE LETTER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	150	22.5	23.4	23.4
	A LITTLE	114	17.1	17.8	41.3
	SOMEWHAT	95	14.3	14.8	56.1
	A LOT	281	42.2	43.9	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	24	3.6		
	Total	26	3.9		
Total		666	100.0		

INFOYOU/CONFIDENT/EMAIL A FILE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	254	38.1	39.7	39.7
	A LITTLE	89	13.4	13.9	53.7
	SOMEWHAT	81	12.2	12.7	66.4
	A LOT	215	32.3	33.6	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	3.8		
	Total	27	4.1		
Total		666	100.0		

INFOYOU/CONFIDENT/TAKE PHOTOS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	312	46.8	48.7	48.7
	A LITTLE	97	14.6	15.1	63.8
	SOMEWHAT	72	10.8	11.2	75.0
	A LOT	160	24.0	25.0	100.0
	Total	641	96.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	23	3.5		
	Total	25	3.8		
Total		666	100.0		

INFOYOU/CONFIDENT/FILE ELECTRONIC DOCS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	213	32.0	33.1	33.1
	A LITTLE	113	17.0	17.6	50.7
	SOMEWHAT	78	11.7	12.1	62.8
	A LOT	239	35.9	37.2	100.0
	Total	643	96.5	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	21	3.2	
	Total	23	3.5	
Total		666	100.0	

INFOYOU/CONFIDENT/USE SPREADSHEET PROG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	236	35.4	36.7	36.7
	A LITTLE	103	15.5	16.0	52.7
	SOMEWHAT	88	13.2	13.7	66.4
	A LOT	216	32.4	33.6	100.0
	Total	643	96.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.2		
	Total	23	3.5		
Total		666	100.0		

INFOYOU/CONFIDENT/SHARE KNOWLEDGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	314	47.1	49.1	49.1
	A LITTLE	106	15.9	16.6	65.6
	SOMEWHAT	86	12.9	13.4	79.1
	A LOT	134	20.1	20.9	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	24	3.6		
	Total	26	3.9		
Total		666	100.0		

INFOYOU/CONFIDENT/PRODUCE PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	322	48.3	50.2	50.2

	A LITTLE	129	19.4	20.1	70.2
	SOMEWHAT	65	9.8	10.1	80.4
	A LOT	126	18.9	19.6	100.0
	Total	642	96.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	22	3.3		
	Total	24	3.6		
Total		666	100.0		

INFOYOU/CONFIDENT/ONLINE PURCHASES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	342	51.4	53.4	53.4
	A LITTLE	96	14.4	15.0	68.3
	SOMEWHAT	70	10.5	10.9	79.3
	A LOT	133	20.0	20.7	100.0
	Total	641	96.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	23	3.5		
	Total	25	3.8		
Total		666	100.0		

INFOYOU/CONFIDENT/PREPARE LESSONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	324	48.6	50.7	50.7
	A LITTLE	115	17.3	18.0	68.7
	SOMEWHAT	96	14.4	15.0	83.7
	A LOT	104	15.6	16.3	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	3.8		
	Total	27	4.1		
Total		666	100.0		

INFOYOU/CONFIDENT/SUITABLE FOR ICT USE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	298	44.7	46.7	46.7
	A LITTLE	131	19.7	20.5	67.2
	SOMEWHAT	112	16.8	17.6	84.8
	A LOT	97	14.6	15.2	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	3.9		
	Total	28	4.2		
Total		666	100.0		

INFOYOU/CONFIDENT/USEFUL RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	278	41.7	43.6	43.6
	A LITTLE	96	14.4	15.1	58.7
	SOMEWHAT	106	15.9	16.6	75.4
	A LOT	157	23.6	24.6	100.0
	Total	637	95.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	27	4.1		
	Total	29	4.4		
Total		666	100.0		

INFOYOU/CONFIDENT/MONITOR PROGRESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	320	48.0	50.1	50.1
	A LITTLE	105	15.8	16.4	66.5
	SOMEWHAT	102	15.3	16.0	82.5
	A LOT	112	16.8	17.5	100.0

Missing	Total	639	95.9	100.0
	NOT REACHED	2	.3	
	OMITTED	25	3.8	
	Total	27	4.1	
Total		666	100.0	

INFOYOU/CONFIDENT/EFFECT PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	311	46.7	48.7	48.7
	A LITTLE	111	16.7	17.4	66.1
	SOMEWHAT	104	15.6	16.3	82.4
	A LOT	112	16.8	17.6	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	3.9		
	Total	28	4.2		
Total		666	100.0		

INFOYOU/CONFIDENT/COLLAB WITH OTHERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	317	47.6	49.9	49.9
	A LITTLE	121	18.2	19.1	69.0
	SOMEWHAT	92	13.8	14.5	83.5
	A LOT	105	15.8	16.5	100.0
	Total	635	95.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	29	4.4		
	Total	31	4.7		
Total		666	100.0		

INFOYOU/CONFIDENT/EDUCATIONAL SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	317	47.6	49.6	49.6
	A LITTLE	99	14.9	15.5	65.1
	SOMEWHAT	81	12.2	12.7	77.8
	A LOT	142	21.3	22.2	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	3.8		
	Total	27	4.1		
Total		666	100.0		

INFOYOU/CONFIDENT/USE INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	318	47.7	49.8	49.8
	A LITTLE	105	15.8	16.5	66.3
	SOMEWHAT	84	12.6	13.2	79.5
	A LOT	131	19.7	20.5	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	3.9		
	Total	28	4.2		
Total		666	100.0		

INFOYOU/ENH/MONITOR MORE EFFECTIVELY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	32	4.8	5.1	5.1
	LOW PRIORITY	46	6.9	7.3	12.4
	MEDIUM PRIORITY	168	25.2	26.8	39.2
	HIGH PRIORITY	381	57.2	60.8	100.0
	Total	627	94.1	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	37	5.6	
	Total	39	5.9	
Total		666	100.0	

INFOYOU/ENH/EXERCISES FOR STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	36	5.4	5.7	5.7
	LOW PRIORITY	35	5.3	5.6	11.3
	MEDIUM PRIORITY	155	23.3	24.7	36.0
	HIGH PRIORITY	402	60.4	64.0	100.0
	Total	628	94.3	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	35	5.3		
	Total	38	5.7		
Total		666	100.0		

INFOYOU/ENH/BETTER LECTURES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	34	5.1	5.4	5.4
	LOW PRIORITY	31	4.7	5.0	10.4
	MEDIUM PRIORITY	128	19.2	20.5	30.9
	HIGH PRIORITY	431	64.7	69.1	100.0
	Total	624	93.7	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	39	5.9		
	Total	42	6.3		
Total		666	100.0		

INFOYOU/ENH/MULTIMEDIA PROD PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	47	7.1	7.5	7.5

	LOW PRIORITY	63	9.5	10.1	17.7
	MEDIUM PRIORITY	152	22.8	24.4	42.1
	HIGH PRIORITY	361	54.2	57.9	100.0
	Total	623	93.5	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	40	6.0		
	Total	43	6.5		
Total		666	100.0		

INFOYOU/ENH/ADDRESS INDIV DIFFERENCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	37	5.6	5.9	5.9
	LOW PRIORITY	53	8.0	8.5	14.4
	MEDIUM PRIORITY	165	24.8	26.3	40.7
	HIGH PRIORITY	372	55.9	59.3	100.0
	Total	627	94.1	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	36	5.4		
	Total	39	5.9		
Total		666	100.0		

INFOYOU/ENH/SHORT PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	38	5.7	6.1	6.1
	LOW PRIORITY	64	9.6	10.2	16.3
	MEDIUM PRIORITY	192	28.8	30.7	47.0
	HIGH PRIORITY	332	49.8	53.0	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	37	5.6		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/ENH/EXTENDED PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	43	6.5	6.9	6.9
	LOW PRIORITY	82	12.3	13.1	19.9
	MEDIUM PRIORITY	211	31.7	33.7	53.6
	HIGH PRIORITY	291	43.7	46.4	100.0
	Total	627	94.1	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	36	5.4		
	Total	39	5.9		
Total		666	100.0		

INFOYOU/ENH/SCIENTIFIC INVESTIGATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	71	10.7	11.4	11.4
	LOW PRIORITY	73	11.0	11.8	23.2
	MEDIUM PRIORITY	138	20.7	22.2	45.4
	HIGH PRIORITY	339	50.9	54.6	100.0
	Total	621	93.2	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	42	6.3		
	Total	45	6.8		
Total		666	100.0		

INFOYOU/ENH/COLLABORATE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	47	7.1	7.5	7.5
	LOW PRIORITY	69	10.4	11.0	18.6
	MEDIUM PRIORITY	147	22.1	23.5	42.1
	HIGH PRIORITY	362	54.4	57.9	100.0

	Total	625	93.8	100.0
Missing	NOT REACHED	3	.5	
	OMITTED	38	5.7	
	Total	41	6.2	
Total		666	100.0	

INFOYOU/ENH/COLLABORATE WITH TEACHERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	36	5.4	5.8	5.8
	LOW PRIORITY	40	6.0	6.4	12.1
	MEDIUM PRIORITY	149	22.4	23.8	35.9
	HIGH PRIORITY	401	60.2	64.1	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	37	5.6		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/ENH/COLLABORATE WITH CLASSMATES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	34	5.1	5.4	5.4
	LOW PRIORITY	50	7.5	8.0	13.4
	MEDIUM PRIORITY	151	22.7	24.1	37.5
	HIGH PRIORITY	391	58.7	62.5	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	37	5.6		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/ENH/SELF ACCESSED ACTIVITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	33	5.0	5.3	5.3
	LOW PRIORITY	52	7.8	8.3	13.6
	MEDIUM PRIORITY	153	23.0	24.4	38.0
	HIGH PRIORITY	388	58.3	62.0	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	37	5.6		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/OBST/NOT CONSIDERED USEFUL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	459	68.9	74.0	74.0
	YES	161	24.2	26.0	100.0
	Total	620	93.1	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	43	6.5		
	Total	46	6.9		
Total		666	100.0		

INFOYOU/OBST/NO REQUIRED INFRASTRUCTURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	227	34.1	36.1	36.1
	YES	402	60.4	63.9	100.0
	Total	629	94.4	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	33	5.0		
	Total	37	5.6		
Total		666	100.0		

INFOYOU/OBST/NO REQUIRED ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	272	40.8	43.5	43.5
	YES	353	53.0	56.5	100.0
	Total	625	93.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	37	5.6		
	Total	41	6.2		
Total		666	100.0		

INFOYOU/OBST/NO PEDAGOGICAL SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	235	35.3	37.5	37.5
	YES	391	58.7	62.5	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	36	5.4		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/OBST/NO CONFIDENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	376	56.5	60.1	60.1
	YES	250	37.5	39.9	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	36	5.4		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/OBST/STUDENTS HAVE NO ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	163	24.5	26.2	26.2
	YES	460	69.1	73.8	100.0
	Total	623	93.5	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	39	5.9		
	Total	43	6.5		
Total		666	100.0		

INFOYOU/OBST/NO ACCESS TO REQUIRED ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	153	23.0	24.2	24.2
	YES	478	71.8	75.8	100.0
	Total	631	94.7	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	31	4.7		
	Total	35	5.3		
Total		666	100.0		

INFOYOU/OBST/NO TIME NECESSARY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	362	54.4	57.6	57.6
	YES	266	39.9	42.4	100.0
	Total	628	94.3	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	34	5.1		
	Total	38	5.7		
Total		666	100.0		

INFOYOU/OBST/HOW TO IDENTIFY ICT TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	288	43.2	46.1	46.1
	YES	337	50.6	53.9	100.0
	Total	625	93.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	37	5.6		
	Total	41	6.2		
Total		666	100.0		

INFOYOU/OBST/SCHOOL LACKS DIGITAL RES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	148	22.2	23.7	23.7
	YES	477	71.6	76.3	100.0
	Total	625	93.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	37	5.6		
	Total	41	6.2		
Total		666	100.0		

INFOYOU/OBST/CANNOT MAKE OWN DECISIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	315	47.3	50.4	50.4
	YES	310	46.5	49.6	100.0
	Total	625	93.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	37	5.6		
	Total	41	6.2		
Total		666	100.0		

INFOYOU/OBST/ACCESS OUTSIDE SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	310	46.5	49.2	49.2
	YES	320	48.0	50.8	100.0
	Total	630	94.6	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	32	4.8		
	Total	36	5.4		
Total		666	100.0		

INFOYOU/PRODEV/INTRO COURSE FOR INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	33	5.0	5.2	5.2
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	419	62.9	66.0	71.2
	YES, I HAVE	183	27.5	28.8	100.0
	Total	635	95.3	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	21	3.2		
	System	6	.9		
	Total	31	4.7		
Total		666	100.0		

INFOYOU/PRODEV/TECHNICAL COURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	63	9.5	9.9	9.9
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	467	70.1	73.2	83.1
	YES, I HAVE	108	16.2	16.9	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	4	.6		

	OMITTED	20	3.0	
	System	4	.6	
	Total	28	4.2	
Total		666	100.0	

INFOYOU/PRODEV/ADV COURSE APPLICATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	47	7.1	7.4	7.4
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	520	78.1	81.4	88.7
	YES, I HAVE	72	10.8	11.3	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	20	3.0		
	System	3	.5		
	Total	27	4.1		
Total		666	100.0		

INFOYOU/PRODEV/ADV COURSE INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	50	7.5	7.8	7.8
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	536	80.5	84.0	91.8
	YES, I HAVE	52	7.8	8.2	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	20	3.0		
	System	4	.6		
	Total	28	4.2		
Total		666	100.0		

INFOYOU/PRODEV/PEDAGOGICAL ISSUES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	28	4.2	4.4	4.4
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	548	82.3	86.0	90.4
	YES, I HAVE	61	9.2	9.6	100.0
	Total	637	95.6	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	25	3.8		
	Total	29	4.4		
Total		666	100.0		

INFOYOU/PRODEV/SUBJECT SPECIFIC TRAINING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	20	3.0	3.1	3.1
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	564	84.7	88.4	91.5
	YES, I HAVE	54	8.1	8.5	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	24	3.6		
	Total	28	4.2		
Total		666	100.0		

INFOYOU/PRODEV/MULTIMEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	33	5.0	5.2	5.2
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	548	82.3	85.8	90.9
	YES, I HAVE	58	8.7	9.1	100.0

	Total	639	95.9	100.0
Missing	NOT REACHED	4	.6	
	OMITTED	23	3.5	
	Total	27	4.1	
Total		666	100.0	

INFOYOU/SCHVISION/DISCUSS WHAT WE WANT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	29	4.4	4.5	4.5
	A LITTLE	89	13.4	13.8	18.3
	SOMEWHAT	172	25.8	26.6	44.9
	A LOT	356	53.5	55.1	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	16	2.4		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/SCHVISION/CONSTANTLY MOTIVATED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	19	2.9	2.9	2.9
	A LITTLE	97	14.6	15.0	18.0
	SOMEWHAT	198	29.7	30.7	48.7
	A LOT	331	49.7	51.3	100.0
	Total	645	96.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	17	2.6		
	Total	21	3.2		
Total		666	100.0		

INFOYOU/SCHVISION/TEACHERS THINK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	22	3.3	3.4	3.4
	A LITTLE	73	11.0	11.3	14.7
	SOMEWHAT	176	26.4	27.2	42.0
	A LOT	375	56.3	58.0	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	16	2.4		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/TEACHPART/I CAN INFLUENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	56	8.4	8.7	8.7
	A LITTLE	144	21.6	22.3	31.0
	SOMEWHAT	220	33.0	34.1	65.0
	A LOT	226	33.9	35.0	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	16	2.4		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/TEACHPART/CONSIDER TEACH OPP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	40	6.0	6.2	6.2
	A LITTLE	117	17.6	18.1	24.3
	SOMEWHAT	231	34.7	35.8	60.1
	A LOT	258	38.7	39.9	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		

	OMITTED	16	2.4	
	Total	20	3.0	
Total		666	100.0	

INFOYOU/TEACHPART/OWN JUDGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	23	3.5	3.6	3.6
	A LITTLE	76	11.4	11.8	15.4
	SOMEWHAT	198	29.7	30.8	46.2
	A LOT	346	52.0	53.8	100.0
	Total	643	96.5	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	19	2.9		
	Total	23	3.5		
Total		666	100.0		

INFOYOU/PROFCOLLAB/CO TEACH WITH COLL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	37	5.6	5.7	5.7
	A LITTLE	78	11.7	12.1	17.8
	SOMEWHAT	174	26.1	27.0	44.8
	A LOT	356	53.5	55.2	100.0
	Total	645	96.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	17	2.6		
	Total	21	3.2		
Total		666	100.0		

INFOYOU/PROFCOLLAB/DISCUSS PROBLEMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	3	.5	.5	.5

	A LITTLE	41	6.2	6.3	6.8
	SOMEWHAT	123	18.5	19.0	25.9
	A LOT	479	71.9	74.1	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	16	2.4		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/PROFCOLLAB/TEACH OTHER SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	47	7.1	7.3	7.3
	A LITTLE	129	19.4	20.0	27.3
	SOMEWHAT	228	34.2	35.3	62.6
	A LOT	241	36.2	37.4	100.0
	Total	645	96.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	17	2.6		
	Total	21	3.2		
Total		666	100.0		

INFOYOU/PROFCOLLAB/TEACH OTHER CNTRY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	462	69.4	71.6	71.6
	A LITTLE	70	10.5	10.9	82.5
	SOMEWHAT	48	7.2	7.4	89.9
	A LOT	65	9.8	10.1	100.0
	Total	645	96.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	17	2.6		
	Total	21	3.2		
Total		666	100.0		

INFOYOU/TEACHSUP/SUFFICIENT TECH SUPPORT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	280	42.0	43.3	43.3
	A LITTLE	138	20.7	21.4	64.7
	SOMEWHAT	121	18.2	18.7	83.4
	A LOT	107	16.1	16.6	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	16	2.4		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/TEACHSUP/ACCESS COMPS EASILY OUT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	420	63.1	65.3	65.3
	A LITTLE	118	17.7	18.4	83.7
	SOMEWHAT	50	7.5	7.8	91.4
	A LOT	55	8.3	8.6	100.0
	Total	643	96.5	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	18	2.7		
	Total	23	3.5		
Total		666	100.0		

INFOYOU/TEACHSUP/ADMIN WORK EASY TO DO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	364	54.7	56.7	56.7
	A LITTLE	125	18.8	19.5	76.2
	SOMEWHAT	85	12.8	13.2	89.4
	A LOT	68	10.2	10.6	100.0

	Total	642	96.4	100.0
Missing	NOT REACHED	5	.8	
	OMITTED	19	2.9	
	Total	24	3.6	
Total		666	100.0	

INFOYOU/ACCESS TO COMPUTER AT HOME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	255	38.3	45.1	45.1
	YES	310	46.5	54.9	100.0
	Total	565	84.8	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	96	14.4		
	Total	101	15.2		
Total		666	100.0		

INFOYOU/USECOMP/TEACHING REL ACTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	122	18.3	34.0	34.0
	YES	237	35.6	66.0	100.0
	Total	359	53.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	251	37.7		
	NOT REACHED	5	.8		
	OMITTED	49	7.4		
	System	2	.3		
	Total	307	46.1		
Total		666	100.0		

INFOYOU/USECOMP/CONNECTING TO WWW

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	NO	211	31.7	59.3	59.3
	YES	145	21.8	40.7	100.0
Total		356	53.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	251	37.7		
	NOT REACHED	5	.8		
	OMITTED	52	7.8		
	System	2	.3		
Total		310	46.5		
Total		666	100.0		

INFOYOU/TO WHAT AGE GROUP DO YOU BELONG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BELOW 25	15	2.3	2.4	2.4
	25–29	86	12.9	13.5	15.9
	30–39	273	41.0	42.9	58.8
	40–49	203	30.5	31.9	90.7
	50–59	54	8.1	8.5	99.2
	60 OR ABOVE	5	.8	.8	100.0
Total		636	95.5	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	25	3.8		
Total		30	4.5		
Total		666	100.0		

INFOYOU/WHAT IS YOUR GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	306	45.9	47.8	47.8
	FEMALE	334	50.2	52.2	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	21	3.2		

Total	Total	26	3.9	
Total		666	100.0	

INFOYOU/HIGHEST LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SECONDARY OR HIGH SCHOOL	20	3.0	3.1	3.1
	POST-SECONDARY EDUCATION (E.G., T	362	54.4	56.0	59.1
	BACHELOR'S DEGREE	177	26.6	27.4	86.5
	MASTER'S DEGREE OR ABOVE	87	13.1	13.5	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	15	2.3		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/BACHELORS DEGR IN SCIENCE MATHS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	498	74.8	76.1	76.1
	DEGREE IN MATHEMATICS ONLY	76	11.4	11.6	87.8
	DEGREE IN SCIENCE ONLY	22	3.3	3.4	91.1
	DEGREE IN BOTH MATHEMATICS AND SC	58	8.7	8.9	100.0
	Total	654	98.2	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	7	1.1		
	Total	12	1.8		
Total		666	100.0		

INFOYOU/TEACHING LICENSE OR CERTIFICATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	65	9.8	10.0	10.0
	YES	586	88.0	90.0	100.0
	Total	651	97.7	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	10	1.5		
	Total	15	2.3		
Total		666	100.0		

INFOYOU/YEARS OF EXPERIENCE TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 2 YEARS	70	10.5	10.6	10.6
	2-4 YEARS	117	17.6	17.8	28.4
	5- 9 YEARS	135	20.3	20.5	48.9
	10-19 YEARS	227	34.1	34.5	83.4
	20 YEARS OR MORE	109	16.4	16.6	100.0
	Total	658	98.8	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	3	.5		
	Total	8	1.2		
Total		666	100.0		

PEDPRAC/WHICH DESCRIPTION IS APPLICABLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I USE ICT ONCE A WEEK OR MORE IN THE TAR	37	5.6	12.0	12.0
	I USE ICT EXTENSIVELY IN THE TARGET CLAS	35	5.3	11.3	23.3
	NONE OF THE ABOVE	237	35.6	76.7	100.0
	Total	309	46.4	100.0	

Missing	NOT REACHED	5	.8	
	OMITTED	348	52.3	
	System	4	.6	
	Total	357	53.6	
Total		666	100.0	

PEDPRAC/STUDOUT/SUBJECT MATTER KNOW

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	11	1.7	7.0	7.0
	MADE NO DIFFERENCE	48	7.2	30.6	37.6
	INCREASED	98	14.7	62.4	100.0
	Total	157	23.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	25	3.8		
	OMITTED	243	36.5		
	System	4	.6		
	Total	509	76.4		
Total		666	100.0		

PEDPRAC/STUDOUT/ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.8	7.7	7.7
	MADE NO DIFFERENCE	54	8.1	34.6	42.3
	INCREASED	90	13.5	57.7	100.0
	Total	156	23.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	26	3.9		
	OMITTED	243	36.5		
	System	4	.6		
	Total	510	76.6		

Total	666	100.0
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PEDPRAC/STUDOUT/LEARNING MOTIVATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	8	1.2	5.1	5.1
	MADE NO DIFFERENCE	43	6.5	27.6	32.7
	INCREASED	105	15.8	67.3	100.0
	Total	156	23.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	242	36.3		
	System	4	.6		
	Total	510	76.6		
Total		666	100.0		

PEDPRAC/STUDOUT/LEARN AT OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.8	5.8
	MADE NO DIFFERENCE	58	8.7	37.4	43.2
	INCREASED	88	13.2	56.8	100.0
	Total	155	23.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	243	36.5		
	System	4	.6		
	Total	511	76.7		
Total		666	100.0		

PEDPRAC/STUDOUT/COMMUNICATION SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.8	7.7	7.7
	MADE NO DIFFERENCE	43	6.5	27.7	35.5
	INCREASED	100	15.0	64.5	100.0
	Total	155	23.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	243	36.5		
	System	4	.6		
	Total	511	76.7		
Total		666	100.0		

PEDPRAC/STUDOUT/INFO HANDLING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.8	5.8
	MADE NO DIFFERENCE	53	8.0	34.0	39.7
	INCREASED	94	14.1	60.3	100.0
	Total	156	23.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	242	36.3		
	System	4	.6		
	Total	510	76.6		
Total		666	100.0		

PEDPRAC/STUDOUT/COLLAB SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.8	5.8
	MADE NO DIFFERENCE	63	9.5	40.4	46.2
	INCREASED	84	12.6	53.8	100.0

Missing	Total	156	23.4	100.0
	LOGICALLY NOT APPLICABLE	237	35.6	
	NOT REACHED	27	4.1	
	OMITTED	242	36.3	
	System	4	.6	
Total	510	76.6		
Total	666	100.0		

PEDPRAC/STUDOUT/SELF DIR LEARN SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	8	1.2	5.1	5.1
	MADE NO DIFFERENCE	63	9.5	40.4	45.5
	INCREASED	85	12.8	54.5	100.0
	Total	156	23.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	242	36.3		
	System	4	.6		
	Total	510	76.6		
Total	666	100.0			

PEDPRAC/STUDOUT/PROBLEM SOLVING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	7	1.1	4.5	4.5
	MADE NO DIFFERENCE	51	7.7	32.9	37.4
	INCREASED	97	14.6	62.6	100.0
	Total	155	23.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	243	36.5		

	System	4	.6	
	Total	511	76.7	
Total		666	100.0	

PEDPRAC/STUDOUT/ACHIEVEMENT GAP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.8	7.8	7.8
	MADE NO DIFFERENCE	56	8.4	36.4	44.2
	INCREASED	86	12.9	55.8	100.0
	Total	154	23.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	244	36.6		
	System	4	.6		
Total		512	76.9		
Total		666	100.0		

PEDPRAC/STUDOUT/SELF ESTEEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.8	5.8
	MADE NO DIFFERENCE	50	7.5	32.3	38.1
	INCREASED	96	14.4	61.9	100.0
	Total	155	23.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	243	36.5		
	System	4	.6		
Total		511	76.7		
Total		666	100.0		

PEDPRAC/YOURTEACH/QUALITY OF COACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.7	5.7
	MADE NO DIFFERENCE	50	7.5	31.4	37.1
	INCREASED	100	15.0	62.9	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	239	35.9		
	System	4	.6		
	Total	507	76.1		
Total		666	100.0		

PEDPRAC/YOURTEACH/HELP INDIV STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.1	8.8	8.8
	MADE NO DIFFERENCE	61	9.2	38.1	46.9
	INCREASED	85	12.8	53.1	100.0
	Total	160	24.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	238	35.7		
	System	4	.6		
	Total	506	76.0		
Total		666	100.0		

PEDPRAC/YOURTEACH/SOLVE TECH PROBLEMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	19	2.9	12.0	12.0

	MADE NO DIFFERENCE	60	9.0	38.0	50.0
	INCREASED	79	11.9	50.0	100.0
	Total	158	23.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	240	36.0		
	System	4	.6		
	Total	508	76.3		
Total		666	100.0		

PEDPRAC/YOURTEACH/TIME NEEDED FOR PREP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	24	3.6	15.1	15.1
	MADE NO DIFFERENCE	49	7.4	30.8	45.9
	INCREASED	86	12.9	54.1	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
	Total	507	76.1		
Total		666	100.0		

PEDPRAC/YOURTEACH/QUAL OF INSTRUCTIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	11	1.7	7.1	7.1
	MADE NO DIFFERENCE	51	7.7	32.9	40.0
	INCREASED	93	14.0	60.0	100.0
	Total	155	23.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		

	NOT REACHED	28	4.2	
	OMITTED	242	36.3	
	System	4	.6	
	Total	511	76.7	
Total		666	100.0	

PEDPRAC/YOURTEACH/CLASSROOM MANAGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	20	3.0	12.7	12.7
	MADE NO DIFFERENCE	55	8.3	34.8	47.5
	INCREASED	83	12.5	52.5	100.0
	Total	158	23.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	239	35.9		
	System	4	.6		
	Total	508	76.3		
Total		666	100.0		

PEDPRAC/YOURTEACH/CLASSROOM DISCUSSION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	11	1.7	6.9	6.9
	MADE NO DIFFERENCE	53	8.0	33.3	40.3
	INCREASED	95	14.3	59.7	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
	Total	507	76.1		

Total	666	100.0
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PEDPRAC/YOURTEACH/COLLAB BETW STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	7	1.1	4.4	4.4
	MADE NO DIFFERENCE	61	9.2	38.4	42.8
	INCREASED	91	13.7	57.2	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
	Total	507	76.1		
Total		666	100.0		

PEDPRAC/YOURTEACH/COMM WITH OUTSIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	17	2.6	10.7	10.7
	MADE NO DIFFERENCE	62	9.3	39.0	49.7
	INCREASED	80	12.0	50.3	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
	Total	507	76.1		
Total		666	100.0		

PEDPRAC/YOURTEACH/NEW LEARNING CONTENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.7	5.7
	MADE NO DIFFERENCE	51	7.7	32.1	37.7
	INCREASED	99	14.9	62.3	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
Total	507	76.1			
Total		666	100.0		

PEDPRAC/YOURTEACH/LEARNING RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.1	8.9	8.9
	MADE NO DIFFERENCE	53	8.0	33.5	42.4
	INCREASED	91	13.7	57.6	100.0
	Total	158	23.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	239	35.9		
	System	4	.6		
Total	508	76.3			
Total		666	100.0		

PEDPRAC/YOURTEACH/LEARNING ACTIVITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.8	7.6	7.6
	MADE NO DIFFERENCE	49	7.4	31.0	38.6
	INCREASED	97	14.6	61.4	100.0

Missing	Total	158	23.7	100.0
	LOGICALLY NOT APPLICABLE	237	35.6	
	NOT REACHED	28	4.2	
	OMITTED	239	35.9	
	System	4	.6	
Total	508	76.3		
Total	666	100.0		

PEDPRAC/YOURTEACH/INDIV NEEDS OF STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	13	2.0	8.2	8.2
	MADE NO DIFFERENCE	61	9.2	38.6	46.8
	INCREASED	84	12.6	53.2	100.0
	Total	158	23.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	239	35.9		
	System	4	.6		
	Total	508	76.3		
Total	666	100.0			

PEDPRAC/YOURTEACH/EFFORT TO MOT STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.3	9.4	9.4
	MADE NO DIFFERENCE	57	8.6	35.8	45.3
	INCREASED	87	13.1	54.7	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		

	System	4	.6	
	Total	507	76.1	
Total		666	100.0	

PEDPRAC/YOURTEACH/PROG OF PERFORMANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	8	1.2	5.0	5.0
	MADE NO DIFFERENCE	56	8.4	35.2	40.3
	INCREASED	95	14.3	59.7	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
Total	Total	507	76.1		
Total		666	100.0		

PEDPRAC/YOURTEACH/SELF CONFIDENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	7	1.1	4.4	4.4
	MADE NO DIFFERENCE	52	7.8	32.7	37.1
	INCREASED	100	15.0	62.9	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
Total	Total	507	76.1		
Total		666	100.0		

PEDPRAC/ACTOR/DETERMINING CONTENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	334	50.2	85.2	85.2
	STUDENTS	10	1.5	2.6	87.8
	NA	48	7.2	12.2	100.0
	Total	392	58.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	5	.8		
	System	4	.6		
	Total	274	41.1		
Total		666	100.0		

PEDPRAC/ACTOR/DETERMINING LEARN GOALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	325	48.8	83.3	83.3
	STUDENTS	27	4.1	6.9	90.3
	NA	38	5.7	9.7	100.0
	Total	390	58.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	29	4.4		
	OMITTED	6	.9		
	System	4	.6		
	Total	276	41.4		
Total		666	100.0		

PEDPRAC/ACTOR/GETTING STARTED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	308	46.2	80.2	80.2

	STUDENTS	38	5.7	9.9	90.1
	NA	38	5.7	9.9	100.0
Missing	Total	384	57.7	100.0	
	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	29	4.4		
	OMITTED	12	1.8		
	System	4	.6		
Total	Total	282	42.3		
		666	100.0		

PEDPRAC/ACTOR/ORGANIZING GROUPING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	294	44.1	75.4	75.4
	STUDENTS	61	9.2	15.6	91.0
	NA	35	5.3	9.0	100.0
	Total	390	58.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	29	4.4		
	OMITTED	6	.9		
	System	4	.6		
Total	Total	276	41.4		
		666	100.0		

PEDPRAC/ACTOR/CHOOSING LEARN RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	342	51.4	87.7	87.7
	STUDENTS	16	2.4	4.1	91.8
	NA	32	4.8	8.2	100.0
	Total	390	58.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		

	NOT REACHED	30	4.5	
	OMITTED	5	.8	
	System	4	.6	
	Total	276	41.4	
Total		666	100.0	

PEDPRAC/ACTOR/DECIDING LOCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	325	48.8	83.5	83.5
	STUDENTS	25	3.8	6.4	90.0
	NA	39	5.9	10.0	100.0
	Total	389	58.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	30	4.5		
	OMITTED	6	.9		
	System	4	.6		
	Total	277	41.6		
Total		666	100.0		

PEDPRAC/ACTOR/PLANNING OF TIME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	340	51.1	86.5	86.5
	STUDENTS	19	2.9	4.8	91.3
	NA	34	5.1	8.7	100.0
	Total	393	59.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	30	4.5		
	OMITTED	2	.3		
	System	4	.6		
	Total	273	41.0		

Total		666	100.0	
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PEDPRAC/ACTOR/DECIDING ON TIME NEEDED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	324	48.6	82.9	82.9
	STUDENTS	31	4.7	7.9	90.8
	NA	36	5.4	9.2	100.0
	Total	391	58.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	30	4.5		
	OMITTED	4	.6		
	System	4	.6		
	Total	275	41.3		
Total		666	100.0		

PEDPRAC/ACTOR/DECIDING WHEN TO TAKE TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	321	48.2	82.9	82.9
	STUDENTS	30	4.5	7.8	90.7
	NA	36	5.4	9.3	100.0
	Total	387	58.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	30	4.5		
	OMITTED	8	1.2		
	System	4	.6		
	Total	279	41.9		
Total		666	100.0		

PEDPRAC/ACTOR/DEMONSTRATING ACHIEVEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	257	38.6	66.2	66.2
	STUDENTS	95	14.3	24.5	90.7
	NA	36	5.4	9.3	100.0
	Total	388	58.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	30	4.5		
	OMITTED	7	1.1		
	System	4	.6		
	Total	278	41.7		
Total		666	100.0		

PEDPRAC/ACTOR/MONITORING PROGRESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	349	52.4	89.5	89.5
	STUDENTS	9	1.4	2.3	91.8
	NA	32	4.8	8.2	100.0
	Total	390	58.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	31	4.7		
	OMITTED	4	.6		
	System	4	.6		
	Total	276	41.4		
Total		666	100.0		

PEDPRAC/ACTOR/PROVIDING FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	302	45.3	77.8	77.8
	STUDENTS	52	7.8	13.4	91.2
	NA	34	5.1	8.8	100.0

Missing	Total	388	58.3	100.0
	LOGICALLY NOT APPLICABLE	237	35.6	
	NOT REACHED	31	4.7	
	OMITTED	6	.9	
	System	4	.6	
Total	278	41.7		
Total	666	100.0		

PEDPRAC/ACTOR/CHOOSING LEARN STRATEGIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	352	52.9	89.6	89.6
	STUDENTS	9	1.4	2.3	91.9
	NA	32	4.8	8.1	100.0
	Total	393	59.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	31	4.7		
	OMITTED	1	.2		
	System	4	.6		
	Total	273	41.0		
Total	666	100.0			

Frequencies

Notes

Output Created		09-Nov-2010 11:13:05
Comments		
Input	Data	C:\Documents and Settings\Administrator\Desktop\Els_Christo\BTSZAFM6.sav
	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	622
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

Syntax

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FREQUENCIES VARIABLES=BTG01A1  
BTG02A1 BTG03A1 BTG04A1  
BTG05A1 BTG06A1 BTG07A1  
BTG07B1 BTG07C1 BTG07D1  
BTG07E1 BTG07F1 BTG07G1  
BTG07H1 BTG07I1 BTG08A1 BTG08B1  
BTG08C1 BTG08D1 BTG08E1  
BTG08F1 BTG08G1 BTG08H1 BTG08I1  
BTG08J1 BTG08K1 BTG08L1  
BTG08M1 BTG09A1  
BTG09A2 BTG09B1 BTG09B2  
BTG09C1 BTG09C2 BTG09D1  
BTG09D2 BTG09E1 BTG09E2  
BTG09F1 BTG09F2 BTG09G1  
BTG09G2 BTG09H1 BTG09H2  
BTG09I1 BTG09I2 BTG09J1 BTG09J2  
BTG09K1 BTG09K2 BTG09L1 BTG09L2  
BTG09M1 BTG09M2 BTG10A1  
BTG11A1 BTG12A1 BTG13A1  
BTG14A1 BTG14A2 BTG14B1  
BTG14B2 BTG14C1 BTG14C2  
BTG14D1 BTG14D2 BTG14E1  
BTG14E2 BTG14F1 BTG14F2  
BTG14G1 BTG14G2 BTG14H1  
BTG14H2 BTG14I1 BTG14I2 BTG14J1  
BTG14J2 BTG14K1 BTG14K2 BTG14L1  
BTG14L2 BTG15A1 BTG15A2  
BTG15B1 BTG15B2 BTG15C1  
BTG15C2 BTG15D1 BTG15D2  
BTG15E1 BTG15E2 BTG15F1  
BTG15F2 BTG15G1 BTG15G2  
BTG15H1 BTG15H2 BTG16A1  
BTG16A2 BTG16B1 BTG16B2  
BTG16C1 BTG16C2 BTG16D1  
BTG16D2 BTG16E1 BTG16E2
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Resources

Processor Time

0:00:00.234

Elapsed Time

0:00:00.235

Frequency Table

INF/HOW MANY STUDENTS IN TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	2	.3	.3	.3
	10	2	.3	.3	.7
	18	1	.2	.2	.8
	20	1	.2	.2	1.0
	21	1	.2	.2	1.2
	23	1	.2	.2	1.3
	24	1	.2	.2	1.5
	25	2	.3	.3	1.8
	26	3	.5	.5	2.3
	27	2	.3	.3	2.7
	28	3	.5	.5	3.2
	29	8	1.3	1.3	4.5
	30	13	2.1	2.2	6.6
	31	9	1.4	1.5	8.1
	32	14	2.3	2.3	10.5
	33	16	2.6	2.7	13.1
	34	14	2.3	2.3	15.4
	35	28	4.5	4.7	20.1
	36	11	1.8	1.8	21.9
	37	14	2.3	2.3	24.3
	38	18	2.9	3.0	27.2
	39	8	1.3	1.3	28.6
	40	28	4.5	4.7	33.2
	41	16	2.6	2.7	35.9
	42	15	2.4	2.5	38.4
	43	11	1.8	1.8	40.2
	44	9	1.4	1.5	41.7

45	37	5.9	6.1	47.8
46	11	1.8	1.8	49.7
47	9	1.4	1.5	51.2
48	14	2.3	2.3	53.5
49	10	1.6	1.7	55.1
50	21	3.4	3.5	58.6
51	7	1.1	1.2	59.8
52	4	.6	.7	60.5
53	6	1.0	1.0	61.5
54	12	1.9	2.0	63.5
55	16	2.6	2.7	66.1
56	12	1.9	2.0	68.1
57	7	1.1	1.2	69.3
58	8	1.3	1.3	70.6
59	4	.6	.7	71.3
60	16	2.6	2.7	73.9
61	1	.2	.2	74.1
62	5	.8	.8	74.9
63	3	.5	.5	75.4
64	9	1.4	1.5	76.9
65	8	1.3	1.3	78.2
66	3	.5	.5	78.7
67	5	.8	.8	79.6
68	6	1.0	1.0	80.6
69	5	.8	.8	81.4
70	7	1.1	1.2	82.6
71	2	.3	.3	82.9
72	1	.2	.2	83.1
74	5	.8	.8	83.9
75	6	1.0	1.0	84.9
76	2	.3	.3	85.2
77	1	.2	.2	85.4
78	1	.2	.2	85.5
80	6	1.0	1.0	86.5

81	3	.5	.5	87.0
82	2	.3	.3	87.4
83	1	.2	.2	87.5
84	1	.2	.2	87.7
85	3	.5	.5	88.2
86	2	.3	.3	88.5
87	3	.5	.5	89.0
90	3	.5	.5	89.5
92	2	.3	.3	89.9
93	2	.3	.3	90.2
95	2	.3	.3	90.5
96	1	.2	.2	90.7
97	1	.2	.2	90.9
98	1	.2	.2	91.0
100	1	.2	.2	91.2
103	1	.2	.2	91.4
105	1	.2	.2	91.5
110	2	.3	.3	91.9
112	2	.3	.3	92.2
120	3	.5	.5	92.7
121	2	.3	.3	93.0
127	1	.2	.2	93.2
130	1	.2	.2	93.4
136	1	.2	.2	93.5
160	1	.2	.2	93.7
164	1	.2	.2	93.9
166	1	.2	.2	94.0
170	3	.5	.5	94.5
180	1	.2	.2	94.7
184	2	.3	.3	95.0
185	2	.3	.3	95.3
190	2	.3	.3	95.7
196	1	.2	.2	95.8
213	1	.2	.2	96.0

	217	1	.2	.2	96.2
	220	1	.2	.2	96.3
	225	3	.5	.5	96.8
	228	1	.2	.2	97.0
	238	2	.3	.3	97.3
	250	4	.6	.7	98.0
	253	1	.2	.2	98.2
	256	1	.2	.2	98.3
	262	1	.2	.2	98.5
	280	1	.2	.2	98.7
	288	1	.2	.2	98.8
	297	1	.2	.2	99.0
	319	1	.2	.2	99.2
	340	1	.2	.2	99.3
	360	1	.2	.2	99.5
	364	2	.3	.3	99.8
	406	1	.2	.2	100.0
	Total	602	96.8	100.0	
Missing	OMITTED	13	2.1		
	System	7	1.1		
	Total	20	3.2		
Total		622	100.0		

INF/GENDER MIX OF CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALL BOYS	4	.6	.7	.7
	ALL GIRLS	13	2.1	2.2	2.9
	BOTH BOYS AND GIRLS	575	92.4	97.1	100.0
	Total	592	95.2	100.0	
Missing	OMITTED	23	3.7		
	System	7	1.1		
	Total	30	4.8		
Total		622	100.0		

INF/CURRICULUM TRACK OF TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ACADEMIC	551	88.6	94.8	94.8
	VOCATIONAL	10	1.6	1.7	96.6
	NO TRACKING	20	3.2	3.4	100.0
	Total	581	93.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	33	5.3		
	System	7	1.1		
	Total	41	6.6		
Total		622	100.0		

INF/STUDENT ABSENTEEISM IN TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 5%	443	71.2	73.3	73.3
	5–10%	126	20.3	20.9	94.2
	11–20%	26	4.2	4.3	98.5
	MORE THAN 20%	9	1.4	1.5	100.0
	Total	604	97.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	10	1.6		
	System	7	1.1		
	Total	18	2.9		
Total		622	100.0		

INF/NATIVE SPEAKERS OF LANGUAGE OF INSTR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MORE THAN 90%	191	30.7	33.0	33.0
	76–90%	46	7.4	7.9	40.9
	50–75%	55	8.8	9.5	50.4

	LESS THAN 50%	287	46.1	49.6	100.0
Missing	Total	579	93.1	100.0	
	NOT REACHED	1	.2		
	OMITTED	35	5.6		
	System	7	1.1		
	Total	43	6.9		
Total		622	100.0		

INF/HOW MANY HRS OF MATH/SCIENCE LESSONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN TWO HOURS	31	5.0	5.2	5.2
	2- 4 HRS	301	48.4	50.3	55.4
	5- 6 HRS	166	26.7	27.7	83.1
	7- 8 HRS	58	9.3	9.7	92.8
	MORE THAN 8 HRS	43	6.9	7.2	100.0
	Total	599	96.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	15	2.4		
	System	7	1.1		
	Total	23	3.7		
Total		622	100.0		

INF/COMPETENCE/WORD PROCESSING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	244	39.2	42.5	42.5
	SOME STUDENTS	128	20.6	22.3	64.8
	MAJORITY OF STUDENTS	66	10.6	11.5	76.3
	NEARLY ALL STUDENTS	38	6.1	6.6	82.9
	DON'T KNOW	98	15.8	17.1	100.0
	Total	574	92.3	100.0	

Missing	NOT REACHED	1	.2	
	OMITTED	40	6.4	
	System	7	1.1	
	Total	48	7.7	
Total		622	100.0	

INF/COMPETENCE/DATABASE SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	305	49.0	52.9	52.9
	SOME STUDENTS	96	15.4	16.6	69.5
	MAJORITY OF STUDENTS	33	5.3	5.7	75.2
	NEARLY ALL STUDENTS	13	2.1	2.3	77.5
	DON'T KNOW	130	20.9	22.5	100.0
	Total	577	92.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	37	5.9		
	System	7	1.1		
	Total	45	7.2		
Total		622	100.0		

INF/COMPETENCE/SPREADSHEET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	313	50.3	54.3	54.3
	SOME STUDENTS	100	16.1	17.4	71.7
	MAJORITY OF STUDENTS	22	3.5	3.8	75.5
	NEARLY ALL STUDENTS	13	2.1	2.3	77.8
	DON'T KNOW	128	20.6	22.2	100.0
	Total	576	92.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	38	6.1		

	System	7	1.1	
	Total	46	7.4	
Total		622	100.0	

INF/COMPETENCE/PRESENTATION SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	320	51.4	55.7	55.7
	SOME STUDENTS	98	15.8	17.0	72.7
	MAJORITY OF STUDENTS	17	2.7	3.0	75.7
	NEARLY ALL STUDENTS	12	1.9	2.1	77.7
	DON'T KNOW	128	20.6	22.3	100.0
	Total	575	92.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	39	6.3		
	System	7	1.1		
	Total	47	7.6		
Total		622	100.0		

INF/COMPETENCE/APPLICATION OF MULTIMEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	304	48.9	52.5	52.5
	SOME STUDENTS	106	17.0	18.3	70.8
	MAJORITY OF STUDENTS	29	4.7	5.0	75.8
	NEARLY ALL STUDENTS	17	2.7	2.9	78.8
	DON'T KNOW	123	19.8	21.2	100.0
	Total	579	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	35	5.6		
	System	7	1.1		
	Total	43	6.9		

Total		622	100.0	
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INF/COMPETENCE/EMAIL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	330	53.1	57.0	57.0
	SOME STUDENTS	91	14.6	15.7	72.7
	MAJORITY OF STUDENTS	20	3.2	3.5	76.2
	NEARLY ALL STUDENTS	21	3.4	3.6	79.8
	DON'T KNOW	117	18.8	20.2	100.0
	Total	579	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	35	5.6		
	System	7	1.1		
	Total	43	6.9		
Total		622	100.0		

INF/COMPETENCE/INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	320	51.4	55.3	55.3
	SOME STUDENTS	99	15.9	17.1	72.4
	MAJORITY OF STUDENTS	24	3.9	4.1	76.5
	NEARLY ALL STUDENTS	26	4.2	4.5	81.0
	DON'T KNOW	110	17.7	19.0	100.0
	Total	579	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	35	5.6		
	System	7	1.1		
	Total	43	6.9		
Total		622	100.0		

INF/COMPETENCE/GRAPHIC CALCULATOR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	309	49.7	53.4	53.4
	SOME STUDENTS	89	14.3	15.4	68.7
	MAJORITY OF STUDENTS	28	4.5	4.8	73.6
	NEARLY ALL STUDENTS	24	3.9	4.1	77.7
	DON'T KNOW	129	20.7	22.3	100.0
	Total	579	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	35	5.6		
	System	7	1.1		
	Total	43	6.9		
Total		622	100.0		

INF/COMPETENCE/DATA LOGGING TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	337	54.2	58.7	58.7
	SOME STUDENTS	71	11.4	12.4	71.1
	MAJORITY OF STUDENTS	9	1.4	1.6	72.6
	NEARLY ALL STUDENTS	6	1.0	1.0	73.7
	DON'T KNOW	151	24.3	26.3	100.0
	Total	574	92.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	40	6.4		
	System	7	1.1		
	Total	48	7.7		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/WORLD OF WORK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	8	1.3	1.3	1.3
	A LITTLE	48	7.7	7.9	9.2
	SOMEWHAT	93	15.0	15.2	24.4
	VERY MUCH	462	74.3	75.6	100.0
	Total	611	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	3	.5		
	System	7	1.1		
	Total	11	1.8		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/UPPER EDU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	2	.3	.3	.3
	A LITTLE	17	2.7	2.8	3.1
	SOMEWHAT	79	12.7	12.9	16.0
	VERY MUCH	513	82.5	84.0	100.0
	Total	611	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	3	.5		
	System	7	1.1		
	Total	11	1.8		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/LEARN FRM EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	26	4.2	4.3	4.3
	A LITTLE	78	12.5	12.9	17.1
	SOMEWHAT	160	25.7	26.4	43.5
	VERY MUCH	343	55.1	56.5	100.0

	Total	607	97.6	100.0
Missing	NOT REACHED	1	.2	
	OMITTED	7	1.1	
	System	7	1.1	
	Total	15	2.4	
Total		622	100.0	

CURRGOALS/GOAL IMPORTANCE/REAL WORLD EX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	6	1.0	1.0	1.0
	A LITTLE	48	7.7	7.9	8.9
	SOMEWHAT	125	20.1	20.5	29.3
	VERY MUCH	431	69.3	70.7	100.0
	Total	610	98.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	7	1.1		
	Total	12	1.9		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/PERFORMANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	2	.3	.3	.3
	A LITTLE	11	1.8	1.8	2.1
	SOMEWHAT	58	9.3	9.5	11.6
	VERY MUCH	540	86.8	88.4	100.0
	Total	611	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	3	.5		
	System	7	1.1		
	Total	11	1.8		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/INC MOTIVATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	1	.2	.2	.2
	A LITTLE	10	1.6	1.6	1.8
	SOMEWHAT	64	10.3	10.5	12.3
	VERY MUCH	535	86.0	87.7	100.0
	Total	610	98.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	7	1.1		
	Total	12	1.9		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/INDIV LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	6	1.0	1.0	1.0
	A LITTLE	57	9.2	9.4	10.4
	SOMEWHAT	189	30.4	31.1	41.4
	VERY MUCH	356	57.2	58.6	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
	Total	14	2.3		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/ORGA SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	5	.8	.8	.8
	A LITTLE	39	6.3	6.4	7.2

	SOMEWHAT	159	25.6	26.2	33.4
	VERY MUCH	404	65.0	66.6	100.0
	Total	607	97.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	8	1.3		
	Total	15	2.4		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/COMM SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	14	2.3	2.3	2.3
	A LITTLE	49	7.9	8.1	10.4
	SOMEWHAT	162	26.0	26.7	37.1
	VERY MUCH	382	61.4	62.9	100.0
	Total	607	97.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	8	1.3		
	Total	15	2.4		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/EXPECTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	6	1.0	1.0	1.0
	A LITTLE	43	6.9	7.1	8.1
	SOMEWHAT	159	25.6	26.2	34.3
	VERY MUCH	399	64.1	65.7	100.0
	Total	607	97.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	8	1.3		

Total	Total	15	2.4	
Total		622	100.0	

CURRGOALS/GOAL IMPORTANCE/COMP ICT USE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	122	19.6	20.6	20.6
	A LITTLE	83	13.3	14.0	34.6
	SOMEWHAT	121	19.5	20.4	55.0
	VERY MUCH	267	42.9	45.0	100.0
	Total	593	95.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	21	3.4		
	System	7	1.1		
	Total	29	4.7		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/RESPONSIBLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	195	31.4	32.7	32.7
	A LITTLE	83	13.3	13.9	46.6
	SOMEWHAT	91	14.6	15.2	61.8
	VERY MUCH	228	36.7	38.2	100.0
	Total	597	96.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	17	2.7		
	System	7	1.1		
	Total	25	4.0		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/EXT PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	NEVER	95	15.3	16.1	16.1
	SOMETIMES	315	50.6	53.5	69.6
	OFTEN	134	21.5	22.8	92.4
	NEARLY ALWAYS	45	7.2	7.6	100.0
	Total	589	94.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	25	4.0		
	System	7	1.1		
	Total	33	5.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/EXT PROJECT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	392	63.0	76.7	76.7
	YES	119	19.1	23.3	100.0
	Total	511	82.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	22	3.5		
	NOT REACHED	1	.2		
	OMITTED	81	13.0		
	System	7	1.1		
	Total	111	17.8		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/SHORT TASK PROJECT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	52	8.4	8.8	8.8
	SOMETIMES	158	25.4	26.9	35.7
	OFTEN	264	42.4	44.9	80.6
	NEARLY ALWAYS	114	18.3	19.4	100.0
	Total	588	94.5	100.0	
Missing	NOT REACHED	1	.2		

	OMITTED	26	4.2	
	System	7	1.1	
	Total	34	5.5	
Total		622	100.0	

TEACHPRACT/ACTIVITIES/SHORT TASK/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	412	66.2	81.6	81.6
	YES	93	15.0	18.4	100.0
	Total	505	81.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	23	3.7		
	NOT REACHED	1	.2		
	OMITTED	86	13.8		
	System	7	1.1		
	Total	117	18.8		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/PRODUCT CREATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	70	11.3	11.8	11.8
	SOMETIMES	300	48.2	50.4	62.2
	OFTEN	173	27.8	29.1	91.3
	NEARLY ALWAYS	52	8.4	8.7	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	19	3.1		
	System	7	1.1		
Total		27	4.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/PROD CREAT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	415	66.7	81.5	81.5
	YES	94	15.1	18.5	100.0
	Total	509	81.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	89	14.3		
	System	7	1.1		
Total	113	18.2			
Total		622	100.0		

TEACHPRACT/ACTIVITIES/SELF ACCESSED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	96	15.4	16.3	16.3
	SOMETIMES	214	34.4	36.3	52.5
	OFTEN	185	29.7	31.4	83.9
	NEARLY ALWAYS	95	15.3	16.1	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	24	3.9		
	System	7	1.1		
Total	32	5.1			
Total		622	100.0		

TEACHPRACT/ACTIVITIES/SELF ACCESSED/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	437	70.3	87.6	87.6
	YES	62	10.0	12.4	100.0
	Total	499	80.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	21	3.4		

	NOT REACHED	1	.2	
	OMITTED	94	15.1	
	System	7	1.1	
	Total	123	19.8	
Total		622	100.0	

TEACHPRACT/ACTIVITIES/SCIENTIFIC INVEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	76	12.2	12.8	12.8
	SOMETIMES	240	38.6	40.3	53.1
	OFTEN	202	32.5	33.9	87.1
	NEARLY ALWAYS	77	12.4	12.9	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	19	3.1		
	System	7	1.1		
	Total	27	4.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/SCIENT INV/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	397	63.8	78.6	78.6
	YES	108	17.4	21.4	100.0
	Total	505	81.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	93	15.0		
	System	7	1.1		
Total		117	18.8		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/FIELD STUDY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	140	22.5	23.7	23.7
	SOMETIMES	302	48.6	51.2	74.9
	OFTEN	114	18.3	19.3	94.2
	NEARLY ALWAYS	34	5.5	5.8	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	24	3.9		
	System	7	1.1		
	Total	32	5.1		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/FIELD STUDY/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	434	69.8	86.5	86.5
	YES	68	10.9	13.5	100.0
	Total	502	80.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	21	3.4		
	NOT REACHED	1	.2		
	OMITTED	91	14.6		
	System	7	1.1		
	Total	120	19.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/TEACHERS LECTURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	69	11.1	11.7	11.7
	SOMETIMES	145	23.3	24.5	36.1
	OFTEN	181	29.1	30.6	66.7

	NEARLY ALWAYS	197	31.7	33.3	100.0
	Total	592	95.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	22	3.5		
	System	7	1.1		
	Total	30	4.8		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/TEACH LECTURE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	397	63.8	78.8	78.8
	YES	107	17.2	21.2	100.0
	Total	504	81.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	19	3.1		
	NOT REACHED	1	.2		
	OMITTED	91	14.6		
	System	7	1.1		
	Total	118	19.0		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/PRACT AND SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	47	7.6	8.0	8.0
	SOMETIMES	169	27.2	28.6	36.6
	OFTEN	238	38.3	40.3	76.9
	NEARLY ALWAYS	136	21.9	23.1	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	24	3.9		
	System	7	1.1		
	Total	32	5.1		

Total		622	100.0	
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TEACHPRACT/ACTIVITIES/PRAC AND SKILL/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	430	69.1	86.0	86.0
	YES	70	11.3	14.0	100.0
	Total	500	80.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	21	3.4		
	NOT REACHED	1	.2		
	OMITTED	93	15.0		
	System	7	1.1		
	Total	122	19.6		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/LABORATORY EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	179	28.8	30.2	30.2
	SOMETIMES	201	32.3	33.9	64.1
	OFTEN	148	23.8	25.0	89.0
	NEARLY ALWAYS	65	10.5	11.0	100.0
	Total	593	95.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	21	3.4		
	System	7	1.1		
Total		29	4.7		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/LAB EXP/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	452	72.7	89.0	89.0

	YES	56	9.0	11.0	100.0
	Total	508	81.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	18	2.9		
	NOT REACHED	1	.2		
	OMITTED	88	14.1		
	System	7	1.1		
	Total	114	18.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/MATH PRINCIPALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	88	14.1	15.0	15.0
	SOMETIMES	221	35.5	37.8	52.8
	OFTEN	180	28.9	30.8	83.6
	NEARLY ALWAYS	96	15.4	16.4	100.0
	Total	585	94.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	29	4.7		
	System	7	1.1		
	Total	37	5.9		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/MATH PRINC/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	439	70.6	88.7	88.7
	YES	56	9.0	11.3	100.0
	Total	495	79.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	26	4.2		
	NOT REACHED	1	.2		
	OMITTED	93	15.0		

	System	7	1.1	
	Total	127	20.4	
Total		622	100.0	

TEACHPRACT/ACTIVITIES/NATURAL PHENOMENA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	103	16.6	17.6	17.6
	SOMETIMES	224	36.0	38.3	55.9
	OFTEN	194	31.2	33.2	89.1
	NEARLY ALWAYS	64	10.3	10.9	100.0
	Total	585	94.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	29	4.7		
	System	7	1.1		
	Total	37	5.9		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/NAT PHENOM/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	417	67.0	84.1	84.1
	YES	79	12.7	15.9	100.0
	Total	496	79.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	26	4.2		
	NOT REACHED	1	.2		
	OMITTED	92	14.8		
	System	7	1.1		
Total		126	20.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/LOOK UP IDEAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	47	7.6	7.9	7.9
	SOMETIMES	188	30.2	31.8	39.7
	OFTEN	210	33.8	35.5	75.2
	NEARLY ALWAYS	147	23.6	24.8	100.0
	Total	592	95.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	22	3.5		
	System	7	1.1		
	Total	30	4.8		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/LOOK UP/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	366	58.8	72.9	72.9
	YES	136	21.9	27.1	100.0
	Total	502	80.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	19	3.1		
	NOT REACHED	1	.2		
	OMITTED	93	15.0		
	System	7	1.1		
Total		120	19.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/ANALYZING DATA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	105	16.9	17.8	17.8
	SOMETIMES	184	29.6	31.2	49.1
	OFTEN	194	31.2	32.9	82.0
	NEARLY ALWAYS	106	17.0	18.0	100.0

Missing	Total	589	94.7	100.0
	NOT REACHED	1	.2	
	OMITTED	25	4.0	
	System	7	1.1	
	Total	33	5.3	
Total		622	100.0	

TEACHPRACT/ACTIVITIES/ANALYZE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	396	63.7	79.0	79.0
	YES	105	16.9	21.0	100.0
	Total	501	80.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	22	3.5		
	NOT REACHED	1	.2		
	OMITTED	91	14.6		
	System	7	1.1		
	Total	121	19.5		
Total		622	100.0		

TEACHPRACT/WHEN INSTRUCTING STUDENTS ARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS IN THE SAME LOCATION WITH	436	70.1	71.8	71.8
	SOMETIMES IN LOCATIONS AWAY FROM	137	22.0	22.6	94.4
	OFTEN IN LOCATIONS AWAY FROM ME	25	4.0	4.1	98.5
	ALWAYS IN LOCATIONS AWAY FROM ME	9	1.4	1.5	100.0
	Total	607	97.6	100.0	
	Missing	NOT REACHED	1	.2	
OMITTED		7	1.1		

	System	7	1.1	
	Total	15	2.4	
Total		622	100.0	

TEACHPRACT/PARTICIPATE IN PLANNED ACTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS WORK IN THE SAME LOCATION	252	40.5	41.3	41.3
	SOMETIMES WORK IN DIFFERENT LOCAT	293	47.1	48.0	89.3
	OFTEN WORK IN DIFFERENT LOCATIONS	49	7.9	8.0	97.4
	ALWAYS WORK IN DIFFERENT LOCATION	16	2.6	2.6	100.0
	Total	610	98.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	7	1.1		
	Total	12	1.9		
Total		622	100.0		

TEACHPRACT/LEARN ACTIVITIES TAKE PLACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS DURING SCHEDULED SCHOOL HO	243	39.1	39.7	39.7
	SOMETIMES OUTSIDE SCHEDULED SCHOO	321	51.6	52.5	92.2
	OFTEN OUTSIDE SCHEDULED SCHOOL HO	24	3.9	3.9	96.1
	AT ANY TIME (NO SCHEDULED SCHOOL	24	3.9	3.9	100.0
	Total	612	98.4	100.0	
Missing	NOT REACHED	1	.2		

	OMITTED	2	.3	
	System	7	1.1	
	Total	10	1.6	
Total		622	100.0	

TEACHPRACT/I PROVIDE FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS DURING SCHOOL HOURS	495	79.6	81.0	81.0
	SOMETIMES OUTSIDE SCHEDULED SCHOO	89	14.3	14.6	95.6
	OFTEN OUTSIDE SCHEDULED SCHOOL HO	2	.3	.3	95.9
	AT ANY TIME (NO SCHEDULED SCHOOL	25	4.0	4.1	100.0
	Total	611	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	3	.5		
	System	7	1.1		
	Total	11	1.8		
Total		622	100.0		

TEACHPRACT/ACTIV/PRESENT INFORMATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	16	2.6	2.7	2.7
	SOMETIMES	77	12.4	12.9	15.6
	OFTEN	196	31.5	32.8	48.3
	NEARLY ALWAYS	309	49.7	51.7	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	16	2.6		
	System	7	1.1		

	Total	24	3.9	
Total		622	100.0	

TEACHPRACT/ACTIV/PRESENT INFORMATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	428	68.8	82.0	82.0
	YES	94	15.1	18.0	100.0
	Total	522	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.1		
	NOT REACHED	1	.2		
	OMITTED	79	12.7		
	System	7	1.1		
	Total	100	16.1		
Total		622	100.0		

TEACHPRACT/ACTIV/REMEDIAL INSTRUCTIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	7	1.1	1.2	1.2
	A LITTLE	55	8.8	9.0	10.2
	SOMEWHAT	172	27.7	28.3	38.5
	VERY MUCH	374	60.1	61.5	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
Total	Total	14	2.3		
Total		622	100.0		

TEACHPRACT/ACTIV/REMEDIAL INSTRUCT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	NO	450	72.3	86.0	86.0
	YES	73	11.7	14.0	100.0
Total		523	84.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.1		
	NOT REACHED	1	.2		
	OMITTED	78	12.5		
	System	7	1.1		
Total		99	15.9		
Total		622	100.0		

TEACHPRACT/ACTIV/HELP ADVICE STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	16	2.6	2.7	2.7
	SOMETIMES	122	19.6	20.5	23.2
	OFTEN	274	44.1	46.0	69.1
	NEARLY ALWAYS	184	29.6	30.9	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	18	2.9		
	System	7	1.1		
Total		26	4.2		
Total		622	100.0		

TEACHPRACT/ACTIV/HELP ADVICE STUD/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	433	69.6	83.8	83.8
	YES	84	13.5	16.2	100.0
	Total	517	83.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.4		
	NOT REACHED	1	.2		

	OMITTED	82	13.2	
	System	7	1.1	
	Total	105	16.9	
Total		622	100.0	

TEACHPRACT/ACTIV/WHOLE CLASS DISCUSSIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	30	4.8	5.0	5.0
	SOMETIMES	149	24.0	25.0	30.0
	OFTEN	227	36.5	38.1	68.1
	NEARLY ALWAYS	190	30.5	31.9	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	18	2.9		
	System	7	1.1		
	Total	26	4.2		
Total		622	100.0		

TEACHPRACT/ACTIV/WHOLE CLASS DISC/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	449	72.2	87.0	87.0
	YES	67	10.8	13.0	100.0
	Total	516	83.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.4		
	NOT REACHED	1	.2		
	OMITTED	83	13.3		
	System	7	1.1		
Total		106	17.0		
Total		622	100.0		

TEACHPRACT/ACTIV/ASSESS STUDENTS LEARN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	10	1.6	1.7	1.7
	SOMETIMES	69	11.1	11.6	13.3
	OFTEN	262	42.1	44.0	57.2
	NEARLY ALWAYS	255	41.0	42.8	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	18	2.9		
	System	7	1.1		
	Total	26	4.2		
Total		622	100.0		

TEACHPRACT/ACTIV/ASSESS STUD LEARN/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	423	68.0	82.1	82.1
	YES	92	14.8	17.9	100.0
	Total	515	82.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.4		
	NOT REACHED	1	.2		
	OMITTED	83	13.3		
	System	8	1.3		
Total		107	17.2		
Total		622	100.0		

TEACHPRACT/ACTIV/PROVIDE FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	15	2.4	2.5	2.5
	SOMETIMES	102	16.4	17.1	19.7
	OFTEN	238	38.3	40.0	59.7
	NEARLY ALWAYS	240	38.6	40.3	100.0

	Total	595	95.7	100.0
Missing	NOT REACHED	1	.2	
	OMITTED	19	3.1	
	System	7	1.1	
	Total	27	4.3	
Total		622	100.0	

TEACHPRACT/ACTIV/PROVIDE FEEDBACK/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	446	71.7	87.1	87.1
	YES	66	10.6	12.9	100.0
	Total	512	82.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	86	13.8		
	System	7	1.1		
	Total	110	17.7		
Total		622	100.0		

TEACHPRACT/ACTIV/CLASSROOM MANAGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	9	1.4	1.5	1.5
	SOMETIMES	36	5.8	6.0	7.5
	OFTEN	158	25.4	26.4	33.9
	NEARLY ALWAYS	396	63.7	66.1	100.0
	Total	599	96.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	15	2.4		
	System	7	1.1		
Total		23	3.7		
Total		622	100.0		

TEACHPRACT/ACTIV/CLASSROOM MNGMNT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	452	72.7	87.6	87.6
	YES	64	10.3	12.4	100.0
	Total	516	83.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	12	1.9		
	NOT REACHED	1	.2		
	OMITTED	86	13.8		
	System	7	1.1		
	Total	106	17.0		
Total		622	100.0		

TEACHPRACT/ACTIV/TEAM BUILDING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	19	3.1	3.2	3.2
	SOMETIMES	102	16.4	17.1	20.2
	OFTEN	244	39.2	40.8	61.0
	NEARLY ALWAYS	233	37.5	39.0	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	16	2.6		
	System	7	1.1		
Total		24	3.9		
Total		622	100.0		

TEACHPRACT/ACTIV/TEAM BUILDING/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	461	74.1	89.7	89.7
	YES	53	8.5	10.3	100.0

Missing	Total	514	82.6	100.0
	LOGICALLY NOT APPLICABLE	13	2.1	
	NOT REACHED	1	.2	
	OMITTED	87	14.0	
	System	7	1.1	
Total	108	17.4		
Total	622	100.0		

TEACHPRACT/ACTIV/MEDIATE COMMUNICATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	97	15.6	16.3	16.3
	SOMETIMES	202	32.5	33.9	50.3
	OFTEN	171	27.5	28.7	79.0
	NEARLY ALWAYS	125	20.1	21.0	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	19	3.1		
	System	7	1.1		
Total	27	4.3			
Total	622	100.0			

TEACHPRACT/ACTIV/MEDIATE COMM/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	451	72.5	87.9	87.9
	YES	62	10.0	12.1	100.0
	Total	513	82.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	85	13.7		
	System	7	1.1		

Total	Total	109	17.5	
Total		622	100.0	

TEACHPRACT/ACTIV/LIAISE WITH COLLABS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	109	17.5	18.4	18.4
	SOMETIMES	237	38.1	40.1	58.5
	OFTEN	159	25.6	26.9	85.4
	NEARLY ALWAYS	86	13.8	14.6	100.0
	Total	591	95.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	23	3.7		
	System	7	1.1		
	Total	31	5.0		
Total		622	100.0		

TEACHPRACT/ACTIV/LIAISE WITH COLLABS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	446	71.7	87.6	87.6
	YES	63	10.1	12.4	100.0
	Total	509	81.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	20	3.2		
	NOT REACHED	1	.2		
	OMITTED	85	13.7		
	System	7	1.1		
	Total	113	18.2		
Total		622	100.0		

TEACHPRACT/ACTIV/PROVIDE COUNSELING

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	NEVER	43	6.9	7.3	7.3
	SOMETIMES	220	35.4	37.2	44.5
	OFTEN	201	32.3	34.0	78.5
	NEARLY ALWAYS	127	20.4	21.5	100.0
	Total	591	95.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	23	3.7		
	System	7	1.1		
	Total	31	5.0		
Total		622	100.0		

TEACHPRACT/ACTIV/PROV COUNSELING/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	459	73.8	90.4	90.4
	YES	49	7.9	9.6	100.0
	Total	508	81.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	20	3.2		
	NOT REACHED	1	.2		
	OMITTED	86	13.8		
	System	7	1.1		
	Total	114	18.3		
Total		622	100.0		

TEACHPRACT/ACTIV/COLLAB WITH PARENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	40	6.4	6.7	6.7
	SOMETIMES	241	38.7	40.5	47.2
	OFTEN	208	33.4	35.0	82.2
	NEARLY ALWAYS	106	17.0	17.8	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	1	.2		

	OMITTED	19	3.1	
	System	7	1.1	
	Total	27	4.3	
Total		622	100.0	

TEACHPRACT/ACTIV/COLLAB WITH PARENTS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	451	72.5	88.8	88.8
	YES	57	9.2	11.2	100.0
	Total	508	81.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	90	14.5		
	System	7	1.1		
	Total	114	18.3		
Total		622	100.0		

TEACHPRACT/ASSESS/WRITTEN TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	6	1.0	1.0	1.0
	YES	603	96.9	99.0	100.0
	Total	609	97.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	5	.8		
	System	7	1.1		
Total	Total	13	2.1		
Total		622	100.0		

TEACHPRACT/ASSESS/WRITTEN TEST/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	NO	415	66.7	74.6	74.6
	YES	141	22.7	25.4	100.0
Total		556	89.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	3	.5		
	NOT REACHED	1	.2		
	OMITTED	55	8.8		
	System	7	1.1		
Total		66	10.6		
Total		622	100.0		

TEACHPRACT/ASSESS/WRITTEN TASKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	4	.6	.7	.7
	YES	605	97.3	99.3	100.0
Total		609	97.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	5	.8		
	System	7	1.1		
Total		13	2.1		
Total		622	100.0		

TEACHPRACT/ASSESS/WRITTEN TASKS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	412	66.2	74.6	74.6
	YES	140	22.5	25.4	100.0
Total		552	88.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	3	.5		
	NOT REACHED	1	.2		
	OMITTED	59	9.5		
	System	7	1.1		

Total	Total	70	11.3	
Total		622	100.0	

TEACHPRACT/ASSESS/ORAL PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	101	16.2	16.6	16.6
	YES	507	81.5	83.4	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
	Total	14	2.3		
Total		622	100.0		

TEACHPRACT/ASSESS/ORAL PRESENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	458	73.6	83.4	83.4
	YES	91	14.6	16.6	100.0
	Total	549	88.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	4	.6		
	NOT REACHED	1	.2		
	OMITTED	61	9.8		
	System	7	1.1		
	Total	73	11.7		
Total		622	100.0		

TEACHPRACT/ASSESS/GROUP PRESENTATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	44	7.1	7.2	7.2
	YES	564	90.7	92.8	100.0

Missing	Total	608	97.7	100.0
	NOT REACHED	1	.2	
	OMITTED	6	1.0	
	System	7	1.1	
	Total	14	2.3	
Total		622	100.0	

TEACHPRACT/ASSESS/GROUP PRESENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	445	71.5	80.6	80.6
	YES	107	17.2	19.4	100.0
	Total	552	88.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	4	.6		
	NOT REACHED	1	.2		
	OMITTED	58	9.3		
	System	7	1.1		
	Total	70	11.3		
Total		622	100.0		

TEACHPRACT/ASSESS/PROJECT REPORT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	92	14.8	15.1	15.1
	YES	516	83.0	84.9	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
	Total	14	2.3		
Total		622	100.0		

TEACHPRACT/ASSESS/PROJECT REPORT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	423	68.0	76.5	76.5
	YES	130	20.9	23.5	100.0
	Total	553	88.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	4	.6		
	NOT REACHED	1	.2		
	OMITTED	57	9.2		
	System	7	1.1		
	Total	69	11.1		
Total		622	100.0		

TEACHPRACT/ASSESS/PEER EVALUATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	97	15.6	16.0	16.0
	YES	509	81.8	84.0	100.0
	Total	606	97.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	8	1.3		
	System	7	1.1		
	Total	16	2.6		
Total		622	100.0		

TEACHPRACT/ASSESS/PEER EVALUATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	466	74.9	85.0	85.0
	YES	82	13.2	15.0	100.0
	Total	548	88.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	6	1.0		
	NOT REACHED	1	.2		
	OMITTED	60	9.6		

	System	7	1.1	
	Total	74	11.9	
Total		622	100.0	

TEACHPRACT/ASSESS/PORTFOLIO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	54	8.7	8.9	8.9
	YES	554	89.1	91.1	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
	Total	14	2.3		
Total		622	100.0		

TEACHPRACT/ASSESS/PORTFOLIO/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	435	69.9	79.2	79.2
	YES	114	18.3	20.8	100.0
	Total	549	88.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	4	.6		
	NOT REACHED	1	.2		
	OMITTED	61	9.8		
	System	7	1.1		
	Total	73	11.7		
Total		622	100.0		

TEACHPRACT/ASSESS/GROUP ASSESSMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	60	9.6	9.9	9.9

	YES	548	88.1	90.1	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
	Total	14	2.3		
Total		622	100.0		

TEACHPRACT/ASSESS/GROUP ASSESSMENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	457	73.5	82.9	82.9
	YES	94	15.1	17.1	100.0
	Total	551	88.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	4	.6		
	NOT REACHED	1	.2		
	OMITTED	59	9.5		
	System	7	1.1		
	Total	71	11.4		
Total		622	100.0		

STUDPRACT/ACTIV/WORKING AT SAME PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	37	5.9	6.1	6.1
	SOMETIMES	211	33.9	35.0	41.1
	OFTEN	206	33.1	34.2	75.3
	NEARLY ALWAYS	149	24.0	24.7	100.0
	Total	603	96.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	11	1.8		
	System	7	1.1		
	Total	19	3.1		

Total		622	100.0	
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STUDPRACT/ACTIV/WORKING AT SAME PACE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	457	73.5	86.9	86.9
	YES	69	11.1	13.1	100.0
	Total	526	84.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	10	1.6		
	NOT REACHED	1	.2		
	OMITTED	78	12.5		
	System	7	1.1		
	Total	96	15.4		
Total		622	100.0		

STUDPRACT/ACTIV/LEARNING AT OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	38	6.1	6.3	6.3
	SOMETIMES	212	34.1	34.9	41.2
	OFTEN	246	39.5	40.5	81.7
	NEARLY ALWAYS	111	17.8	18.3	100.0
	Total	607	97.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	7	1.1		
	System	7	1.1		
Total		15	2.4		
Total		622	100.0		

STUDPRACT/ACTIV/LEARNING AT OWN PACE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	466	74.9	89.3	89.3

	YES	56	9.0	10.7	100.0
Missing	Total	522	83.9	100.0	
	LOGICALLY NOT APPLICABLE	6	1.0		
	NOT REACHED	1	.2		
	OMITTED	86	13.8		
	System	7	1.1		
Total	Total	100	16.1		
		622	100.0		

STUDPRACT/ACTIV/COMPLETE WORKSHEETS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	19	3.1	3.1	3.1
	SOMETIMES	99	15.9	16.4	19.5
	OFTEN	253	40.7	41.8	61.3
	NEARLY ALWAYS	234	37.6	38.7	100.0
	Total	605	97.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	9	1.4		
	System	7	1.1		
Total	Total	17	2.7		
		622	100.0		

STUDPRACT/ACTIV/COMPLETE WORKSHEETS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	444	71.4	84.7	84.7
	YES	80	12.9	15.3	100.0
	Total	524	84.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	8	1.3		
	NOT REACHED	1	.2		
	OMITTED	82	13.2		

	System	7	1.1	
	Total	98	15.8	
Total		622	100.0	

STUDPRACT/ACTIV/GIVE PRESENTATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	29	4.7	4.8	4.8
	SOMETIMES	294	47.3	48.8	53.7
	OFTEN	184	29.6	30.6	84.2
	NEARLY ALWAYS	95	15.3	15.8	100.0
	Total	602	96.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	12	1.9		
	System	7	1.1		
	Total	20	3.2		
Total		622	100.0		

STUDPRACT/ACTIV/GIVE PRESENTATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	439	70.6	85.2	85.2
	YES	76	12.2	14.8	100.0
	Total	515	82.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.8		
	NOT REACHED	1	.2		
	OMITTED	88	14.1		
	System	7	1.1		
Total		107	17.2		
Total		622	100.0		

STUDPRACT/ACTIV/DETERMINE OWN GOALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	140	22.5	23.3	23.3
	SOMETIMES	267	42.9	44.4	67.7
	OFTEN	129	20.7	21.5	89.2
	NEARLY ALWAYS	65	10.5	10.8	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	13	2.1		
	System	7	1.1		
	Total	21	3.4		
Total		622	100.0		

STUDPRACT/ACTIV/DETERMINE OWN GOALS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	464	74.6	89.2	89.2
	YES	56	9.0	10.8	100.0
	Total	520	83.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	12	1.9		
	NOT REACHED	1	.2		
	OMITTED	82	13.2		
	System	7	1.1		
Total		102	16.4		
Total		622	100.0		

STUDPRACT/ACTIV/EXPLAIN OWN IDEAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	24	3.9	4.0	4.0
	SOMETIMES	252	40.5	41.6	45.5
	OFTEN	216	34.7	35.6	81.2
	NEARLY ALWAYS	114	18.3	18.8	100.0

	Total	606	97.4	100.0
Missing	NOT REACHED	1	.2	
	OMITTED	8	1.3	
	System	7	1.1	
	Total	16	2.6	
Total		622	100.0	

STUDPRACT/ACTIV/EXPLAIN OWN IDEAS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	466	74.9	88.8	88.8
	YES	59	9.5	11.2	100.0
	Total	525	84.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	7	1.1		
	NOT REACHED	1	.2		
	OMITTED	82	13.2		
	System	7	1.1		
	Total	97	15.6		
Total		622	100.0		

STUDPRACT/ACTIV/COLLABORATE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	286	46.0	47.3	47.3
	SOMETIMES	207	33.3	34.2	81.5
	OFTEN	74	11.9	12.2	93.7
	NEARLY ALWAYS	38	6.1	6.3	100.0
	Total	605	97.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	9	1.4		
	System	7	1.1		
	Total	17	2.7		
Total		622	100.0		

STUDPRACT/ACTIV/COLLAB WITH PEERS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	476	76.5	91.2	91.2
	YES	46	7.4	8.8	100.0
	Total	522	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	8	1.3		
	NOT REACHED	1	.2		
	OMITTED	84	13.5		
	System	7	1.1		
	Total	100	16.1		
Total		622	100.0		

STUDPRACT/ACTIV/ANSWER TESTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	4	.6	.7	.7
	SOMETIMES	111	17.8	18.3	19.0
	OFTEN	271	43.6	44.7	63.7
	NEARLY ALWAYS	220	35.4	36.3	100.0
	Total	606	97.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	8	1.3		
	System	7	1.1		
Total		16	2.6		
Total		622	100.0		

STUDPRACT/ACTIV/ANSWER TESTS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	450	72.3	86.2	86.2
	YES	72	11.6	13.8	100.0

Missing	Total	522	83.9	100.0
	LOGICALLY NOT APPLICABLE	7	1.1	
	NOT REACHED	1	.2	
	OMITTED	85	13.7	
	System	7	1.1	
Total	100	16.1		
Total	622	100.0		

STUDPRACT/ACTIV/PEER EVALUATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	44	7.1	7.4	7.4
	SOMETIMES	247	39.7	41.4	48.7
	OFTEN	222	35.7	37.2	85.9
	NEARLY ALWAYS	84	13.5	14.1	100.0
	Total	597	96.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	17	2.7		
	System	7	1.1		
Total	25	4.0			
Total	622	100.0			

STUDPRACT/ACTIV/PEER EVALUATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	461	74.1	89.5	89.5
	YES	54	8.7	10.5	100.0
	Total	515	82.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	83	13.3		
	System	7	1.1		

Total	Total	107	17.2	
Total		622	100.0	

STUDPRACT/ACTIV/REFLECT EXPERIENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	127	20.4	21.2	21.2
	SOMETIMES	261	42.0	43.5	64.7
	OFTEN	151	24.3	25.2	89.8
	NEARLY ALWAYS	61	9.8	10.2	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	14	2.3		
	System	7	1.1		
	Total	22	3.5		
Total		622	100.0		

STUDPRACT/ACTIV/REFLECT EXPERIENCE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	470	75.6	90.9	90.9
	YES	47	7.6	9.1	100.0
	Total	517	83.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.1		
	NOT REACHED	1	.2		
	OMITTED	84	13.5		
	System	7	1.1		
	Total	105	16.9		
Total		622	100.0		

STUDPRACT/ACTIV/COMMUNICATE WITH OUTSIDE

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	NEVER	220	35.4	36.7	36.7
	SOMETIMES	250	40.2	41.7	78.3
	OFTEN	90	14.5	15.0	93.3
	NEARLY ALWAYS	40	6.4	6.7	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	14	2.3		
	System	7	1.1		
	Total	22	3.5		
Total		622	100.0		

STUDPRACT/ACTIV/COMM WITH OUSIDE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	457	73.5	89.3	89.3
	YES	55	8.8	10.7	100.0
	Total	512	82.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.1		
	NOT REACHED	1	.2		
	OMITTED	89	14.3		
	System	7	1.1		
	Total	110	17.7		
Total		622	100.0		

STUDPRACT/ACTIV/CONTRIBUTE TO COMMUNITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	223	35.9	37.0	37.0
	SOMETIMES	260	41.8	43.1	80.1
	OFTEN	83	13.3	13.8	93.9
	NEARLY ALWAYS	37	5.9	6.1	100.0
	Total	603	96.9	100.0	
Missing	NOT REACHED	1	.2		

	OMITTED	11	1.8	
	System	7	1.1	
	Total	19	3.1	
Total		622	100.0	

STUDPRACT/ACTIV/CONTR TO CUMMUNITY/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	463	74.4	89.9	89.9
	YES	52	8.4	10.1	100.0
	Total	515	82.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	10	1.6		
	NOT REACHED	1	.2		
	OMITTED	89	14.3		
	System	7	1.1		
	Total	107	17.2		
Total		622	100.0		

LEARNRES/INCORP/HANDS ON MATERIALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	151	24.3	24.8	24.8
	SOMETIMES	230	37.0	37.7	62.5
	OFTEN	134	21.5	22.0	84.4
	NEARLY ALWAYS	95	15.3	15.6	100.0
	Total	610	98.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	7	1.1		
Total		12	1.9		
Total		622	100.0		

LEARNRES/INCORP/TUTORIAL SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	392	63.0	64.9	64.9
	SOMETIMES	112	18.0	18.5	83.4
	OFTEN	78	12.5	12.9	96.4
	NEARLY ALWAYS	22	3.5	3.6	100.0
	Total	604	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	9	1.4		
	System	7	1.1		
	Total	18	2.9		
Total		622	100.0		

LEARNRES/INCRP/GENERAL OFFICE SUITE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	459	73.8	76.1	76.1
	SOMETIMES	91	14.6	15.1	91.2
	OFTEN	35	5.6	5.8	97.0
	NEARLY ALWAYS	18	2.9	3.0	100.0
	Total	603	96.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	10	1.6		
	System	7	1.1		
	Total	19	3.1		
Total		622	100.0		

LEARNRES/INCRP/MULTIMEDIA PROD TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	472	75.9	78.1	78.1
	SOMETIMES	104	16.7	17.2	95.4
	OFTEN	20	3.2	3.3	98.7
	NEARLY ALWAYS	8	1.3	1.3	100.0

	Total	604	97.1	100.0
Missing	NOT REACHED	2	.3	
	OMITTED	9	1.4	
	System	7	1.1	
	Total	18	2.9	
Total		622	100.0	

LEARNRES/INCORP/DATA LOGGING TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	516	83.0	85.9	85.9
	SOMETIMES	57	9.2	9.5	95.3
	OFTEN	20	3.2	3.3	98.7
	NEARLY ALWAYS	8	1.3	1.3	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	12	1.9		
	System	7	1.1		
	Total	21	3.4		
Total		622	100.0		

LEARNRES/INCORP/MODELING SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	502	80.7	83.0	83.0
	SOMETIMES	77	12.4	12.7	95.7
	OFTEN	22	3.5	3.6	99.3
	NEARLY ALWAYS	4	.6	.7	100.0
	Total	605	97.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	8	1.3		
	System	7	1.1		
	Total	17	2.7		
Total		622	100.0		

LEARNRES/INCORP/COMMUNICATION SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	496	79.7	82.5	82.5
	SOMETIMES	74	11.9	12.3	94.8
	OFTEN	24	3.9	4.0	98.8
	NEARLY ALWAYS	7	1.1	1.2	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	12	1.9		
	System	7	1.1		
	Total	21	3.4		
Total		622	100.0		

LEARNRES/INCORP/DIGITAL RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	343	55.1	56.8	56.8
	SOMETIMES	177	28.5	29.3	86.1
	OFTEN	63	10.1	10.4	96.5
	NEARLY ALWAYS	21	3.4	3.5	100.0
	Total	604	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	9	1.4		
	System	7	1.1		
	Total	18	2.9		
Total		622	100.0		

LEARNRES/INCORP/MOBILE DEVICES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	432	69.5	71.8	71.8
	SOMETIMES	118	19.0	19.6	91.4

	OFTEN	40	6.4	6.6	98.0
	NEARLY ALWAYS	12	1.9	2.0	100.0
Missing	Total	602	96.8	100.0	
	NOT REACHED	2	.3		
	OMITTED	11	1.8		
	System	7	1.1		
	Total	20	3.2		
Total		622	100.0		

LEARNRES/INCORP/SMART BOARD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	461	74.1	76.7	76.7
	SOMETIMES	78	12.5	13.0	89.7
	OFTEN	38	6.1	6.3	96.0
	NEARLY ALWAYS	24	3.9	4.0	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	12	1.9		
	System	7	1.1		
	Total	21	3.4		
Total		622	100.0		

LEARNRES/INCORP/LEARN MANAGEMENT SYS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	501	80.5	82.7	82.7
	SOMETIMES	79	12.7	13.0	95.7
	OFTEN	20	3.2	3.3	99.0
	NEARLY ALWAYS	6	1.0	1.0	100.0
	Total	606	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	7	1.1		
	System	7	1.1		

Total	Total	16	2.6	
Total		622	100.0	

IMPACTICT/DO YOU USE ICT IN TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	370	59.5	84.1	84.1
	YES	70	11.3	15.9	100.0
	Total	440	70.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	173	27.8		
	System	7	1.1		
Total	Total	182	29.3		
Total		622	100.0		

IMPACTICT/YOU/ICT SKILLS HAVE IMPROVED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	52	8.4	27.7	27.7
	A LITTLE	49	7.9	26.1	53.7
	SOMEWHAT	34	5.5	18.1	71.8
	A LOT	53	8.5	28.2	100.0
	Total	188	30.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	55	8.8		
	System	7	1.1		
Total	Total	434	69.8		
Total		622	100.0		

IMPACTICT/YOU/INCORPORATE NEW METHODS

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	NOT AT ALL	52	8.4	28.6	28.6
	A LITTLE	36	5.8	19.8	48.4
	SOMEWHAT	45	7.2	24.7	73.1
	A LOT	49	7.9	26.9	100.0
	Total	182	29.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	61	9.8		
	System	7	1.1		
	Total	440	70.7		
Total		622	100.0		

IMPACTICT/YOU/MORE INDIV FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	50	8.0	27.8	27.8
	A LITTLE	38	6.1	21.1	48.9
	SOMEWHAT	41	6.6	22.8	71.7
	A LOT	51	8.2	28.3	100.0
	Total	180	28.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	63	10.1		
	System	7	1.1		
	Total	442	71.1		
Total		622	100.0		

IMPACTICT/YOU/INCORPORATE NEW WAYS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	47	7.6	26.6	26.6
	A LITTLE	42	6.8	23.7	50.3

	SOMEWHAT	41	6.6	23.2	73.4
	A LOT	47	7.6	26.6	100.0
Missing	Total	177	28.5	100.0	
	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	66	10.6		
	System	7	1.1		
Total	Total	445	71.5		
		622	100.0		

IMPACTICT/YOU/MONITOR STUDENTS LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	47	7.6	26.4	26.4
	A LITTLE	36	5.8	20.2	46.6
	SOMEWHAT	41	6.6	23.0	69.7
	A LOT	54	8.7	30.3	100.0
	Total	178	28.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	65	10.5		
	System	7	1.1		
Total	Total	444	71.4		
		622	100.0		

IMPACTICT/YOU/ACCESS MORE DIV RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	50	8.0	28.4	28.4
	A LITTLE	42	6.8	23.9	52.3
	SOMEWHAT	47	7.6	26.7	79.0
	A LOT	37	5.9	21.0	100.0

Missing	Total	176	28.3	100.0
	LOGICALLY NOT APPLICABLE	370	59.5	
	NOT REACHED	2	.3	
	OMITTED	67	10.8	
	System	7	1.1	
Total	446	71.7		
Total		622	100.0	

IMPACTICT/YOU/COLL MORE WITH COLLEAGUES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	46	7.4	25.8	25.8
	A LITTLE	31	5.0	17.4	43.3
	SOMEWHAT	40	6.4	22.5	65.7
	A LOT	61	9.8	34.3	100.0
	Total	178	28.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	65	10.5		
	System	7	1.1		
	Total	444	71.4		
Total		622	100.0		

IMPACTICT/YOU/COLL MORE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	50	8.0	28.4	28.4
	A LITTLE	43	6.9	24.4	52.8
	SOMEWHAT	35	5.6	19.9	72.7
	A LOT	48	7.7	27.3	100.0
	Total	176	28.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		

	NOT REACHED	2	.3	
	OMITTED	67	10.8	
	System	7	1.1	
	Total	446	71.7	
Total		622	100.0	

IMPACTICT/YOU/COMPLETE ADMIN TASKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	45	7.2	26.0	26.0
	A LITTLE	28	4.5	16.2	42.2
	SOMEWHAT	31	5.0	17.9	60.1
	A LOT	69	11.1	39.9	100.0
	Total	173	27.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	70	11.3		
	System	7	1.1		
	Total	449	72.2		
Total		622	100.0		

IMPACTICT/YOU/WORKLOAD HAS INCREASED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	55	8.8	30.9	30.9
	A LITTLE	37	5.9	20.8	51.7
	SOMEWHAT	35	5.6	19.7	71.3
	A LOT	51	8.2	28.7	100.0
	Total	178	28.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	65	10.5		

	System	7	1.1	
	Total	444	71.4	
Total		622	100.0	

IMPACTICT/YOU/INCREASED WORK PRESSURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	58	9.3	32.8	32.8
	A LITTLE	30	4.8	16.9	49.7
	SOMEWHAT	39	6.3	22.0	71.8
	A LOT	50	8.0	28.2	100.0
	Total	177	28.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	66	10.6		
	System	7	1.1		
	Total	445	71.5		
Total		622	100.0		

IMPACTICT/YOU/BECOME LESS EFFECTIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	107	17.2	60.8	60.8
	A LITTLE	34	5.5	19.3	80.1
	SOMEWHAT	20	3.2	11.4	91.5
	A LOT	15	2.4	8.5	100.0
	Total	176	28.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	67	10.8		
	System	7	1.1		
	Total	446	71.7		

Total	622	100.0	
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IMPACTICT/STUD/SUBJECT MATTER KNOWLEDGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	7	1.1	4.0	4.0
	DECREASED A LITTLE	10	1.6	5.7	9.7
	NO IMPACT	52	8.4	29.7	39.4
	INCREASED A LITTLE	63	10.1	36.0	75.4
	INCREASED A LOT	43	6.9	24.6	100.0
	Total	175	28.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	68	10.9		
	System	7	1.1		
	Total	447	71.9		
Total	622	100.0			

IMPACTICT/STUD/LEARNING MOTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	1.0	3.4	3.4
	DECREASED A LITTLE	7	1.1	4.0	7.4
	NO IMPACT	57	9.2	32.6	40.0
	INCREASED A LITTLE	60	9.6	34.3	74.3
	INCREASED A LOT	45	7.2	25.7	100.0
	Total	175	28.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	68	10.9		
	System	7	1.1		
	Total	447	71.9		

Total	622	100.0	
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IMPACTICT/STUD/INFO HANDLING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	7	1.1	4.0	4.0
	DECREASED A LITTLE	7	1.1	4.0	8.0
	NO IMPACT	55	8.8	31.4	39.4
	INCREASED A LITTLE	62	10.0	35.4	74.9
	INCREASED A LOT	44	7.1	25.1	100.0
	Total	175	28.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	68	10.9		
	System	7	1.1		
Total	447	71.9			
Total	622	100.0			

IMPACTICT/STUD/PROBLEM SOLVING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	1.0	3.4	3.4
	DECREASED A LITTLE	7	1.1	4.0	7.5
	NO IMPACT	61	9.8	35.1	42.5
	INCREASED A LITTLE	61	9.8	35.1	77.6
	INCREASED A LOT	39	6.3	22.4	100.0
	Total	174	28.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	69	11.1		
	System	7	1.1		
Total	448	72.0			

Total	622	100.0
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IMPACTICT/STUD/SELF DIRECT LEARN SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	1.0	3.4	3.4
	DECREASED A LITTLE	7	1.1	4.0	7.4
	NO IMPACT	66	10.6	37.7	45.1
	INCREASED A LITTLE	62	10.0	35.4	80.6
	INCREASED A LOT	34	5.5	19.4	100.0
	Total	175	28.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	68	10.9		
	System	7	1.1		
	Total	447	71.9		
Total		622	100.0		

IMPACTICT/STUD/COLLABORATIVE SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	1.0	3.5	3.5
	DECREASED A LITTLE	5	.8	2.9	6.4
	NO IMPACT	65	10.5	37.8	44.2
	INCREASED A LITTLE	63	10.1	36.6	80.8
	INCREASED A LOT	33	5.3	19.2	100.0
	Total	172	27.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	71	11.4		
	System	7	1.1		
	Total	450	72.3		

Total	622	100.0	
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IMPACTICT/STUD/COMMUNICATION SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.3	4.6	4.6
	DECREASED A LITTLE	3	.5	1.7	6.4
	NO IMPACT	60	9.6	34.7	41.0
	INCREASED A LITTLE	59	9.5	34.1	75.1
	INCREASED A LOT	43	6.9	24.9	100.0
	Total	173	27.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	70	11.3		
	System	7	1.1		
	Total	449	72.2		
Total		622	100.0		

IMPACTICT/STUD/ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	9	1.4	5.1	5.1
	DECREASED A LITTLE	7	1.1	4.0	9.1
	NO IMPACT	58	9.3	33.0	42.0
	INCREASED A LITTLE	76	12.2	43.2	85.2
	INCREASED A LOT	26	4.2	14.8	100.0
	Total	176	28.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	67	10.8		
	System	7	1.1		
	Total	446	71.7		

Total	622	100.0	
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IMPACTICT/STUD/LEARN AT THEIR OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.3	4.6	4.6
	DECREASED A LITTLE	6	1.0	3.4	8.0
	NO IMPACT	59	9.5	33.7	41.7
	INCREASED A LITTLE	65	10.5	37.1	78.9
	INCREASED A LOT	37	5.9	21.1	100.0
	Total	175	28.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	68	10.9		
	System	7	1.1		
	Total	447	71.9		
Total	622	100.0			

IMPACTICT/STUD/SELF ESTEEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	7	1.1	4.1	4.1
	DECREASED A LITTLE	2	.3	1.2	5.3
	NO IMPACT	58	9.3	34.1	39.4
	INCREASED A LITTLE	56	9.0	32.9	72.4
	INCREASED A LOT	47	7.6	27.6	100.0
	Total	170	27.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	73	11.7		
	System	7	1.1		
	Total	452	72.7		

Total	622	100.0	
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IMPACTICT/STUD/ACHIEVEMENT GAP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.3	4.7	4.7
	DECREASED A LITTLE	7	1.1	4.1	8.8
	NO IMPACT	62	10.0	36.3	45.0
	INCREASED A LITTLE	58	9.3	33.9	78.9
	INCREASED A LOT	36	5.8	21.1	100.0
	Total	171	27.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	72	11.6		
	System	7	1.1		
	Total	451	72.5		
Total		622	100.0		

IMPACTICT/STUD/TIME SPENT ON LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	10	1.6	5.8	5.8
	DECREASED A LITTLE	8	1.3	4.7	10.5
	NO IMPACT	57	9.2	33.1	43.6
	INCREASED A LITTLE	64	10.3	37.2	80.8
	INCREASED A LOT	33	5.3	19.2	100.0
	Total	172	27.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	71	11.4		
	System	7	1.1		
	Total	450	72.3		

Total	622	100.0
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IMPACTICT/STUD/SCHOOL ATTENDANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	9	1.4	5.2	5.2
	DECREASED A LITTLE	6	1.0	3.5	8.7
	NO IMPACT	68	10.9	39.3	48.0
	INCREASED A LITTLE	51	8.2	29.5	77.5
	INCREASED A LOT	39	6.3	22.5	100.0
	Total	173	27.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	70	11.3		
	System	7	1.1		
	Total	449	72.2		
Total		622	100.0		

IMPACTICT/STUD/ASSESSMENT RESULTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	1.0	3.5	3.5
	DECREASED A LITTLE	4	.6	2.3	5.8
	NO IMPACT	60	9.6	34.7	40.5
	INCREASED A LITTLE	69	11.1	39.9	80.3
	INCREASED A LOT	34	5.5	19.7	100.0
	Total	173	27.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	70	11.3		
	System	7	1.1		
	Total	449	72.2		

Total	622	100.0
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IMPACTICT/STUD/DIGITAL DEVIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	13	2.1	7.6	7.6
	DECREASED A LITTLE	8	1.3	4.7	12.2
	NO IMPACT	70	11.3	40.7	52.9
	INCREASED A LITTLE	59	9.5	34.3	87.2
	INCREASED A LOT	22	3.5	12.8	100.0
	Total	172	27.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	71	11.4		
	System	7	1.1		
Total	450	72.3			
Total	622	100.0			

INFOYOU/CONFIDENT/PRODUCE LETTER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	125	20.1	20.9	20.9
	A LITTLE	115	18.5	19.3	40.2
	SOMEWHAT	102	16.4	17.1	57.3
	A LOT	255	41.0	42.7	100.0
	Total	597	96.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	23	3.7		
	Total	25	4.0		
Total	622	100.0			

INFOYOU/CONFIDENT/EMAIL A FILE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	229	36.8	38.6	38.6
	A LITTLE	89	14.3	15.0	53.5
	SOMEWHAT	87	14.0	14.6	68.2
	A LOT	189	30.4	31.8	100.0
	Total	594	95.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	4.2		
	Total	28	4.5		
Total		622	100.0		

INFOYOU/CONFIDENT/TAKE PHOTOS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	273	43.9	45.8	45.8
	A LITTLE	94	15.1	15.8	61.6
	SOMEWHAT	70	11.3	11.7	73.3
	A LOT	159	25.6	26.7	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	24	3.9		
	Total	26	4.2		
Total		622	100.0		

INFOYOU/CONFIDENT/FILE ELECTRONIC DOCS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	212	34.1	35.5	35.5
	A LITTLE	79	12.7	13.2	48.7
	SOMEWHAT	93	15.0	15.6	64.2
	A LOT	214	34.4	35.8	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	22	3.5	
	Total	24	3.9	
Total		622	100.0	

INFOYOU/CONFIDENT/USE SPREADSHEET PROG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	227	36.5	38.0	38.0
	A LITTLE	102	16.4	17.1	55.0
	SOMEWHAT	88	14.1	14.7	69.7
	A LOT	181	29.1	30.3	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	22	3.5		
	Total	24	3.9		
Total		622	100.0		

INFOYOU/CONFIDENT/SHARE KNOWLEDGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	289	46.5	48.3	48.3
	A LITTLE	97	15.6	16.2	64.5
	SOMEWHAT	88	14.1	14.7	79.3
	A LOT	124	19.9	20.7	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	22	3.5		
	Total	24	3.9		
Total		622	100.0		

INFOYOU/CONFIDENT/PRODUCE PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	288	46.3	48.3	48.3

	A LITTLE	97	15.6	16.3	64.6
	SOMEWHAT	87	14.0	14.6	79.2
	A LOT	124	19.9	20.8	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	24	3.9		
	Total	26	4.2		
Total		622	100.0		

INFOYOU/CONFIDENT/ONLINE PURCHASES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	308	49.5	51.5	51.5
	A LITTLE	98	15.8	16.4	67.9
	SOMEWHAT	64	10.3	10.7	78.6
	A LOT	128	20.6	21.4	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	22	3.5		
	Total	24	3.9		
Total		622	100.0		

INFOYOU/CONFIDENT/PREPARE LESSONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	303	48.7	50.8	50.8
	A LITTLE	111	17.8	18.6	69.5
	SOMEWHAT	85	13.7	14.3	83.7
	A LOT	97	15.6	16.3	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	24	3.9		
	Total	26	4.2		
Total		622	100.0		

INFOYOU/CONFIDENT/SUITABLE FOR ICT USE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	269	43.2	45.5	45.5
	A LITTLE	123	19.8	20.8	66.3
	SOMEWHAT	111	17.8	18.8	85.1
	A LOT	88	14.1	14.9	100.0
	Total	591	95.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	29	4.7		
	Total	31	5.0		
Total		622	100.0		

INFOYOU/CONFIDENT/USEFUL RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	254	40.8	42.8	42.8
	A LITTLE	97	15.6	16.3	59.1
	SOMEWHAT	90	14.5	15.2	74.2
	A LOT	153	24.6	25.8	100.0
	Total	594	95.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	4.2		
	Total	28	4.5		
Total		622	100.0		

INFOYOU/CONFIDENT/MONITOR PROGRESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	288	46.3	48.5	48.5
	A LITTLE	98	15.8	16.5	65.0
	SOMEWHAT	99	15.9	16.7	81.6
	A LOT	109	17.5	18.4	100.0

	Total	594	95.5	100.0
Missing	NOT REACHED	2	.3	
	OMITTED	26	4.2	
	Total	28	4.5	
Total		622	100.0	

INFOYOU/CONFIDENT/EFFECT PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	286	46.0	48.1	48.1
	A LITTLE	103	16.6	17.3	65.5
	SOMEWHAT	92	14.8	15.5	81.0
	A LOT	113	18.2	19.0	100.0
	Total	594	95.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	4.2		
	Total	28	4.5		
Total		622	100.0		

INFOYOU/CONFIDENT/COLLAB WITH OTHERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	293	47.1	49.4	49.4
	A LITTLE	109	17.5	18.4	67.8
	SOMEWHAT	95	15.3	16.0	83.8
	A LOT	96	15.4	16.2	100.0
	Total	593	95.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	27	4.3		
	Total	29	4.7		
Total		622	100.0		

INFOYOU/CONFIDENT/EDUCATIONAL SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	300	48.2	50.4	50.4
	A LITTLE	88	14.1	14.8	65.2
	SOMEWHAT	84	13.5	14.1	79.3
	A LOT	123	19.8	20.7	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	4.0		
	Total	27	4.3		
Total		622	100.0		

INFOYOU/CONFIDENT/USE INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	283	45.5	47.4	47.4
	A LITTLE	103	16.6	17.3	64.7
	SOMEWHAT	78	12.5	13.1	77.7
	A LOT	133	21.4	22.3	100.0
	Total	597	96.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	23	3.7		
	Total	25	4.0		
Total		622	100.0		

INFOYOU/ENH/MONITOR MORE EFFECTIVELY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	28	4.5	4.7	4.7
	LOW PRIORITY	40	6.4	6.8	11.5
	MEDIUM PRIORITY	145	23.3	24.6	36.1
	HIGH PRIORITY	377	60.6	63.9	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	30	4.8	
	Total	32	5.1	
Total		622	100.0	

INFOYOU/ENH/EXERCISES FOR STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	28	4.5	4.8	4.8
	LOW PRIORITY	31	5.0	5.3	10.1
	MEDIUM PRIORITY	145	23.3	24.7	34.8
	HIGH PRIORITY	383	61.6	65.2	100.0
	Total	587	94.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	33	5.3		
	Total	35	5.6		
Total		622	100.0		

INFOYOU/ENH/BETTER LECTURES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	29	4.7	4.9	4.9
	LOW PRIORITY	14	2.3	2.4	7.3
	MEDIUM PRIORITY	118	19.0	20.1	27.4
	HIGH PRIORITY	427	68.6	72.6	100.0
	Total	588	94.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	32	5.1		
	Total	34	5.5		
Total		622	100.0		

INFOYOU/ENH/MULTIMEDIA PROD PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	34	5.5	5.8	5.8

	LOW PRIORITY	43	6.9	7.3	13.1
	MEDIUM PRIORITY	167	26.8	28.4	41.4
	HIGH PRIORITY	345	55.5	58.6	100.0
	Total	589	94.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	31	5.0		
	Total	33	5.3		
Total		622	100.0		

INFOYOU/ENH/ADDRESS INDIV DIFFERENCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	31	5.0	5.3	5.3
	LOW PRIORITY	43	6.9	7.3	12.5
	MEDIUM PRIORITY	169	27.2	28.6	41.2
	HIGH PRIORITY	347	55.8	58.8	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	30	4.8		
	Total	32	5.1		
Total		622	100.0		

INFOYOU/ENH/SHORT PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	27	4.3	4.6	4.6
	LOW PRIORITY	50	8.0	8.5	13.1
	MEDIUM PRIORITY	188	30.2	31.9	44.9
	HIGH PRIORITY	325	52.3	55.1	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	30	4.8		
	Total	32	5.1		
Total		622	100.0		

INFOYOU/ENH/EXTENDED PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	27	4.3	4.6	4.6
	LOW PRIORITY	73	11.7	12.4	16.9
	MEDIUM PRIORITY	193	31.0	32.7	49.7
	HIGH PRIORITY	297	47.7	50.3	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	30	4.8		
	Total	32	5.1		
Total		622	100.0		

INFOYOU/ENH/SCIENTIFIC INVESTIGATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	28	4.5	4.8	4.8
	LOW PRIORITY	25	4.0	4.3	9.1
	MEDIUM PRIORITY	126	20.3	21.5	30.6
	HIGH PRIORITY	406	65.3	69.4	100.0
	Total	585	94.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	34	5.5		
	System	1	.2		
	Total	37	5.9		
Total		622	100.0		

INFOYOU/ENH/COLLABORATE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	34	5.5	5.8	5.8
	LOW PRIORITY	46	7.4	7.8	13.6
	MEDIUM PRIORITY	152	24.4	25.8	39.4

	HIGH PRIORITY	357	57.4	60.6	100.0
	Total	589	94.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	31	5.0		
	Total	33	5.3		
Total		622	100.0		

INFOYOU/ENH/COLLABORATE WITH TEACHERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	30	4.8	5.1	5.1
	LOW PRIORITY	37	5.9	6.3	11.4
	MEDIUM PRIORITY	149	24.0	25.3	36.7
	HIGH PRIORITY	373	60.0	63.3	100.0
	Total	589	94.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	31	5.0		
	Total	33	5.3		
Total		622	100.0		

INFOYOU/ENH/COLLABORATE WITH CLASSMATES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	30	4.8	5.1	5.1
	LOW PRIORITY	53	8.5	9.0	14.1
	MEDIUM PRIORITY	147	23.6	24.9	39.0
	HIGH PRIORITY	360	57.9	61.0	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	30	4.8		
	Total	32	5.1		
Total		622	100.0		

INFOYOU/ENH/SELF ACCESSED ACTIVITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	31	5.0	5.3	5.3
	LOW PRIORITY	51	8.2	8.6	13.9
	MEDIUM PRIORITY	156	25.1	26.4	40.3
	HIGH PRIORITY	352	56.6	59.7	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	30	4.8		
	Total	32	5.1		
Total		622	100.0		

INFOYOU/OBST/NOT CONSIDERED USEFUL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	427	68.6	75.7	75.7
	YES	137	22.0	24.3	100.0
	Total	564	90.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	56	9.0		
	Total	58	9.3		
Total		622	100.0		

INFOYOU/OBST/NO REQUIRED INFRASTRUCTURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	220	35.4	38.3	38.3
	YES	355	57.1	61.7	100.0
	Total	575	92.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	45	7.2		
	Total	47	7.6		
Total		622	100.0		

INFOYOU/OBST/NO REQUIRED ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	265	42.6	46.0	46.0
	YES	311	50.0	54.0	100.0
	Total	576	92.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	44	7.1		
	Total	46	7.4		
Total		622	100.0		

INFOYOU/OBST/NO PEDAGOGICAL SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	220	35.4	38.5	38.5
	YES	351	56.4	61.5	100.0
	Total	571	91.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	48	7.7		
	System	1	.2		
Total	Total	51	8.2		
Total		622	100.0		

INFOYOU/OBST/NO CONFIDENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	350	56.3	61.2	61.2
	YES	222	35.7	38.8	100.0
	Total	572	92.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	47	7.6		
	System	1	.2		
Total	Total	50	8.0		
Total		622	100.0		

INFOYOU/OBST/STUDENTS HAVE NO ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	160	25.7	28.0	28.0
	YES	412	66.2	72.0	100.0
	Total	572	92.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	47	7.6		
	System	1	.2		
	Total	50	8.0		
Total		622	100.0		

INFOYOU/OBST/NO ACCESS TO REQUIRED ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	136	21.9	24.0	24.0
	YES	431	69.3	76.0	100.0
	Total	567	91.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	52	8.4		
	System	1	.2		
	Total	55	8.8		
Total		622	100.0		

INFOYOU/OBST/NO TIME NECESSARY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	333	53.5	58.6	58.6
	YES	235	37.8	41.4	100.0
	Total	568	91.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	51	8.2		
	System	1	.2		

Total	Total	54	8.7	
Total		622	100.0	

INFOYOU/OBST/HOW TO IDENTIFY ICT TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	272	43.7	47.7	47.7
	YES	298	47.9	52.3	100.0
	Total	570	91.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	49	7.9		
	System	1	.2		
	Total	52	8.4		
Total		622	100.0		

INFOYOU/OBST/SCHOOL LACKS DIGITAL RES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	166	26.7	29.0	29.0
	YES	406	65.3	71.0	100.0
	Total	572	92.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	47	7.6		
	System	1	.2		
	Total	50	8.0		
Total		622	100.0		

INFOYOU/OBST/CANNOT MAKE OWN DECISIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	301	48.4	53.3	53.3
	YES	264	42.4	46.7	100.0
	Total	565	90.8	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	54	8.7	
	System	1	.2	
	Total	57	9.2	
Total		622	100.0	

INFOYOU/OBST/ACCESS OUTSIDE SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	280	45.0	48.7	48.7
	YES	295	47.4	51.3	100.0
	Total	575	92.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	44	7.1		
	System	1	.2		
	Total	47	7.6		
Total		622	100.0		

INFOYOU/PRODEV/INTRO COURSE FOR INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	28	4.5	4.8	4.8
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	413	66.4	70.1	74.9
	YES, I HAVE	148	23.8	25.1	100.0
	Total	589	94.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	29	4.7		
	System	2	.3		
	Total	33	5.3		
Total		622	100.0		

INFOYOU/PRODEV/TECHNICAL COURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	42	6.8	7.1	7.1
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	472	75.9	79.7	86.8
	YES, I HAVE	78	12.5	13.2	100.0
	Total	592	95.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	27	4.3		
	System	1	.2		
Total	30	4.8			
Total		622	100.0		

INFOYOU/PRODEV/ADV COURSE APPLICATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	34	5.5	5.8	5.8
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	498	80.1	84.3	90.0
	YES, I HAVE	59	9.5	10.0	100.0
	Total	591	95.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	27	4.3		
	System	2	.3		
Total	31	5.0			
Total		622	100.0		

INFOYOU/PRODEV/ADV COURSE INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	34	5.5	5.8	5.8
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	525	84.4	88.8	94.6

	YES, I HAVE	32	5.1	5.4	100.0
Missing	Total	591	95.0	100.0	
	NOT REACHED	2	.3		
	OMITTED	28	4.5		
	System	1	.2		
Total	Total	622	100.0		

INFOYOU/PRODEV/PEDAGOGICAL ISSUES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	20	3.2	3.4	3.4
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	517	83.1	87.5	90.9
	YES, I HAVE	54	8.7	9.1	100.0
	Total	591	95.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	29	4.7		
Total	Total	622	100.0		

INFOYOU/PRODEV/SUBJECT SPECIFIC TRAINING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	19	3.1	3.2	3.2
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	524	84.2	88.5	91.7
	YES, I HAVE	49	7.9	8.3	100.0
	Total	592	95.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	28	4.5		
Total	Total	622	100.0		

INFOYOU/PRODEV/MULTIMEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	28	4.5	4.7	4.7
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	513	82.5	86.7	91.4
	YES, I HAVE	51	8.2	8.6	100.0
	Total	592	95.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	28	4.5		
	Total	30	4.8		
Total		622	100.0		

INFOYOU/SCHVISION/DISCUSS WHAT WE WANT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	22	3.5	3.7	3.7
	A LITTLE	76	12.2	12.7	16.3
	SOMEWHAT	165	26.5	27.5	43.8
	A LOT	337	54.2	56.2	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.2		
	Total	22	3.5		
Total		622	100.0		

INFOYOU/SCHVISION/CONSTANTLY MOTIVATED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	26	4.2	4.3	4.3
	A LITTLE	78	12.5	13.0	17.3
	SOMEWHAT	167	26.8	27.8	45.2

	A LOT	329	52.9	54.8	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.2		
	Total	22	3.5		
Total		622	100.0		

INFOYOU/SCHVISION/TEACHERS THINK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	22	3.5	3.7	3.7
	A LITTLE	56	9.0	9.3	13.0
	SOMEWHAT	145	23.3	24.2	37.2
	A LOT	376	60.5	62.8	100.0
	Total	599	96.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.4		
	Total	23	3.7		
Total		622	100.0		

INFOYOU/TEACHPART/I CAN INFLUENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	54	8.7	9.0	9.0
	A LITTLE	121	19.5	20.1	29.1
	SOMEWHAT	211	33.9	35.1	64.2
	A LOT	215	34.6	35.8	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	3.1		
	Total	21	3.4		
Total		622	100.0		

INFOYOU/TEACHPART/CONSIDER TEACH OPP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	42	6.8	7.0	7.0
	A LITTLE	100	16.1	16.6	23.6
	SOMEWHAT	213	34.2	35.4	59.0
	A LOT	247	39.7	41.0	100.0
	Total	602	96.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	18	2.9		
	Total	20	3.2		
Total		622	100.0		

INFOYOU/TEACHPART/OWN JUDGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	19	3.1	3.2	3.2
	A LITTLE	63	10.1	10.5	13.6
	SOMEWHAT	194	31.2	32.3	45.9
	A LOT	325	52.3	54.1	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	3.1		
	Total	21	3.4		
Total		622	100.0		

INFOYOU/PROFCOLLAB/CO TEACH WITH COLL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	43	6.9	7.2	7.2
	A LITTLE	63	10.1	10.5	17.7
	SOMEWHAT	203	32.6	33.8	51.5
	A LOT	291	46.8	48.5	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	20	3.2	
	Total	22	3.5	
Total		622	100.0	

INFOYOU/PROFCOLLAB/DISCUSS PROBLEMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	8	1.3	1.3	1.3
	A LITTLE	37	5.9	6.2	7.5
	SOMEWHAT	146	23.5	24.3	31.8
	A LOT	409	65.8	68.2	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.2		
	Total	22	3.5		
Total		622	100.0		

INFOYOU/PROFCOLLAB/TEACH OTHER SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	51	8.2	8.5	8.5
	A LITTLE	107	17.2	17.8	26.3
	SOMEWHAT	207	33.3	34.4	60.7
	A LOT	236	37.9	39.3	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	3.1		
	Total	21	3.4		
Total		622	100.0		

INFOYOU/PROFCOLLAB/TEACH OTHER CNTRY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	440	70.7	73.2	73.2

	A LITTLE	53	8.5	8.8	82.0
	SOMEWHAT	38	6.1	6.3	88.4
	A LOT	70	11.3	11.6	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	3.1		
	Total	21	3.4		
Total		622	100.0		

INFOYOU/TEACHSUP/SUFFICIENT TECH SUPPORT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	290	46.6	48.4	48.4
	A LITTLE	121	19.5	20.2	68.6
	SOMEWHAT	122	19.6	20.4	89.0
	A LOT	66	10.6	11.0	100.0
	Total	599	96.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.4		
	Total	23	3.7		
Total		622	100.0		

INFOYOU/TEACHSUP/ACCESS COMPS EASILY OUT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	408	65.6	68.2	68.2
	A LITTLE	81	13.0	13.5	81.8
	SOMEWHAT	65	10.5	10.9	92.6
	A LOT	44	7.1	7.4	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	22	3.5		
	Total	24	3.9		
Total		622	100.0		

INFOYOU/TEACHSUP/ADMIN WORK EASY TO DO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	359	57.7	60.3	60.3
	A LITTLE	96	15.4	16.1	76.5
	SOMEWHAT	85	13.7	14.3	90.8
	A LOT	55	8.8	9.2	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	4.0		
	Total	27	4.3		
Total		622	100.0		

INFOYOU/ACCESS TO COMPUTER AT HOME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	207	33.3	39.4	39.4
	YES	319	51.3	60.6	100.0
	Total	526	84.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	94	15.1		
	Total	96	15.4		
Total		622	100.0		

INFOYOU/USECOMP/TEACHING REL ACTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	127	20.4	33.8	33.8
	YES	249	40.0	66.2	100.0
	Total	376	60.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	202	32.5		
	NOT REACHED	2	.3		

	OMITTED	39	6.3	
	System	3	.5	
	Total	246	39.5	
Total		622	100.0	

INFOYOU/USECOMP/CONNECTING TO WWW

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	245	39.4	65.9	65.9
	YES	127	20.4	34.1	100.0
	Total	372	59.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	202	32.5		
	NOT REACHED	2	.3		
	OMITTED	43	6.9		
	System	3	.5		
	Total	250	40.2		
Total		622	100.0		

INFOYOU/TO WHAT AGE GROUP DO YOU BELONG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BELOW 25	22	3.5	3.7	3.7
	25-29	69	11.1	11.5	15.1
	30-39	243	39.1	40.4	55.5
	40-49	201	32.3	33.4	88.9
	50-59	56	9.0	9.3	98.2
	60 OR ABOVE	11	1.8	1.8	100.0
	Total	602	96.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	18	2.9		
	Total	20	3.2		
Total		622	100.0		

INFOYOU/WHAT IS YOUR GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	266	42.8	44.1	44.1
	FEMALE	337	54.2	55.9	100.0
	Total	603	96.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	17	2.7		
	Total	19	3.1		
Total		622	100.0		

INFOYOU/HIGHEST LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SECONDARY OR HIGH SCHOOL	19	3.1	3.1	3.1
	POST-SECONDARY EDUCATION (E.G., T	315	50.6	51.9	55.0
	BACHELOR'S DEGREE	176	28.3	29.0	84.0
	MASTER'S DEGREE OR ABOVE	97	15.6	16.0	100.0
	Total	607	97.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	13	2.1		
	Total	15	2.4		
Total		622	100.0		

INFOYOU/BACHELORS DEGR IN SCIENCE MATHS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	459	73.8	75.2	75.2
	DEGREE IN MATHEMATICS ONLY	7	1.1	1.1	76.4
	DEGREE IN SCIENCE ONLY	96	15.4	15.7	92.1

	DEGREE IN BOTH MATHEMATICS AND SC	48	7.7	7.9	100.0
Missing	Total	610	98.1	100.0	
	NOT REACHED	2	.3		
	OMITTED	10	1.6		
Total	Total	12	1.9		
		622	100.0		

INFOYOU/TEACHING LICENSE OR CERTIFICATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	58	9.3	9.5	9.5
	YES	554	89.1	90.5	100.0
	Total	612	98.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	8	1.3		
Total	Total	10	1.6		
		622	100.0		

INFOYOU/YEARS OF EXPERIENCE TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 2 YEARS	66	10.6	10.7	10.7
	2-4 YEARS	116	18.6	18.7	29.4
	5- 9 YEARS	124	19.9	20.0	49.4
	10-19 YEARS	224	36.0	36.2	85.6
	20 YEARS OR MORE	89	14.3	14.4	100.0
	Total	619	99.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	1	.2		
Total	Total	3	.5		
		622	100.0		

PEDPRAC/WHICH DESCRIPTION IS APPLICABLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I USE ICT ONCE A WEEK OR MORE IN THE TARGET CLAS	33	5.3	12.6	12.6
	I USE ICT EXTENSIVELY IN THE TARGET CLAS	41	6.6	15.7	28.4
	NONE OF THE ABOVE	187	30.1	71.6	100.0
	Total	261	42.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	352	56.6		
	System Total	7	1.1		
Total		361	58.0		
Total		622	100.0		

PEDPRAC/STUDOUT/SUBJECT MATTER KNOW

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.4	8.8	8.8
	MADE NO DIFFERENCE	48	7.7	28.2	37.1
	INCREASED	107	17.2	62.9	100.0
	Total	170	27.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	21	3.4		
	OMITTED	237	38.1		
	System Total	7	1.1		
Total		452	72.7		
Total		622	100.0		

PEDPRAC/STUDOUT/ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	21	3.4	12.4	12.4
	MADE NO DIFFERENCE	51	8.2	30.0	42.4
	INCREASED	98	15.8	57.6	100.0

Missing	Total	170	27.3	100.0
	LOGICALLY NOT APPLICABLE	187	30.1	
	NOT REACHED	23	3.7	
	OMITTED	235	37.8	
	System	7	1.1	
Total	452	72.7		
Total	622	100.0		

PEDPRAC/STUDOUT/LEARNING MOTIVATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.4	8.9	8.9
	MADE NO DIFFERENCE	46	7.4	27.4	36.3
	INCREASED	107	17.2	63.7	100.0
	Total	168	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	23	3.7		
	OMITTED	237	38.1		
	System	7	1.1		
	Total	454	73.0		
Total	622	100.0			

PEDPRAC/STUDOUT/LEARN AT OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	17	2.7	10.1	10.1
	MADE NO DIFFERENCE	57	9.2	33.9	44.0
	INCREASED	94	15.1	56.0	100.0
	Total	168	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	235	37.8		

	System	7	1.1	
	Total	454	73.0	
Total		622	100.0	

PEDPRAC/STUDOUT/COMMUNICATION SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.3	8.3	8.3
	MADE NO DIFFERENCE	53	8.5	31.5	39.9
	INCREASED	101	16.2	60.1	100.0
	Total	168	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	235	37.8		
	System	7	1.1		
Total	454	73.0			
Total		622	100.0		

PEDPRAC/STUDOUT/INFO HANDLING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.4	9.0	9.0
	MADE NO DIFFERENCE	53	8.5	31.7	40.7
	INCREASED	99	15.9	59.3	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	236	37.9		
	System	7	1.1		
Total	455	73.2			
Total		622	100.0		

PEDPRAC/STUDOUT/COLLAB SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.4	8.9	8.9
	MADE NO DIFFERENCE	60	9.6	35.7	44.6
	INCREASED	93	15.0	55.4	100.0
	Total	168	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	235	37.8		
	System	7	1.1		
	Total	454	73.0		
Total		622	100.0		

PEDPRAC/STUDOUT/SELF DIR LEARN SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	13	2.1	7.7	7.7
	MADE NO DIFFERENCE	59	9.5	34.9	42.6
	INCREASED	97	15.6	57.4	100.0
	Total	169	27.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	234	37.6		
	System	7	1.1		
	Total	453	72.8		
Total		622	100.0		

PEDPRAC/STUDOUT/PROBLEM SOLVING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.3	8.3	8.3

	MADE NO DIFFERENCE	59	9.5	34.9	43.2
	INCREASED	96	15.4	56.8	100.0
	Total	169	27.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	234	37.6		
	System	7	1.1		
	Total	453	72.8		
Total		622	100.0		

PEDPRAC/STUDOUT/ACHIEVEMENT GAP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.1	7.1
	MADE NO DIFFERENCE	68	10.9	40.5	47.6
	INCREASED	88	14.1	52.4	100.0
	Total	168	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	235	37.8		
	System	7	1.1		
	Total	454	73.0		
Total		622	100.0		

PEDPRAC/STUDOUT/SELF ESTEEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	17	2.7	10.1	10.1
	MADE NO DIFFERENCE	54	8.7	32.0	42.0
	INCREASED	98	15.8	58.0	100.0
	Total	169	27.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		

	NOT REACHED	25	4.0	
	OMITTED	234	37.6	
	System	7	1.1	
	Total	453	72.8	
Total		622	100.0	

PEDPRAC/YOURTEACH/QUALITY OF COACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	11	1.8	6.6	6.6
	MADE NO DIFFERENCE	45	7.2	27.1	33.7
	INCREASED	110	17.7	66.3	100.0
	Total	166	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	237	38.1		
	System	7	1.1		
	Total	456	73.3		
Total		622	100.0		

PEDPRAC/YOURTEACH/HELP INDIV STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	17	2.7	10.2	10.2
	MADE NO DIFFERENCE	64	10.3	38.6	48.8
	INCREASED	85	13.7	51.2	100.0
	Total	166	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	233	37.5		
	System	7	1.1		
	Total	456	73.3		

Total	622	100.0
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PEDPRAC/YOURTEACH/SOLVE TECH PROBLEMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	21	3.4	12.6	12.6
	MADE NO DIFFERENCE	65	10.5	38.9	51.5
	INCREASED	81	13.0	48.5	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total		622	100.0		

PEDPRAC/YOURTEACH/TIME NEEDED FOR PREP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	28	4.5	17.0	17.0
	MADE NO DIFFERENCE	51	8.2	30.9	47.9
	INCREASED	86	13.8	52.1	100.0
	Total	165	26.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	234	37.6		
	System	7	1.1		
	Total	457	73.5		
Total		622	100.0		

PEDPRAC/YOURTEACH/QUAL OF INSTRUCTIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.3	8.5	8.5
	MADE NO DIFFERENCE	46	7.4	27.9	36.4
	INCREASED	105	16.9	63.6	100.0
	Total	165	26.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	234	37.6		
	System	7	1.1		
	Total	457	73.5		
Total		622	100.0		

PEDPRAC/YOURTEACH/CLASSROOM MANAGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	24	3.9	14.5	14.5
	MADE NO DIFFERENCE	60	9.6	36.1	50.6
	INCREASED	82	13.2	49.4	100.0
	Total	166	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	233	37.5		
	System	7	1.1		
	Total	456	73.3		
Total		622	100.0		

PEDPRAC/YOURTEACH/CLASSROOM DISCUSSION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	54	8.7	32.3	39.5
	INCREASED	101	16.2	60.5	100.0

Missing	Total	167	26.8	100.0
	LOGICALLY NOT APPLICABLE	187	30.1	
	NOT REACHED	29	4.7	
	OMITTED	232	37.3	
	System	7	1.1	
Total	455	73.2		
Total	622	100.0		

PEDPRAC/YOURTEACH/COLLAB BETW STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.3	8.4	8.4
	MADE NO DIFFERENCE	55	8.8	32.9	41.3
	INCREASED	98	15.8	58.7	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total	622	100.0			

PEDPRAC/YOURTEACH/COMM WITH OUTSIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.4	9.0	9.0
	MADE NO DIFFERENCE	63	10.1	38.0	47.0
	INCREASED	88	14.1	53.0	100.0
	Total	166	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	233	37.5		

	System	7	1.1	
	Total	456	73.3	
Total		622	100.0	

PEDPRAC/YOURTEACH/NEW LEARNING CONTENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	51	8.2	30.7	38.0
	INCREASED	103	16.6	62.0	100.0
	Total	166	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	233	37.5		
	System	7	1.1		
Total	456	73.3			
Total		622	100.0		

PEDPRAC/YOURTEACH/LEARNING RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	13	2.1	7.8	7.8
	MADE NO DIFFERENCE	51	8.2	30.5	38.3
	INCREASED	103	16.6	61.7	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
Total	455	73.2			
Total		622	100.0		

PEDPRAC/YOURTEACH/LEARNING ACTIVITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	50	8.0	29.9	37.1
	INCREASED	105	16.9	62.9	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total		622	100.0		

PEDPRAC/YOURTEACH/INDIV NEEDS OF STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	59	9.5	35.3	42.5
	INCREASED	96	15.4	57.5	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total		622	100.0		

PEDPRAC/YOURTEACH/EFFORT TO MOT STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	16	2.6	9.6	9.6

	MADE NO DIFFERENCE	58	9.3	34.7	44.3
	INCREASED	93	15.0	55.7	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total		622	100.0		

PEDPRAC/YOURTEACH/PROG OF PERFORMANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	57	9.2	34.1	41.3
	INCREASED	98	15.8	58.7	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total		622	100.0		

PEDPRAC/YOURTEACH/SELF CONFIDENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	49	7.9	29.3	36.5
	INCREASED	106	17.0	63.5	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		

	NOT REACHED	29	4.7	
	OMITTED	232	37.3	
	System	7	1.1	
	Total	455	73.2	
Total		622	100.0	

PEDPRAC/ACTOR/DETERMINING CONTENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	334	53.7	84.6	84.6
	STUDENTS	9	1.4	2.3	86.8
	NA	52	8.4	13.2	100.0
	Total	395	63.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	4	.6		
	System	7	1.1		
	Total	227	36.5		
Total		622	100.0		

PEDPRAC/ACTOR/DETERMINING LEARN GOALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	331	53.2	84.2	84.2
	STUDENTS	19	3.1	4.8	89.1
	NA	43	6.9	10.9	100.0
	Total	393	63.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	32	5.1		
	OMITTED	3	.5		
	System	7	1.1		
	Total	229	36.8		

Total	622	100.0
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PEDPRAC/ACTOR/GETTING STARTED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	311	50.0	79.5	79.5
	STUDENTS	39	6.3	10.0	89.5
	NA	41	6.6	10.5	100.0
	Total	391	62.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	33	5.3		
	OMITTED	4	.6		
	System	7	1.1		
	Total	231	37.1		
Total		622	100.0		

PEDPRAC/ACTOR/ORGANIZING GROUPING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	292	46.9	74.9	74.9
	STUDENTS	60	9.6	15.4	90.3
	NA	38	6.1	9.7	100.0
	Total	390	62.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	4	.6		
	System	7	1.1		
	Total	232	37.3		
Total		622	100.0		

PEDPRAC/ACTOR/CHOOSING LEARN RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	322	51.8	82.4	82.4
	STUDENTS	29	4.7	7.4	89.8
	NA	40	6.4	10.2	100.0
	Total	391	62.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	3	.5		
	System	7	1.1		
Total	231	37.1			
Total		622	100.0		

PEDPRAC/ACTOR/DECIDING LOCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	324	52.1	83.7	83.7
	STUDENTS	15	2.4	3.9	87.6
	NA	48	7.7	12.4	100.0
	Total	387	62.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	7	1.1		
	System	7	1.1		
Total	235	37.8			
Total		622	100.0		

PEDPRAC/ACTOR/PLANNING OF TIME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	341	54.8	86.5	86.5
	STUDENTS	9	1.4	2.3	88.8
	NA	44	7.1	11.2	100.0

	Total	394	63.3	100.0
Missing	LOGICALLY NOT APPLICABLE	187	30.1	
	NOT REACHED	34	5.5	
	System	7	1.1	
	Total	228	36.7	
Total		622	100.0	

PEDPRAC/ACTOR/DECIDING ON TIME NEEDED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	313	50.3	79.6	79.6
	STUDENTS	28	4.5	7.1	86.8
	NA	52	8.4	13.2	100.0
	Total	393	63.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	1	.2		
	System	7	1.1		
	Total	229	36.8		
Total		622	100.0		

PEDPRAC/ACTOR/DECIDING WHEN TO TAKE TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	318	51.1	81.1	81.1
	STUDENTS	35	5.6	8.9	90.1
	NA	39	6.3	9.9	100.0
	Total	392	63.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	2	.3		
	System	7	1.1		

Total	Total	230	37.0	
Total		622	100.0	

PEDPRAC/ACTOR/DEMONSTRATING ACHIEVEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	264	42.4	68.4	68.4
	STUDENTS	79	12.7	20.5	88.9
	NA	43	6.9	11.1	100.0
	Total	386	62.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	8	1.3		
	System	7	1.1		
	Total	236	37.9		
Total		622	100.0		

PEDPRAC/ACTOR/MONITORING PROGRESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	346	55.6	88.3	88.3
	STUDENTS	8	1.3	2.0	90.3
	NA	38	6.1	9.7	100.0
	Total	392	63.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	2	.3		
	System	7	1.1		
	Total	230	37.0		
Total		622	100.0		

PEDPRAC/ACTOR/PROVIDING FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	293	47.1	75.9	75.9
	STUDENTS	55	8.8	14.2	90.2
	NA	38	6.1	9.8	100.0
	Total	386	62.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	8	1.3		
	System	7	1.1		
	Total	236	37.9		
Total		622	100.0		

PEDPRAC/ACTOR/CHOOSING LEARN STRATEGIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	337	54.2	86.0	86.0
	STUDENTS	16	2.6	4.1	90.1
	NA	39	6.3	9.9	100.0
	Total	392	63.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	35	5.6		
	OMITTED	1	.2		
	System	7	1.1		
	Total	230	37.0		
Total		622	100.0		

```

IF (BCT02C1<=2) Q2c=1.
EXECUTE.
IF (BCT02C1>2) Q2c=2.
EXECUTE.
IF (BCT02C1>2) Q2c=2.
EXECUTE.
IF (BCT02C1<=2) Q2c=1.
EXECUTE.
SAVE OUTFILE='Q:\V\James\Technical.sav' /COMPRESSED.
CROSSTABS
  /TABLES=Q2c BY BCT04A1 BCT04K1 BCT07A1 BCT07B1 BCT07C1 BCT07D1 BCT10A1 BCT10B1 BCT10C1 BCT10D1 BCT11A1 BCT11B1 BCT11C1
  11E1 BCT11F1 BCT11G1 BCT11H1 BCT11I1 BCT11J1 BCT16A1 BCT16B1 BCT16C1 BCT16D1 BCT16E1 BCT16F1 BCT16G1 BCT16H1 BCT16I1
  BCT16J1 BCT16K1 BCT17A1 BCT17B1 BCT17C1 BCT17D1 BCT17E1 BCT17F1 BCT17G1 BCT17H1 BCT17I1 BCT17J1 BCT17K1 BCT17L1 BCT1
  BCT17O1
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ PHI
  /CELLS=COUNT ROW
  /COUNT ROUND CELL.

```

Crosstabs

Notes

Output Created		2008-10-08T16:13:29.546
Comments		
Input	Data	Q:\V\James\Technical.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	451
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

Syntax	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table. CROSSTABS /TABLES=Q2c BY BCT04A1 BCT04K1 BCT07A1 BCT07B1 BCT07C1 BCT07D1 BCT10A1 BCT10B1 BCT10C1 BCT10D1 BCT11A1 BCT11B1 BCT11C1 BCT11D1 BCT11E1 BCT11F1 BCT11G1 BCT11H1 BCT11I1 BCT11J1 BCT16A1 BCT16B1 BCT16C1 BCT16D1 BCT16E1 BCT16F1 BCT16G1 BCT16H1 BCT16I1 BCT16J1 BCT16K1 BCT17A1 BCT17B1 BCT17C1 BCT17D1 BCT17E1 BCT17F1 BCT17G1 BCT17H1 BCT17I1 BCT17J1 BCT17K1 BCT17L1 BCT17M1 BCT17N1 BCT17O1 /FORMAT=AVALUE TABLES /STATISTICS=CHISQ PHI /CELLS=COUNT ROW /COUNT ROUND CELL.
	Resources	Processor Time 0:00:00.110 Elapsed Time 0:00:00.172 Dimensions Requested 2 Cells Available 174762

[DataSet1] Q:\V\James\Technical.sav

Case Processing Summary

	Cases		
	Valid		Missing
	N	Percent	N
Q2c * RESMAT/TECHAPP/HANDS ON MATERIAL	366	81.2%	85

Q2c * RESMAT/TECHAPP/LEARNING MANAGEM	364	80.7%	87
Q2c * HW/HOW MANY TECH/PDA	360	79.8%	91
Q2c * HW/HOW MANY TECH/GRAPHICAL CALCULATORS	357	79.2%	94
Q2c * HW/HOW MANY TECH/SMARTBOARDS	359	79.6%	92
Q2c * HW/HOW MANY TECH/PROJECTORS FOR DIG MAT	359	79.6%	92
Q2c * HW/INVOLVED/SCHOOLS OWN STAFF	356	78.9%	95
Q2c * HW/INVOLVED/STAFF FROM OTHER SCHOOL	357	79.2%	94
Q2c * HW/INVOLVED/EXTERNAL COMPANY HIRED	359	79.6%	92
Q2c * HW/INVOLVED/EXT UNIT ARR BY MINISTRY	356	78.9%	95
Q2c * STAFFDEV/ACQKNOWL/VIA INFORMAL CONTACTS	366	81.2%	85
Q2c * STAFFDEV/ACQKNOWL/VIA ICT COORDINATOR	367	81.4%	84
Q2c * STAFFDEV/ACQKNOWL/VIA IN SCHOOL COURSES	367	81.4%	84
Q2c * STAFFDEV/ACQKNOWL/TRAINING FROM TEACHERS	366	81.2%	85
Q2c * STAFFDEV/ACQKNOWL/SCHOOL'S WORKING GROUP	364	80.7%	87
Q2c * STAFFDEV/ACQKNOWL/MEETINGS OF STAFF	367	81.4%	84

Q2c * STAFFDEV/ACQKNOWL/REGULAR NEWSLETTER	365	80.9%	86
Q2c * STAFFDEV/ACQKNOWL/COURSES BY EXTERNAL AG	365	80.9%	86
Q2c * STAFFDEV/ACQKNOWL/DISC WITH COLLEAGUES	366	81.2%	85
Q2c * STAFFDEV/ACQKNOWL/READING PROF JOURNALS	366	81.2%	85
Q2c * SUPFACILITIES/AVAIL/EXTENDED RESEARCH	363	80.5%	88
Q2c * SUPFACILITIES/AVAIL/SHORT TASK PROJECTS	364	80.7%	87
Q2c * SUPFACILITIES/AVAIL/PRODUCTION PROJECTS	362	80.3%	89
Q2c * SUPFACILITIES/AVAIL/SELF ACCESSED COURSE	364	80.7%	87
Q2c * SUPFACILITIES/AVAIL/SCIENTIFIC INVEST	360	79.8%	91
Q2c * SUPFACILITIES/AVAIL/FIELD STUDY ACTIV	362	80.3%	89
Q2c * SUPFACILITIES/AVAIL/VIRTUAL LABORATORY	360	79.8%	91
Q2c * SUPFACILITIES/AVAIL/PRACTICE SKILLS	358	79.4%	93
Q2c * SUPFACILITIES/AVAIL/LABORATORY EXP	362	80.3%	89
Q2c * SUPFACILITIES/AVAIL/NATURAL PHENOMENA	363	80.5%	88

Q2c * SUPFACILITIES/AVAIL/ANALYZING DATA	364	80.7%	87
Q2c * OBST/INSUFFICIENT TECHNICAL PERSONNEL	361	80.0%	90
Q2c * OBST/INSUFFICIENT COMP CONNECTED TO WWW	363	80.5%	88
Q2c * OBST/INSUFFICIENT INTERNET BANDWIDTH	364	80.7%	87
Q2c * OBST/LACK OF SPECIAL ICT EQUIPMENT	364	80.7%	87
Q2c * OBST/INSUFFICIENT ICT FOR INSTRUCTIONS	363	80.5%	88
Q2c * OBST/COMPUTERS ARE OUT OF DATE	358	79.4%	93
Q2c * OBST/NOT ENOUGH DIGITAL EDU RESOURCES	362	80.3%	89
Q2c * OBST/LACK OF ICT TOOLS FOR LAB WORK	362	80.3%	89
Q2c * OBST/TEACHER'S LACK OF ICT SKILLS	365	80.9%	86
Q2c * OBST/INSUFFICIENT TIME TO USE ICT	364	80.7%	87
Q2c * OBST/PRESSURE TO SCORE HIGHLY	359	79.6%	92
Q2c * OBST/PREScribed CURRICULA TOO STRICT	361	80.0%	90
Q2c * OBST/INSUFFICIENT SPACE FOR PED APPROACH	360	79.8%	91
Q2c * OBST/INSUFF BUDGET FOR NON ICT SUPPL	359	79.6%	92

Q2c * OBST/USING ICT IS NOT A GOAL	357	79.2%	94
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Q2c * RESMAT/TECHAPP/HANDS ON MATERIAL

Crosstab

			RESMAT
			AVAILABLE
Q2c	Disagree	Count	25
		% within Q2c	12.7%
	Agree	Count	63
		% within Q2c	37.3%
	Total	Count	88
		% within Q2c	24.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.699 ^a	2	.000
Likelihood Ratio	31.599	2	.000
Linear-by-Linear Association	30.606	1	.000
N of Valid Cases	366		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .46.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.290	.000
	Cramer's V	.290	.000
	N of Valid Cases	366	

Q2c * RESMAT/TECHAPP/LEARNING MANAGEM

Crosstab

			RESMAT
			AVAILABLE
Q2c	Disagree	Count	9
		% within Q2c	4.6%
	Agree	Count	28
		% within Q2c	16.7%
	Total	Count	37
		% within Q2c	10.2%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.010 ^a	2	.000
Likelihood Ratio	17.435	2	.000
Linear-by-Linear Association	5.033	1	.025
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.31.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.216	.000
	Cramer's V	.216	.000
	N of Valid Cases	364	

Q2c * HW/INVOLVED/SCHOOLS OWN STAFF

Crosstab

			HW/INVOLVED/STAFF FROM OTHER SCHOOL
			NO
Q2c	Disagree	Count	123
		% within Q2c	64.4%
	Agree	Count	63
		% within Q2c	38.2%
	Total	Count	186
		% within Q2c	52.2%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.386 ^a	1	.000
Continuity Correction ^b	23.347	1	.000
Likelihood Ratio	24.651	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	24.318	1	.000
N of Valid Cases	356		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 78.79.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.262	.000
	Cramer's V	.262	.000
	N of Valid Cases	356	

Q2c * HW/INVOLVED/STAFF FROM OTHER SCHOOL

Crosstab

			HW/INVOLVED/STA
			NO
Q2c	Disagree	Count	186
		% within Q2c	97.4%
	Agree	Count	165
		% within Q2c	99.4%
	Total	Count	351
		% within Q2c	98.3%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.183 ^a	1	.140
Continuity Correction ^b	1.134	1	.287
Likelihood Ratio	2.416	1	.120
Fisher's Exact Test			
Linear-by-Linear Association	2.177	1	.140
N of Valid Cases	357		

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.79.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	-.078	.140
	Cramer's V	.078	.140
	N of Valid Cases	357	

Q2c * HW/INVOLVED/EXTERNAL COMPANY HIRED

Crosstab

		HW/INVOLVED/EX
		NO

Q2c	Disagree	Count	120
		% within Q2c	62.2%
	Agree	Count	90
		% within Q2c	54.2%
	Total	Count	210
		% within Q2c	58.5%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.329 ^a	1	.127
Continuity Correction ^b	2.012	1	.156
Likelihood Ratio	2.328	1	.127
Fisher's Exact Test			
Linear-by-Linear Association	2.322	1	.128
N of Valid Cases	359		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 68.90.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.081	.127
	Cramer's V	.081	.127
	N of Valid Cases	359	

Q2c * HW/INVOLVED/EXT UNIT ARR BY MINISTRY

Crosstab

			HW/INVOLVED/EX
			NO
Q2c	Disagree	Count	176
		% within Q2c	92.1%

Agree	Count	132
	% within Q2c	80.0%
Total	Count	308
	% within Q2c	86.5%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.197 ^a	1	.001
Continuity Correction ^b	10.180	1	.001
Likelihood Ratio	11.325	1	.001
Fisher's Exact Test			
Linear-by-Linear Association	11.165	1	.001
N of Valid Cases	356		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.25.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.177	.001
Cramer's V	.177	.001
N of Valid Cases	356	

Q2c * STAFFDEV/ACQKNOWL/VIA INFORMAL CONTACTS

Crosstab

			STAFFDEV/ACQKNOW
			NO
Q2c	Disagree	Count	118
		% within Q2c	59.9%
	Agree	Count	61

	% within Q2c	36.1%
Total	Count	179
	% within Q2c	48.9%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.627 ^a	1	.000
Continuity Correction ^b	19.685	1	.000
Likelihood Ratio	20.842	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	20.570	1	.000
N of Valid Cases	366		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 82.65.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.237	.000
Cramer's V	.237	.000
N of Valid Cases	366	

Q2c * STAFFDEV/ACQKNOWL/VIA ICT COORDINATOR

Crosstab

			STAFFDEV/ACQKNO
			NO
Q2c	Disagree	Count	162
		% within Q2c	82.2%
	Agree	Count	85
		% within Q2c	50.0%
	Total	Count	247

% within Q2c

67.3%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.084 ^a	1	.000
Continuity Correction ^b	41.632	1	.000
Likelihood Ratio	43.903	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	42.967	1	.000
N of Valid Cases	367		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 55.59.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.343	.000
Cramer's V	.343	.000
N of Valid Cases	367	

Q2c * STAFFDEV/ACQKNOWL/VIA IN SCHOOL COURSES

Crosstab

			STAFFDEV/ACQKNOWL
			NO
Q2c	Disagree	Count	159
		% within Q2c	80.3%
	Agree	Count	75
		% within Q2c	44.4%
	Total	Count	234
		% within Q2c	63.8%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.925 ^a	1	.000
Continuity Correction ^b	49.382	1	.000
Likelihood Ratio	51.985	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	50.786	1	.000
N of Valid Cases	367		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 61.25.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.373	.000
Cramer's V	.373	.000
N of Valid Cases	367	

Q2c * STAFFDEV/ACQKNOWL/TRAINING FROM TEACHERS

Crosstab

			STAFFDEV/ACQKNOW
			NO
Q2c	Disagree	Count	141
		% within Q2c	71.9%
	Agree	Count	56
		% within Q2c	32.9%
	Total	Count	197
		% within Q2c	53.8%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.707 ^a	1	.000
Continuity Correction ^b	54.149	1	.000
Likelihood Ratio	57.097	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	55.555	1	.000
N of Valid Cases	366		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 78.50.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.390	.000
Cramer's V	.390	.000
N of Valid Cases	366	

Q2c * STAFFDEV/ACQKNOWL/SCHOOL'S WORKING GROUP

Crosstab

			STAFFDEV/ACQKNOWL
			NO
Q2c	Disagree	Count	174
		% within Q2c	88.8%
	Agree	Count	123
		% within Q2c	73.2%
	Total	Count	297
		% within Q2c	81.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.586 ^a	1	.000
Continuity Correction ^b	13.568	1	.000
Likelihood Ratio	14.704	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	14.545	1	.000
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.92.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.200	.000
Cramer's V	.200	.000
N of Valid Cases	364	

Q2c * STAFFDEV/ACQKNOWL/MEETINGS OF STAFF

Crosstab

			STAFFDEV/ACQKN
			NO
Q2c	Disagree	Count	183
		% within Q2c	92.9%
	Agree	Count	124
		% within Q2c	72.9%
Total		Count	307
		% within Q2c	83.7%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)

Pearson Chi-Square	26.563 ^a	1	.000
Continuity Correction ^b	25.124	1	.000
Likelihood Ratio	27.406	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	26.490	1	.000
N of Valid Cases	367		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 27.79.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.269	.000
	Cramer's V	.269	.000
	N of Valid Cases	367	

Q2c * STAFFDEV/ACQKNOWL/REGULAR NEWSLETTER

Crosstab

			STAFFDEV/ACQKNOWL
			NO
Q2c	Disagree	Count	180
		% within Q2c	91.4%
	Agree	Count	143
		% within Q2c	85.1%
	Total	Count	323
		% within Q2c	88.5%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.480 ^a	1	.062

Continuity Correction ^b	2.893	1	.089
Likelihood Ratio	3.474	1	.062
Fisher's Exact Test			
Linear-by-Linear Association	3.471	1	.062
N of Valid Cases	365		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.33.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.098	.062
	Cramer's V	.098	.062
	N of Valid Cases	365	

Q2c * STAFFDEV/ACQKNOWL/COURSES BY EXTERNAL AG

Crosstab

			STAFFDEV/ACQKNOWL
			NO
Q2c	Disagree	Count	145
		% within Q2c	74.4%
	Agree	Count	93
		% within Q2c	54.7%
	Total	Count	238
		% within Q2c	65.2%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.462 ^a	1	.000
Continuity Correction ^b	14.608	1	.000

Likelihood Ratio	15.524	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	15.419	1	.000
N of Valid Cases	365		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 59.15.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.206	.000
	Cramer's V	.206	.000
	N of Valid Cases	365	

Q2c * STAFFDEV/ACQKNOWL/DISC WITH COLLEAGUES

Crosstab

			STAFFDEV/ACQKNOWL
			NO
Q2c	Disagree	Count	120
		% within Q2c	61.2%
	Agree	Count	56
		% within Q2c	32.9%
	Total	Count	176
		% within Q2c	48.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.173 ^a	1	.000
Continuity Correction ^b	28.051	1	.000
Likelihood Ratio	29.618	1	.000

Fisher's Exact Test			
Linear-by-Linear Association	29.093	1	.000
N of Valid Cases	366		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 81.75.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.282	.000
	Cramer's V	.282	.000
	N of Valid Cases	366	

Q2c * STAFFDEV/ACQKNOWL/READING PROF JOURNALS

Crosstab

			STAFFDEV/ACQKNOW
			NO
Q2c	Disagree	Count	159
		% within Q2c	80.7%
	Agree	Count	111
		% within Q2c	65.7%
	Total	Count	270
		% within Q2c	73.8%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.620 ^a	1	.001
Continuity Correction ^b	9.858	1	.002
Likelihood Ratio	10.632	1	.001
Fisher's Exact Test			

Linear-by-Linear Association	10.591	1	.001
N of Valid Cases	366		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 44.33.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.170	.001
	Cramer's V	.170	.001
	N of Valid Cases	366	

Q2c * SUPFACILITIES/AVAIL/EXTENDED RESEARCH

Crosstab

			SL
			NO SUPPORT
Q2c	Disagree	Count	103
		% within Q2c	53.1%
	Agree	Count	45
		% within Q2c	26.6%
Total		Count	148
		% within Q2c	40.8%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	66.077 ^a	3	.000
Likelihood Ratio	68.273	3	.000
Linear-by-Linear Association	.130	1	.719
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.23.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.427	.000
	Cramer's V	.427	.000
	N of Valid Cases	363	

Q2c * SUPFACILITIES/AVAIL/SHORT TASK PROJECTS

Crosstab

			SU
			NO SUPPORT
Q2c	Disagree	Count	98
		% within Q2c	50.0%
	Agree	Count	39
		% within Q2c	23.2%
Total		Count	137
		% within Q2c	37.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	66.023 ^a	3	.000
Likelihood Ratio	68.480	3	.000
Linear-by-Linear Association	.237	1	.626
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.46.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.426	.000

Cramer's V	.426	.000
N of Valid Cases	364	

Q2c * SUPFACILITIES/AVAIL/PRODUCTION PROJECTS

Crosstab

			SU
			NO SUPPORT
Q2c	Disagree	Count	100
		% within Q2c	51.5%
	Agree	Count	48
		% within Q2c	28.6%
	Total	Count	148
		% within Q2c	40.9%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.949 ^a	3	.000
Likelihood Ratio	48.060	3	.000
Linear-by-Linear Association	1.376	1	.241
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.67.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.360	.000
	Cramer's V	.360	.000
	N of Valid Cases	362	

Q2c * SUPFACILITIES/AVAIL/SELF ACCESSED COURSE

Crosstab

			SUP
			NO SUPPORT
Q2c	Disagree	Count	102
		% within Q2c	52.3%
	Agree	Count	44
		% within Q2c	26.0%
	Total	Count	146
		% within Q2c	40.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	61.422 ^a	3	.000
Likelihood Ratio	63.267	3	.000
Linear-by-Linear Association	1.078	1	.299
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.14.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.411	.000
	Cramer's V	.411	.000
	N of Valid Cases	364	

Q2c * SUPFACILITIES/AVAIL/SCIENTIFIC INVEST

Crosstab

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			NO SUPPORT
Q2c	Disagree	Count	106
		% within Q2c	54.9%
	Agree	Count	45
		% within Q2c	26.9%
	Total	Count	151
		% within Q2c	41.9%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	58.205 ^a	3	.000
Likelihood Ratio	59.737	3	.000
Linear-by-Linear Association	1.290	1	.256
N of Valid Cases	360		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.56.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.402	.000
	Cramer's V	.402	.000
	N of Valid Cases	360	

Q2c * SUPFACILITIES/AVAIL/FIELD STUDY ACTIV

Crosstab

			NO SUPPORT
Q2c	Disagree	Count	102
		% within Q2c	52.8%

Agree	Count	58
	% within Q2c	34.3%
Total	Count	160
	% within Q2c	44.2%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.690 ^a	3	.000
Likelihood Ratio	32.173	3	.000
Linear-by-Linear Association	.032	1	.857
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.41.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.296	.000
Cramer's V	.296	.000
N of Valid Cases	362	

Q2c * SUPFACILITIES/AVAIL/VIRTUAL LABORATORY

Crosstab

			SU
			NO SUPPORT
Q2c	Disagree	Count	114
		% within Q2c	59.1%
	Agree	Count	72
		% within Q2c	43.1%
	Total	Count	186
		% within Q2c	51.7%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.139 ^a	3	.000
Likelihood Ratio	31.840	3	.000
Linear-by-Linear Association	.003	1	.954
N of Valid Cases	360		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.21.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.294	.000
	Cramer's V	.294	.000
	N of Valid Cases	360	

Q2c * SUPFACILITIES/AVAIL/PRACTICE SKILLS

Crosstab

			NO SUPPORT
Q2c	Disagree	Count	96
		% within Q2c	50.3%
	Agree	Count	38
		% within Q2c	22.8%
	Total	Count	134
		% within Q2c	37.4%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
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Pearson Chi-Square	58.671 ^a	3	.000
Likelihood Ratio	60.272	3	.000
Linear-by-Linear Association	1.278	1	.258
N of Valid Cases	358		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.99.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.405	.000
	Cramer's V	.405	.000
	N of Valid Cases	358	

Q2c * SUPFACILITIES/AVAIL/LABORATORY EXP

Crosstab

			NO SUPPORT
Q2c	Disagree	Count	103
		% within Q2c	52.8%
	Agree	Count	53
		% within Q2c	31.7%
	Total	Count	156
		% within Q2c	43.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.915 ^a	3	.000
Likelihood Ratio	42.733	3	.000
Linear-by-Linear Association	1.125	1	.289
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 26.30.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.340	.000
	Cramer's V	.340	.000
	N of Valid Cases	362	

Q2c * SUPFACILITIES/AVAIL/NATURAL PHENOMENA

Crosstab

			NO SUPPORT
Q2c	Disagree	Count	109
		% within Q2c	55.9%
	Agree	Count	62
		% within Q2c	36.9%
	Total	Count	171
		% within Q2c	47.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.523 ^a	3	.000
Likelihood Ratio	34.019	3	.000
Linear-by-Linear Association	.096	1	.756
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.35.

Symmetric Measures

	Value	Approx. Sig.

Nominal by Nominal	Phi	.304	.000
	Cramer's V	.304	.000
	N of Valid Cases	363	

Q2c * SUPFACILITIES/AVAIL/ANALYZING DATA

			Crosstab
			NO SUPPORT
Q2c	Disagree	Count	99
		% within Q2c	50.8%
	Agree	Count	45
		% within Q2c	26.6%
	Total	Count	144
		% within Q2c	39.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.690 ^a	3	.000
Likelihood Ratio	46.618	3	.000
Linear-by-Linear Association	1.937	1	.164
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.68.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.354	.000
	Cramer's V	.354	.000
	N of Valid Cases	364	

Q2c * OBST/INSUFFICIENT TECHNICAL PERSONNEL

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	28
		% within Q2c	14.4%
	Agree	Count	16
		% within Q2c	9.6%
	Total	Count	44
		% within Q2c	12.2%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.507 ^a	4	.006
Likelihood Ratio	14.915	4	.005
Linear-by-Linear Association	.660	1	.417
N of Valid Cases	361		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.65.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.200	.006
	Cramer's V	.200	.006
	N of Valid Cases	361	

Q2c * OBST/INSUFFICIENT COMP CONNECTED TO WWW

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	33
		% within Q2c	17.0%
	Agree	Count	32
		% within Q2c	18.9%
	Total	Count	65
		% within Q2c	17.9%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.055 ^a	4	.000
Likelihood Ratio	42.179	4	.000
Linear-by-Linear Association	8.656	1	.003
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.31.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.328	.000
	Cramer's V	.328	.000
	N of Valid Cases	363	

Q2c * OBST/INSUFFICIENT INTERNET BANDWIDTH

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	36

	% within Q2c	18.4%
Agree	Count	37
	% within Q2c	22.0%
Total	Count	73
	% within Q2c	20.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.926 ^a	4	.000
Likelihood Ratio	30.807	4	.000
Linear-by-Linear Association	12.426	1	.000
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.46.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.287	.000
Cramer's V	.287	.000
N of Valid Cases	364	

Q2c * OBST/LACK OF SPECIAL ICT EQUIPMENT

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	46
		% within Q2c	23.6%
	Agree	Count	45
		% within Q2c	26.6%
	Total	Count	91

% within Q2c

25.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.587 ^a	4	.006
Likelihood Ratio	15.433	4	.004
Linear-by-Linear Association	.817	1	.366
N of Valid Cases	364		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 4.18.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.200	.006
Cramer's V	.200	.006
N of Valid Cases	364	

Q2c * OBST/INSUFFICIENT ICT FOR INSTRUCTIONS

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	36
		% within Q2c	18.4%
	Agree	Count	28
		% within Q2c	16.8%
	Total	Count	64
		% within Q2c	17.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.742 ^a	4	.000
Likelihood Ratio	30.037	4	.000
Linear-by-Linear Association	3.343	1	.068
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.80.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.281	.000
Cramer's V	.281	.000
N of Valid Cases	363	

Q2c * OBST/COMPUTERS ARE OUT OF DATE

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	44
		% within Q2c	22.9%
	Agree	Count	46
		% within Q2c	27.7%
	Total	Count	90
		% within Q2c	25.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.926 ^a	4	.008
Likelihood Ratio	14.254	4	.007

Linear-by-Linear Association	9.266	1	.002
N of Valid Cases	358		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 25.97.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.197	.008
	Cramer's V	.197	.008
	N of Valid Cases	358	

Q2c * OBST/NOT ENOUGH DIGITAL EDU RESOURCES

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	36
		% within Q2c	18.6%
	Agree	Count	22
		% within Q2c	13.1%
	Total	Count	58
		% within Q2c	16.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.144 ^a	4	.001
Likelihood Ratio	19.504	4	.001
Linear-by-Linear Association	.719	1	.397
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.07.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.230	.001
	Cramer's V	.230	.001
	N of Valid Cases	362	

Q2c * OBST/LACK OF ICT TOOLS FOR LAB WORK

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	28
		% within Q2c	14.4%
	Agree	Count	23
		% within Q2c	13.7%
Total		Count	51
		% within Q2c	14.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.871 ^a	4	.005
Likelihood Ratio	15.371	4	.004
Linear-by-Linear Association	3.563	1	.059
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.14.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.203	.005
	Cramer's V	.203	.005

N of Valid Cases

362

Q2c * OBST/TEACHER'S LACK OF ICT SKILLS**Crosstab**

			NOT AT ALL
Q2c	Disagree	Count	27
		% within Q2c	13.8%
	Agree	Count	18
		% within Q2c	10.6%
	Total	Count	45
		% within Q2c	12.3%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.885 ^a	4	.000
Likelihood Ratio	23.151	4	.000
Linear-by-Linear Association	2.254	1	.133
N of Valid Cases	365		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.25.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.250	.000
	Cramer's V	.250	.000
	N of Valid Cases	365	

Q2c * OBST/INSUFFICIENT TIME TO USE ICT

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	31
		% within Q2c	16.0%
	Agree	Count	19
		% within Q2c	11.2%
	Total	Count	50
		% within Q2c	13.7%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.376 ^a	4	.006
Likelihood Ratio	14.602	4	.006
Linear-by-Linear Association	.784	1	.376
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.08.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.199	.006
	Cramer's V	.199	.006
	N of Valid Cases	364	

Q2c * OBST/PRESSURE TO SCORE HIGHLY

Crosstab

--	--	--	--

			NOT AT ALL
Q2c	Disagree	Count	41
		% within Q2c	21.4%
	Agree	Count	15
		% within Q2c	9.0%
	Total	Count	56
		% within Q2c	15.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.477 ^a	4	.002
Likelihood Ratio	17.941	4	.001
Linear-by-Linear Association	.287	1	.592
N of Valid Cases	359		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.79.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.221	.002
	Cramer's V	.221	.002
	N of Valid Cases	359	

Q2c * OBST/PREScribed CURRICULA TOO STRICT

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	52
		% within Q2c	26.9%

Agree	Count	22
	% within Q2c	13.1%
Total	Count	74
	% within Q2c	20.5%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.966 ^a	4	.000
Likelihood Ratio	28.604	4	.000
Linear-by-Linear Association	.008	1	.929
N of Valid Cases	361		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.27.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.278	.000
Cramer's V	.278	.000
N of Valid Cases	361	

Q2c * OBST/INSUFFICIENT SPACE FOR PED APPROACH

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	42
		% within Q2c	21.8%
	Agree	Count	18
		% within Q2c	10.8%
	Total	Count	60
		% within Q2c	16.7%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.098 ^a	4	.000
Likelihood Ratio	29.601	4	.000
Linear-by-Linear Association	.045	1	.832
N of Valid Cases	360		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.41.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.284	.000
Cramer's V	.284	.000
N of Valid Cases	360	

Q2c * OBST/INSUFF BUDGET FOR NON ICT SUPPL

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	38
		% within Q2c	20.0%
	Agree	Count	33
		% within Q2c	19.5%
	Total	Count	71
		% within Q2c	19.8%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
--	-------	----	-----------------------

Pearson Chi-Square	13.845 ^a	4	.008
Likelihood Ratio	13.962	4	.007
Linear-by-Linear Association	2.750	1	.097
N of Valid Cases	359		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.89.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.196	.008
	Cramer's V	.196	.008
	N of Valid Cases	359	

Q2c * OBST/USING ICT IS NOT A GOAL

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	75
		% within Q2c	39.9%
	Agree	Count	57
		% within Q2c	33.7%
	Total	Count	132
		% within Q2c	37.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.640 ^a	4	.000
Likelihood Ratio	21.507	4	.000
Linear-by-Linear Association	1.098	1	.295
N of Valid Cases	357		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.68.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.240	.000
	Cramer's V	.240	.000
	N of Valid Cases	357	

```
T-TEST GROUPS=Q2c(1 2)
/MISSING=ANALYSIS
/VARIABLES=BCT07B1 BCT07A1 BCT07C1 BCT07D1
/CRITERIA=CI(.9500).
```

```
T-TEST GROUPS=Q2c(1 2)
/MISSING=ANALYSIS
/VARIABLES=BCT07A1 BCT07B1 BCT07C1 BCT07D1
/CRITERIA=CI(.9500).
```

T-Test

Notes

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Syntax	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis. T-TEST GROUPS=Q2c(1 2) /MISSING=ANALYSIS /VARIABLES=BCT07A1 BCT07B1 BCT07C1 BCT07D1 /CRITERIA=C(/ .9500)
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[DataSet1] Q:\V\James\Technical.sav

Group Statistics

Q2c		N	Mean
HW/HOW MANY TECH/PDA	Disagree	192	.01
	Agree	168	.30
HW/HOW MANY TECH/GRAPHICAL CALCULATORS	Disagree	190	.50
	Agree	167	.34
HW/HOW MANY TECH/SMARTBOARDS	Disagree	191	.16
	Agree	168	.55
HW/HOW MANY TECH/PROJECTORS FOR DIG MAT	Disagree	190	.38
	Agree	169	1.44

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
HW/HOW MANY TECH/PDA	Equal variances assumed	6.422	.012

	Equal variances not assumed		
HW/HOW MANY TECH/GRAPHICAL CALCULATORS	Equal variances assumed	.958	.328
	Equal variances not assumed		
HW/HOW MANY TECH/SMARTBOARDS	Equal variances assumed	17.995	.000
	Equal variances not assumed		
HW/HOW MANY TECH/PROJECTORS FOR DIG MAT	Equal variances assumed	16.431	.000
	Equal variances not assumed		

BCT11D1 BCT

7M1 BCT17N1

Total		
Percent	N	Percent
18.8%	451	100.0%

19.3%	451	100.0%
20.2%	451	100.0%
20.8%	451	100.0%
20.4%	451	100.0%
20.4%	451	100.0%
21.1%	451	100.0%
20.8%	451	100.0%
20.4%	451	100.0%
21.1%	451	100.0%
18.8%	451	100.0%
18.6%	451	100.0%
18.6%	451	100.0%
18.8%	451	100.0%
19.3%	451	100.0%
18.6%	451	100.0%

19.1%

451

100.0%

19.1%

451

100.0%

18.8%

451

100.0%

18.8%

451

100.0%

19.5%

451

100.0%

19.3%

451

100.0%

19.7%

451

100.0%

19.3%

451

100.0%

20.2%

451

100.0%

19.7%

451

100.0%

20.2%

451

100.0%

20.6%

451

100.0%

19.7%

451

100.0%

19.5%

451

100.0%

19.3%	451	100.0%
20.0%	451	100.0%
19.5%	451	100.0%
19.3%	451	100.0%
19.3%	451	100.0%
19.5%	451	100.0%
20.6%	451	100.0%
19.7%	451	100.0%
19.7%	451	100.0%
19.1%	451	100.0%
19.3%	451	100.0%
20.4%	451	100.0%
20.0%	451	100.0%
20.2%	451	100.0%
20.4%	451	100.0%

20.8%	451	100.0%
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/TECHAPP/HANDS ON MATERIAL		
NEEDED BUT NOT AVAILABLE	NOT NEEDED AND NOT AVAILABLE	Total
171 86.8%	1 .5%	197 100.0%
106 62.7%	0 .0%	169 100.0%
277 75.7%	1 .3%	366 100.0%

/TECHAPP/LEARNING MANAGEM		
NEEDED BUT NOT AVAILABLE	NOT NEEDED AND NOT AVAILABLE	Total
180 91.8%	7 3.6%	196 100.0%
129 76.8%	11 6.5%	168 100.0%
309 84.9%	18 4.9%	364 100.0%

SCHOOLS OWN STAFF	
YES	Total
68 35.6%	191 100.0%
102 61.8%	165 100.0%
170 47.8%	356 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

DIFF FROM OTHER SCHOOL	
YES	Total
5 2.6%	191 100.0%
1 .6%	166 100.0%
6 1.7%	357 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.222	.144

INTERNAL COMPANY HIRED	
YES	Total

73 37.8%	193 100.0%
76 45.8%	166 100.0%
149 41.5%	359 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.134	.078

T UNIT ARR BY MINISTRY	
YES	Total
15 7.9%	191 100.0%

33	165
20.0%	100.0%
48	356
13.5%	100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.001	.001

VL/VIA INFORMAL CONTACTS	
YES	Total
79	197
40.1%	100.0%
108	169

63.9%	100.0%
187	366
51.1%	100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

W/L/VIA ICT COORDINATOR	
YES	Total
35	197
17.8%	100.0%
85	170
50.0%	100.0%
120	367

32.7%	100.0%
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Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

VL/VIA IN SCHOOL COURSES	
YES	Total
39 19.7%	198 100.0%
94 55.6%	169 100.0%
133 36.2%	367 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

L/TRAINING FROM TEACHERS	
YES	Total
55 28.1%	196 100.0%
114 67.1%	170 100.0%
169 46.2%	366 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

./SCHOOL'S WORKING GROUP	
YES	Total
22 11.2%	196 100.0%
45 26.8%	168 100.0%
67 18.4%	364 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

OWL/MEETINGS OF STAFF	
YES	Total
14 7.1%	197 100.0%
46 27.1%	170 100.0%
60 16.3%	367 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)

.000	.000
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WL/REGULAR NEWSLETTER	
YES	Total
17 8.6%	197 100.0%
25 14.9%	168 100.0%
42 11.5%	365 100.0%

Exact Sig. (2- sided)	Exact Sig. (1- sided)
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.071	.045
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L/COURSES BY EXTERNAL AG	
YES	Total
50 25.6%	195 100.0%
77 45.3%	170 100.0%
127 34.8%	365 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)

.000	.000
------	------

ML/DISC WITH COLLEAGUES	
YES	Total
76 38.8%	196 100.0%
114 67.1%	170 100.0%
190 51.9%	366 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)

.000	.000
------	------

/L/READING PROF JOURNALS	
YES	Total
38 19.3%	197 100.0%
58 34.3%	169 100.0%
96 26.2%	366 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.001	.001

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JPFACILITIES/AVAIL/EXTENDED RESEARCH			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
34 17.5%	12 6.2%	45 23.2%	194 100.0%
86 50.9%	25 14.8%	13 7.7%	169 100.0%
120 33.1%	37 10.2%	58 16.0%	363 100.0%

PFACILITIES/AVAIL/SHORT TASK PROJECTS			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
43 21.9%	13 6.6%	42 21.4%	196 100.0%
92 54.8%	27 16.1%	10 6.0%	168 100.0%
135 37.1%	40 11.0%	52 14.3%	364 100.0%

PFACILITIES/AVAIL/PRODUCTION PROJECTS			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
39 20.1%	14 7.2%	41 21.1%	194 100.0%
68 40.5%	37 22.0%	15 8.9%	168 100.0%
107 29.6%	51 14.1%	56 15.5%	362 100.0%

PFACILITIES/AVAIL/SELF ACCESSED COURSE			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
35 17.9%	15 7.7%	43 22.1%	195 100.0%
75 44.4%	37 21.9%	13 7.7%	169 100.0%
110 30.2%	52 14.3%	56 15.4%	364 100.0%

SUPFACILITIES/AVAIL/SCIENTIFIC INVEST

SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
32 16.6%	14 7.3%	41 21.2%	193 100.0%
80 47.9%	26 15.6%	16 9.6%	167 100.0%
112 31.1%	40 11.1%	57 15.8%	360 100.0%

SUPFACILITIES/AVAIL/FIELD STUDY ACTIV			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
39 20.2%	15 7.8%	37 19.2%	193 100.0%

77	18	16	169
45.6%	10.7%	9.5%	100.0%
116	33	53	362
32.0%	9.1%	14.6%	100.0%

JPFACILITIES/AVAIL/VIRTUAL LABORATORY			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
21	11	47	193
10.9%	5.7%	24.4%	100.0%
58	11	26	167
34.7%	6.6%	15.6%	100.0%
79	22	73	360
21.9%	6.1%	20.3%	100.0%

SUPFACILITIES/AVAIL/PRACTICE SKILLS

SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
38 19.9%	14 7.3%	43 22.5%	191 100.0%
82 49.1%	31 18.6%	16 9.6%	167 100.0%
120 33.5%	45 12.6%	59 16.5%	358 100.0%

SUPFACILITIES/AVAIL/LABORATORY EXP			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
33 16.9%	17 8.7%	42 21.5%	195 100.0%
58 34.7%	40 24.0%	16 9.6%	167 100.0%
91 25.1%	57 15.7%	58 16.0%	362 100.0%

JPFACILITIES/AVAIL/NATURAL PHENOMENA			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
32 16.4%	13 6.7%	41 21.0%	195 100.0%
69 41.1%	18 10.7%	19 11.3%	168 100.0%
101 27.8%	31 8.5%	60 16.5%	363 100.0%

SUPFACILITIES/AVAIL/ANALYZING DATA			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
39 20.0%	15 7.7%	42 21.5%	195 100.0%
70 41.4%	36 21.3%	18 10.7%	169 100.0%
109 29.9%	51 14.0%	60 16.5%	364 100.0%

OBST/INSUFFICIENT TECHNICAL PERSONNEL				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
29 14.9%	23 11.9%	87 44.8%	27 13.9%	194 100.0%
30 18.0%	37 22.2%	75 44.9%	9 5.4%	167 100.0%
59 16.3%	60 16.6%	162 44.9%	36 10.0%	361 100.0%

OBST/INSUFFICIENT COMP CONNECTED TO WWW				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
8 4.1%	5 2.6%	116 59.8%	32 16.5%	194 100.0%
12 7.1%	35 20.7%	79 46.7%	11 6.5%	169 100.0%
20 5.5%	40 11.0%	195 53.7%	43 11.8%	363 100.0%

OBST/INSUFFICIENT INTERNET BANDWIDTH				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
6	11	101	42	196

3.1%	5.6%	51.5%	21.4%	100.0%
21	26	67	17	168
12.5%	15.5%	39.9%	10.1%	100.0%
27	37	168	59	364
7.4%	10.2%	46.2%	16.2%	100.0%

OBST/LACK OF SPECIAL ICT EQUIPMENT				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
5	1	69	74	195
2.6%	.5%	35.4%	37.9%	100.0%
9	8	37	70	169
5.3%	4.7%	21.9%	41.4%	100.0%
14	9	106	144	364

3.8%	2.5%	29.1%	39.6%	100.0%
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OBST/INSUFFICIENT ICT FOR INSTRUCTIONS				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
13 6.6%	8 4.1%	110 56.1%	29 14.8%	196 100.0%
17 10.2%	35 21.0%	72 43.1%	15 9.0%	167 100.0%
30 8.3%	43 11.8%	182 50.1%	44 12.1%	363 100.0%

OBST/COMPUTERS ARE OUT OF DATE				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
24 12.5%	35 18.2%	44 22.9%	45 23.4%	192 100.0%
32 19.3%	40 24.1%	30 18.1%	18 10.8%	166 100.0%
56 15.6%	75 20.9%	74 20.7%	63 17.6%	358 100.0%

OBST/NOT ENOUGH DIGITAL EDU RESOURCES				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
10 5.2%	12 6.2%	107 55.2%	29 14.9%	194 100.0%
16 9.5%	31 18.5%	85 50.6%	14 8.3%	168 100.0%
26 7.2%	43 11.9%	192 53.0%	43 11.9%	362 100.0%

OBST/LACK OF ICT TOOLS FOR LAB WORK				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
8 4.1%	12 6.2%	113 58.2%	33 17.0%	194 100.0%
16 9.5%	19 11.3%	99 58.9%	11 6.5%	168 100.0%
24 6.6%	31 8.6%	212 58.6%	44 12.2%	362 100.0%

OBST/TEACHER'S LACK OF ICT SKILLS

VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
22 11.3%	31 15.9%	100 51.3%	15 7.7%	195 100.0%
22 12.9%	62 36.5%	61 35.9%	7 4.1%	170 100.0%
44 12.1%	93 25.5%	161 44.1%	22 6.0%	365 100.0%

OBST/INSUFFICIENT TIME TO USE ICT				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
20 10.3%	20 10.3%	89 45.9%	34 17.5%	194 100.0%
23 13.5%	36 21.2%	77 45.3%	15 8.8%	170 100.0%
43 11.8%	56 15.4%	166 45.6%	49 13.5%	364 100.0%

OBST/PRESSURE TO SCORE HIGHLY

VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
18 9.4%	42 21.9%	58 30.2%	33 17.2%	192 100.0%
31 18.6%	47 28.1%	54 32.3%	20 12.0%	167 100.0%
49 13.6%	89 24.8%	112 31.2%	53 14.8%	359 100.0%

OBST/PREScribed CURRICULA TOO STRICT				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
23 11.9%	34 17.6%	48 24.9%	36 18.7%	193 100.0%

31 18.5%	58 34.5%	43 25.6%	14 8.3%	168 100.0%
54 15.0%	92 25.5%	91 25.2%	50 13.9%	361 100.0%

OBST/INSUFFICIENT SPACE FOR PED APPROACH				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
22 11.4%	28 14.5%	72 37.3%	29 15.0%	193 100.0%
26 15.6%	60 35.9%	48 28.7%	15 9.0%	167 100.0%
48 13.3%	88 24.4%	120 33.3%	44 12.2%	360 100.0%

OBST/INSUFF BUDGET FOR NON ICT SUPPL				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
21 11.1%	22 11.6%	85 44.7%	24 12.6%	190 100.0%
25 14.8%	41 24.3%	56 33.1%	14 8.3%	169 100.0%
46 12.8%	63 17.5%	141 39.3%	38 10.6%	359 100.0%

OBST/USING ICT IS NOT A GOAL				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
6 3.2%	20 10.6%	45 23.9%	42 22.3%	188 100.0%
25 14.8%	29 17.2%	31 18.3%	27 16.0%	169 100.0%
31 8.7%	49 13.7%	76 21.3%	69 19.3%	357 100.0%

Std. Deviation	Std. Error Mean
.144	.010
3.120	.241
4.023	.292
2.314	.179
.792	.057
1.856	.143
1.931	.140
3.677	.283

Effect size
-0.09
0.04
-0.21
-0.29

t-test for Equality of Means						
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
-1.301	358	.194	-.293	.225	-.736	.150

-1.217	167.626	.225	-.293	.241	-.769	.182
.465	355	.642	.165	.354	-.531	.860
.481	308.341	.631	.165	.342	-.509	.839
-2.687	357	.008	-.397	.148	-.687	-.106
-2.570	219.847	.011	-.397	.154	-.701	-.092
-3.470	357	.001	-1.060	.305	-1.660	-.459
-3.357	247.317	.001	-1.060	.316	-1.681	-.438

Frequencies

Notes

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	N of Rows in Working Data File	666
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

Syntax

```
FREQUENCIES VARIABLES=IDTEACH  
BTG01A1 BTG02A1 BTG03A1  
BTG04A1 BTG05A1 BTG06A1  
BTG07A1 BTG07B1 BTG07C1  
BTG07D1 BTG07E1 BTG07F1  
BTG07G1 BTG07H1 BTG07I1 BTG08A1  
BTG08B1 BTG08C1 BTG08D1  
BTG08E1 BTG08F1 BTG08G1  
BTG08H1 BTG08I1 BTG08J1 BTG08K1  
BTG08L1 BTG08M1  
BTG09A1 BTG09A2 BTG09B1  
BTG09B2 BTG09C1 BTG09C2  
BTG09D1 BTG09D2 BTG09E1  
BTG09E2 BTG09F1 BTG09F2  
BTG09G1 BTG09G2 BTG09H1  
BTG09H2 BTG09I1 BTG09I2 BTG09J1  
BTG09J2 BTG09K1 BTG09K2 BTG09L1  
BTG09L2 BTG09M1 BTG09M2  
BTG10A1 BTG11A1 BTG12A1  
BTG13A1 BTG14A1 BTG14A2  
BTG14B1 BTG14B2 BTG14C1  
BTG14C2 BTG14D1 BTG14D2  
BTG14E1 BTG14E2 BTG14F1  
BTG14F2 BTG14G1 BTG14G2  
BTG14H1 BTG14H2 BTG14I1 BTG14I2  
BTG14J1 BTG14J2 BTG14K1 BTG14K2  
BTG14L1 BTG14L2 BTG15A1 BTG15A2  
BTG15B1 BTG15B2 BTG15C1  
BTG15C2 BTG15D1 BTG15D2  
BTG15E1 BTG15E2  
BTG15F1 BTG15F2 BTG15G1  
BTG15G2 BTG15H1 BTG15H2  
BTG16A1 BTG16A2 BTG16B1  
BTG16B2 BTG16C1 BTG16C2  
BTG16D1 BTG16D2 BTG16E1
```

Resources

Processor Time

0:00:00.234

Elapsed Time

0:00:00.250

Frequency Table

INF/HOW MANY STUDENTS IN TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	.2	.2	.2
	10	2	.3	.3	.5
	16	1	.2	.2	.6
	17	1	.2	.2	.8
	18	4	.6	.6	1.4
	19	1	.2	.2	1.5
	20	1	.2	.2	1.7
	21	1	.2	.2	1.8
	23	1	.2	.2	2.0
	24	4	.6	.6	2.6
	25	5	.8	.8	3.4
	26	2	.3	.3	3.7
	27	4	.6	.6	4.3
	28	5	.8	.8	5.1
	29	7	1.1	1.1	6.1
	30	17	2.6	2.6	8.8
	31	11	1.7	1.7	10.4
	32	15	2.3	2.3	12.7
	33	11	1.7	1.7	14.4
	34	15	2.3	2.3	16.7
	35	28	4.2	4.3	21.0
	36	15	2.3	2.3	23.3
	37	11	1.7	1.7	25.0
	38	18	2.7	2.8	27.8
	39	12	1.8	1.8	29.6
	40	34	5.1	5.2	34.9
	41	17	2.6	2.6	37.5

42	22	3.3	3.4	40.9
43	21	3.2	3.2	44.1
44	10	1.5	1.5	45.6
45	34	5.1	5.2	50.8
46	15	2.3	2.3	53.1
47	8	1.2	1.2	54.4
48	8	1.2	1.2	55.6
49	13	2.0	2.0	57.6
50	15	2.3	2.3	59.9
51	8	1.2	1.2	61.1
52	12	1.8	1.8	63.0
53	5	.8	.8	63.7
54	9	1.4	1.4	65.1
55	17	2.6	2.6	67.7
56	19	2.9	2.9	70.7
57	4	.6	.6	71.3
58	6	.9	.9	72.2
59	3	.5	.5	72.7
60	17	2.6	2.6	75.3
61	3	.5	.5	75.7
62	11	1.7	1.7	77.4
63	3	.5	.5	77.9
64	7	1.1	1.1	79.0
65	6	.9	.9	79.9
66	7	1.1	1.1	81.0
67	5	.8	.8	81.7
68	2	.3	.3	82.0
69	6	.9	.9	82.9
70	5	.8	.8	83.7
71	2	.3	.3	84.0
72	1	.2	.2	84.2
73	1	.2	.2	84.3
74	3	.5	.5	84.8
75	7	1.1	1.1	85.9

76	2	.3	.3	86.2
77	3	.5	.5	86.6
78	1	.2	.2	86.8
79	1	.2	.2	86.9
80	6	.9	.9	87.9
81	1	.2	.2	88.0
85	3	.5	.5	88.5
86	2	.3	.3	88.8
87	2	.3	.3	89.1
89	2	.3	.3	89.4
90	2	.3	.3	89.7
94	1	.2	.2	89.9
95	2	.3	.3	90.2
96	2	.3	.3	90.5
98	3	.5	.5	90.9
99	1	.2	.2	91.1
100	1	.2	.2	91.2
102	2	.3	.3	91.6
103	1	.2	.2	91.7
105	1	.2	.2	91.9
110	1	.2	.2	92.0
112	1	.2	.2	92.2
113	1	.2	.2	92.3
120	3	.5	.5	92.8
127	1	.2	.2	92.9
130	1	.2	.2	93.1
132	3	.5	.5	93.5
136	1	.2	.2	93.7
140	1	.2	.2	93.9
166	1	.2	.2	94.0
170	2	.3	.3	94.3
180	1	.2	.2	94.5
184	2	.3	.3	94.8
185	2	.3	.3	95.1

	190	4	.6	.6	95.7
	200	1	.2	.2	95.9
	205	1	.2	.2	96.0
	208	1	.2	.2	96.2
	213	2	.3	.3	96.5
	225	1	.2	.2	96.6
	227	1	.2	.2	96.8
	232	1	.2	.2	96.9
	234	2	.3	.3	97.2
	238	1	.2	.2	97.4
	240	1	.2	.2	97.5
	243	1	.2	.2	97.7
	253	2	.3	.3	98.0
	256	1	.2	.2	98.2
	288	4	.6	.6	98.8
	297	1	.2	.2	98.9
	300	1	.2	.2	99.1
	314	1	.2	.2	99.2
	321	1	.2	.2	99.4
	338	1	.2	.2	99.5
	340	1	.2	.2	99.7
	364	2	.3	.3	100.0
	Total	651	97.7	100.0	
Missing	OMITTED	11	1.7		
	System	4	.6		
	Total	15	2.3		
Total		666	100.0		

INF/GENDER MIX OF CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALL BOYS	6	.9	.9	.9
	ALL GIRLS	15	2.3	2.3	3.3
	BOTH BOYS AND GIRLS	619	92.9	96.7	100.0

	Total	640	96.1	100.0
Missing	OMITTED	22	3.3	
	System	4	.6	
	Total	26	3.9	
Total		666	100.0	

INF/CURRICULUM TRACK OF TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ACADEMIC	607	91.1	95.0	95.0
	VOCATIONAL	10	1.5	1.6	96.6
	NO TRACKING	22	3.3	3.4	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	22	3.3		
	System	4	.6		
	Total	27	4.1		
Total		666	100.0		

INF/STUDENT ABSENTEEISM IN TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 5%	487	73.1	74.2	74.2
	5-10%	129	19.4	19.7	93.9
	11-20%	30	4.5	4.6	98.5
	MORE THAN 20%	10	1.5	1.5	100.0
	Total	656	98.5	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	5	.8		
	System	4	.6		
	Total	10	1.5		
Total		666	100.0		

INF/NATIVE SPEAKERS OF LANGUAGE OF INSTR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MORE THAN 90%	211	31.7	33.1	33.1
	76–90%	38	5.7	6.0	39.0
	50–75%	67	10.1	10.5	49.5
	LESS THAN 50%	322	48.3	50.5	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	23	3.5		
	System	4	.6		
	Total	28	4.2		
Total		666	100.0		

INF/HOW MANY HRS OF MATH/SCIENCE LESSONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN TWO HOURS	12	1.8	1.8	1.8
	2– 4 HRS	319	47.9	48.8	50.6
	5– 6 HRS	200	30.0	30.6	81.2
	7– 8 HRS	75	11.3	11.5	92.7
	MORE THAN 8 HRS	48	7.2	7.3	100.0
	Total	654	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	7	1.1		
	System	4	.6		
	Total	12	1.8		
Total		666	100.0		

INF/COMPETENCE/WORD PROCESSING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	262	39.3	41.7	41.7
	SOME STUDENTS	153	23.0	24.4	66.1

	MAJORITY OF STUDENTS	61	9.2	9.7	75.8
	NEARLY ALL STUDENTS	35	5.3	5.6	81.4
	DON'T KNOW	117	17.6	18.6	100.0
	Total	628	94.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	33	5.0		
	System	4	.6		
	Total	38	5.7		
Total		666	100.0		

INF/COMPETENCE/DATABASE SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	326	48.9	51.8	51.8
	SOME STUDENTS	115	17.3	18.3	70.1
	MAJORITY OF STUDENTS	25	3.8	4.0	74.1
	NEARLY ALL STUDENTS	14	2.1	2.2	76.3
	DON'T KNOW	149	22.4	23.7	100.0
	Total	629	94.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	32	4.8		
	System	4	.6		
	Total	37	5.6		
Total		666	100.0		

INF/COMPETENCE/SPREADSHEET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	337	50.6	53.6	53.6
	SOME STUDENTS	108	16.2	17.2	70.7
	MAJORITY OF STUDENTS	25	3.8	4.0	74.7
	NEARLY ALL STUDENTS	9	1.4	1.4	76.2

	DON'T KNOW	150	22.5	23.8	100.0
	Total	629	94.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	32	4.8		
	System	4	.6		
	Total	37	5.6		
Total		666	100.0		

INF/COMPETENCE/PRESENTATION SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	338	50.8	53.6	53.6
	SOME STUDENTS	103	15.5	16.3	69.9
	MAJORITY OF STUDENTS	26	3.9	4.1	74.0
	NEARLY ALL STUDENTS	11	1.7	1.7	75.8
	DON'T KNOW	153	23.0	24.2	100.0
	Total	631	94.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	30	4.5		
	System	4	.6		
	Total	35	5.3		
Total		666	100.0		

INF/COMPETENCE/APPLICATION OF MULTIMEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	320	48.0	50.8	50.8
	SOME STUDENTS	114	17.1	18.1	68.9
	MAJORITY OF STUDENTS	29	4.4	4.6	73.5
	NEARLY ALL STUDENTS	20	3.0	3.2	76.7
	DON'T KNOW	147	22.1	23.3	100.0
	Total	630	94.6	100.0	

Missing	NOT REACHED	1	.2	
	OMITTED	31	4.7	
	System	4	.6	
	Total	36	5.4	
Total		666	100.0	

INF/COMPETENCE/EMAIL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	340	51.1	53.8	53.8
	SOME STUDENTS	109	16.4	17.2	71.0
	MAJORITY OF STUDENTS	27	4.1	4.3	75.3
	NEARLY ALL STUDENTS	14	2.1	2.2	77.5
	DON'T KNOW	142	21.3	22.5	100.0
	Total	632	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	29	4.4		
	System	4	.6		
	Total	34	5.1		
Total		666	100.0		

INF/COMPETENCE/INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	328	49.2	51.9	51.9
	SOME STUDENTS	112	16.8	17.7	69.6
	MAJORITY OF STUDENTS	35	5.3	5.5	75.2
	NEARLY ALL STUDENTS	21	3.2	3.3	78.5
	DON'T KNOW	136	20.4	21.5	100.0
	Total	632	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	29	4.4		

	System	4	.6	
	Total	34	5.1	
Total		666	100.0	

INF/COMPETENCE/GRAPHIC CALCULATOR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	328	49.2	51.9	51.9
	SOME STUDENTS	106	15.9	16.8	68.7
	MAJORITY OF STUDENTS	27	4.1	4.3	72.9
	NEARLY ALL STUDENTS	21	3.2	3.3	76.3
	DON'T KNOW	150	22.5	23.7	100.0
	Total	632	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	29	4.4		
	System	4	.6		
	Total	34	5.1		
Total		666	100.0		

INF/COMPETENCE/DATA LOGGING TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	369	55.4	58.8	58.8
	SOME STUDENTS	72	10.8	11.5	70.2
	MAJORITY OF STUDENTS	8	1.2	1.3	71.5
	NEARLY ALL STUDENTS	5	.8	.8	72.3
	DON'T KNOW	174	26.1	27.7	100.0
	Total	628	94.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	33	5.0		
	System	4	.6		
	Total	38	5.7		

Total		666	100.0	
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CURRGOALS/GOAL IMPORTANCE/WORLD OF WORK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	13	2.0	2.0	2.0
	A LITTLE	46	6.9	7.0	9.0
	SOMEWHAT	110	16.5	16.7	25.7
	VERY MUCH	488	73.3	74.3	100.0
	Total	657	98.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	4	.6		
	Total	9	1.4		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/UPPER EDU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	6	.9	.9	.9
	A LITTLE	15	2.3	2.3	3.2
	SOMEWHAT	75	11.3	11.4	14.6
	VERY MUCH	563	84.5	85.4	100.0
	Total	659	98.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	2	.3		
	System	4	.6		
	Total	7	1.1		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/LEARN FRM EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	43	6.5	6.5	6.5

	A LITTLE	85	12.8	12.9	19.5
	SOMEWHAT	175	26.3	26.6	46.1
	VERY MUCH	354	53.2	53.9	100.0
	Total	657	98.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	4	.6		
	Total	9	1.4		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/REAL WORLD EX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	10	1.5	1.5	1.5
	A LITTLE	55	8.3	8.4	9.9
	SOMEWHAT	148	22.2	22.6	32.5
	VERY MUCH	443	66.5	67.5	100.0
	Total	656	98.5	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	5	.8		
	System	4	.6		
	Total	10	1.5		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/PERFORMANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	3	.5	.5	.5
	A LITTLE	14	2.1	2.1	2.6
	SOMEWHAT	64	9.6	9.7	12.3
	VERY MUCH	578	86.8	87.7	100.0
	Total	659	98.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	2	.3		

	System	4	.6	
	Total	7	1.1	
Total		666	100.0	

CURRGOALS/GOAL IMPORTANCE/INC MOTIVATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	4	.6	.6	.6
	A LITTLE	11	1.7	1.7	2.3
	SOMEWHAT	77	11.6	11.7	14.0
	VERY MUCH	567	85.1	86.0	100.0
	Total	659	98.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	2	.3		
	System	4	.6		
	Total	7	1.1		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/INDIV LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	6	.9	.9	.9
	A LITTLE	54	8.1	8.3	9.2
	SOMEWHAT	208	31.2	31.8	41.0
	VERY MUCH	386	58.0	59.0	100.0
	Total	654	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	7	1.1		
	System	4	.6		
	Total	12	1.8		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/SET GOALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	10	1.5	1.5	1.5
	A LITTLE	74	11.1	11.3	12.8
	SOMEWHAT	189	28.4	28.8	41.6
	VERY MUCH	384	57.7	58.4	100.0
	Total	657	98.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	4	.6		
	Total	9	1.4		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/ORGA SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	8	1.2	1.2	1.2
	A LITTLE	69	10.4	10.5	11.7
	SOMEWHAT	178	26.7	27.1	38.9
	VERY MUCH	401	60.2	61.1	100.0
	Total	656	98.5	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	5	.8		
	System	4	.6		
	Total	10	1.5		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/COMM SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	22	3.3	3.4	3.4
	A LITTLE	78	11.7	11.9	15.3
	SOMEWHAT	185	27.8	28.3	43.6
	VERY MUCH	368	55.3	56.4	100.0

	Total	653	98.0	100.0
Missing	NOT REACHED	1	.2	
	OMITTED	8	1.2	
	System	4	.6	
	Total	13	2.0	
Total		666	100.0	

CURRGOALS/GOAL IMPORTANCE/EXPECTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	14	2.1	2.2	2.2
	A LITTLE	45	6.8	6.9	9.1
	SOMEWHAT	174	26.1	26.8	35.8
	VERY MUCH	417	62.6	64.2	100.0
	Total	650	97.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	11	1.7		
	System	4	.6		
	Total	16	2.4		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/COMP ICT USE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	150	22.5	23.4	23.4
	A LITTLE	102	15.3	15.9	39.3
	SOMEWHAT	117	17.6	18.2	57.5
	VERY MUCH	273	41.0	42.5	100.0
	Total	642	96.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	19	2.9		
	System	4	.6		
	Total	24	3.6		
Total		666	100.0		

CURRGOALS/GOAL IMPORTANCE/RESPONSIBLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	241	36.2	37.2	37.2
	A LITTLE	87	13.1	13.4	50.6
	SOMEWHAT	82	12.3	12.7	63.3
	VERY MUCH	238	35.7	36.7	100.0
	Total	648	97.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	13	2.0		
	System	4	.6		
	Total	18	2.7		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/EXT PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	120	18.0	19.0	19.0
	SOMETIMES	342	51.4	54.3	73.3
	OFTEN	130	19.5	20.6	94.0
	NEARLY ALWAYS	38	5.7	6.0	100.0
	Total	630	94.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	31	4.7		
	System	4	.6		
	Total	36	5.4		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/EXT PROJECT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	463	69.5	81.7	81.7
	YES	104	15.6	18.3	100.0

Missing	Total	567	85.1	100.0
	LOGICALLY NOT APPLICABLE	23	3.5	
	NOT REACHED	1	.2	
	OMITTED	71	10.7	
	System	4	.6	
Total	99	14.9		
Total		666	100.0	

TEACHPRACT/ACTIVITIES/SHORT TASK PROJECT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	54	8.1	8.5	8.5
	SOMETIMES	219	32.9	34.6	43.1
	OFTEN	246	36.9	38.9	82.0
	NEARLY ALWAYS	114	17.1	18.0	100.0
	Total	633	95.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	28	4.2		
	System	4	.6		
Total	33	5.0			
Total		666	100.0		

TEACHPRACT/ACTIVITIES/SHORT TASK/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	473	71.0	83.9	83.9
	YES	91	13.7	16.1	100.0
	Total	564	84.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	20	3.0		
	NOT REACHED	1	.2		
	OMITTED	77	11.6		
	System	4	.6		

Total	Total	102	15.3	
Total		666	100.0	

TEACHPRACT/ACTIVITIES/PRODUCT CREATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	109	16.4	17.3	17.3
	SOMETIMES	324	48.6	51.5	68.8
	OFTEN	132	19.8	21.0	89.8
	NEARLY ALWAYS	64	9.6	10.2	100.0
	Total	629	94.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	32	4.8		
	System	4	.6		
	Total	37	5.6		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/PROD CREAT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	481	72.2	86.0	86.0
	YES	78	11.7	14.0	100.0
	Total	559	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	24	3.6		
	NOT REACHED	1	.2		
	OMITTED	78	11.7		
	System	4	.6		
Total		107	16.1		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/SELF ACCESSED

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	NEVER	74	11.1	11.8	11.8
	SOMETIMES	242	36.3	38.7	50.6
	OFTEN	202	30.3	32.3	82.9
	NEARLY ALWAYS	107	16.1	17.1	100.0
	Total	625	93.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	36	5.4		
	System	4	.6		
	Total	41	6.2		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/SELF ACCESSED/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	499	74.9	88.9	88.9
	YES	62	9.3	11.1	100.0
	Total	561	84.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	28	4.2		
	NOT REACHED	1	.2		
	OMITTED	72	10.8		
	System	4	.6		
	Total	105	15.8		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/SCIENTIFIC INVEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	129	19.4	20.6	20.6
	SOMETIMES	285	42.8	45.5	66.0
	OFTEN	152	22.8	24.2	90.3
	NEARLY ALWAYS	61	9.2	9.7	100.0
	Total	627	94.1	100.0	
Missing	NOT REACHED	1	.2		

	OMITTED	33	5.0	
	System	5	.8	
	Total	39	5.9	
Total		666	100.0	

TEACHPRACT/ACTIVITIES/SCIENT INV/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	472	70.9	85.5	85.5
	YES	80	12.0	14.5	100.0
	Total	552	82.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	26	3.9		
	NOT REACHED	1	.2		
	OMITTED	83	12.5		
	System	4	.6		
Total	114	17.1			
Total		666	100.0		

TEACHPRACT/ACTIVITIES/FIELD STUDY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	201	30.2	32.3	32.3
	SOMETIMES	258	38.7	41.5	73.8
	OFTEN	120	18.0	19.3	93.1
	NEARLY ALWAYS	43	6.5	6.9	100.0
	Total	622	93.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	39	5.9		
	System	4	.6		
Total	44	6.6			
Total		666	100.0		

TEACHPRACT/ACTIVITIES/FIELD STUDY/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	475	71.3	87.0	87.0
	YES	71	10.7	13.0	100.0
	Total	546	82.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	31	4.7		
	NOT REACHED	1	.2		
	OMITTED	84	12.6		
	System	4	.6		
Total	120	18.0			
Total		666	100.0		

TEACHPRACT/ACTIVITIES/TEACHERS LECTURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	69	10.4	11.1	11.1
	SOMETIMES	122	18.3	19.6	30.7
	OFTEN	202	30.3	32.5	63.2
	NEARLY ALWAYS	229	34.4	36.8	100.0
	Total	622	93.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	39	5.9		
	System	4	.6		
Total	44	6.6			
Total		666	100.0		

TEACHPRACT/ACTIVITIES/TEACH LECTURE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	448	67.3	82.5	82.5
	YES	95	14.3	17.5	100.0
	Total	543	81.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	31	4.7		

	NOT REACHED	1	.2	
	OMITTED	87	13.1	
	System	4	.6	
	Total	123	18.5	
Total		666	100.0	

TEACHPRACT/ACTIVITIES/PRACT AND SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	34	5.1	5.4	5.4
	SOMETIMES	118	17.7	18.8	24.2
	OFTEN	222	33.3	35.4	59.6
	NEARLY ALWAYS	253	38.0	40.4	100.0
	Total	627	94.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	34	5.1		
	System	4	.6		
	Total	39	5.9		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/PRACT AND SKILL/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	475	71.3	85.6	85.6
	YES	80	12.0	14.4	100.0
	Total	555	83.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	26	3.9		
	NOT REACHED	1	.2		
	OMITTED	80	12.0		
	System	4	.6		
Total		111	16.7		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/LABORATORY EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	360	54.1	58.1	58.1
	SOMETIMES	132	19.8	21.3	79.4
	OFTEN	77	11.6	12.4	91.8
	NEARLY ALWAYS	51	7.7	8.2	100.0
	Total	620	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	41	6.2		
	System	4	.6		
	Total	46	6.9		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/LAB EXP/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	500	75.1	92.3	92.3
	YES	42	6.3	7.7	100.0
	Total	542	81.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	33	5.0		
	NOT REACHED	1	.2		
	OMITTED	86	12.9		
	System	4	.6		
Total		124	18.6		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/MATH PRINCIPALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	34	5.1	5.4	5.4
	SOMETIMES	135	20.3	21.4	26.8
	OFTEN	234	35.1	37.1	63.9

	NEARLY ALWAYS	228	34.2	36.1	100.0
	Total	631	94.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	30	4.5		
	System	4	.6		
	Total	35	5.3		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/MATH PRINC/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	475	71.3	85.3	85.3
	YES	82	12.3	14.7	100.0
	Total	557	83.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	22	3.3		
	NOT REACHED	1	.2		
	OMITTED	82	12.3		
	System	4	.6		
	Total	109	16.4		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/NATURAL PHENOMENA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	153	23.0	24.7	24.7
	SOMETIMES	236	35.4	38.1	62.7
	OFTEN	168	25.2	27.1	89.8
	NEARLY ALWAYS	63	9.5	10.2	100.0
	Total	620	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	41	6.2		
	System	4	.6		
	Total	46	6.9		

Total		666	100.0	
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TEACHPRACT/ACTIVITIES/NAT PHENOM/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	494	74.2	90.6	90.6
	YES	51	7.7	9.4	100.0
	Total	545	81.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	33	5.0		
	NOT REACHED	1	.2		
	OMITTED	83	12.5		
	System	4	.6		
	Total	121	18.2		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/LOOK UP IDEAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	46	6.9	7.3	7.3
	SOMETIMES	220	33.0	34.8	42.0
	OFTEN	205	30.8	32.4	74.4
	NEARLY ALWAYS	162	24.3	25.6	100.0
	Total	633	95.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	28	4.2		
	System	4	.6		
Total		33	5.0		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/LOOK UP/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	434	65.2	77.6	77.6

	YES	125	18.8	22.4	100.0
	Total	559	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	20	3.0		
	NOT REACHED	1	.2		
	OMITTED	82	12.3		
	System	4	.6		
	Total	107	16.1		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/ANALYZING DATA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	89	13.4	14.2	14.2
	SOMETIMES	197	29.6	31.4	45.5
	OFTEN	206	30.9	32.8	78.3
	NEARLY ALWAYS	136	20.4	21.7	100.0
	Total	628	94.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	33	5.0		
	System	4	.6		
	Total	38	5.7		
Total		666	100.0		

TEACHPRACT/ACTIVITIES/ANALYZE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	456	68.5	81.9	81.9
	YES	101	15.2	18.1	100.0
	Total	557	83.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	25	3.8		
	NOT REACHED	1	.2		
	OMITTED	79	11.9		

	System	4	.6	
	Total	109	16.4	
Total		666	100.0	

TEACHPRACT/WHEN INSTRUCTING STUDENTS ARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS IN THE SAME LOCATION WITH	465	69.8	71.3	71.3
	SOMETIMES IN LOCATIONS AWAY FROM	151	22.7	23.2	94.5
	OFTEN IN LOCATIONS AWAY FROM ME	23	3.5	3.5	98.0
	ALWAYS IN LOCATIONS AWAY FROM ME	13	2.0	2.0	100.0
	Total	652	97.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	9	1.4		
	System	4	.6		
	Total	14	2.1		
Total		666	100.0		

TEACHPRACT/PARTICIPATE IN PLANNED ACTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS WORK IN THE SAME LOCATION	328	49.2	50.1	50.1
	SOMETIMES WORK IN DIFFERENT LOCAT	269	40.4	41.1	91.1
	OFTEN WORK IN DIFFERENT LOCATIONS	44	6.6	6.7	97.9
	ALWAYS WORK IN DIFFERENT LOCATION	14	2.1	2.1	100.0
	Total	655	98.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	.9		

	System	4	.6	
	Total	11	1.7	
Total		666	100.0	

TEACHPRACT/LEARN ACTIVITIES TAKE PLACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS DURING SCHEDULED SCHOOL HO	265	39.8	40.5	40.5
	SOMETIMES OUTSIDE SCHEDULED SCHOO	341	51.2	52.1	92.7
	OFTEN OUTSIDE SCHEDULED SCHOOL HO	25	3.8	3.8	96.5
	AT ANY TIME (NO SCHEDULED SCHOOL	23	3.5	3.5	100.0
	Total	654	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	7	1.1		
	System	4	.6		
	Total	12	1.8		
Total		666	100.0		

TEACHPRACT/I PROVIDE FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS DURING SCHOOL HOURS	521	78.2	79.3	79.3
	SOMETIMES OUTSIDE SCHEDULED SCHOO	104	15.6	15.8	95.1
	OFTEN OUTSIDE SCHEDULED SCHOOL HO	5	.8	.8	95.9
	AT ANY TIME (NO SCHEDULED SCHOOL	27	4.1	4.1	100.0
	Total	657	98.6	100.0	

Missing	NOT REACHED	1	.2	
	OMITTED	4	.6	
	System	4	.6	
	Total	9	1.4	
Total		666	100.0	

TEACHPRACT/ACTIV/PRESENT INFORMATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	11	1.7	1.7	1.7
	SOMETIMES	60	9.0	9.3	11.0
	OFTEN	180	27.0	27.9	38.9
	NEARLY ALWAYS	395	59.3	61.1	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	15	2.3		
	System	4	.6		
	Total	20	3.0		
Total		666	100.0		

TEACHPRACT/ACTIV/PRESENT INFORMATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	491	73.7	83.1	83.1
	YES	100	15.0	16.9	100.0
	Total	591	88.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.7		
	NOT REACHED	2	.3		
	OMITTED	58	8.7		
	System	4	.6		
Total		75	11.3		
Total		666	100.0		

TEACHPRACT/ACTIV/REMEDIAL INSTRUCTIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	12	1.8	1.9	1.9
	SOMETIMES	158	23.7	24.4	26.3
	OFTEN	237	35.6	36.6	62.9
	NEARLY ALWAYS	240	36.0	37.1	100.0
	Total	647	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	13	2.0		
	System	4	.6		
	Total	19	2.9		
Total		666	100.0		

TEACHPRACT/ACTIV/REMEDIAL INSTRUCT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	503	75.5	85.5	85.5
	YES	85	12.8	14.5	100.0
	Total	588	88.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	10	1.5		
	NOT REACHED	2	.3		
	OMITTED	62	9.3		
	System	4	.6		
	Total	78	11.7		
Total		666	100.0		

TEACHPRACT/ACTIV/HELP ADVICE STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	7	1.1	1.1	1.1
	SOMETIMES	127	19.1	19.7	20.8
	OFTEN	253	38.0	39.3	60.1

	NEARLY ALWAYS	257	38.6	39.9	100.0
	Total	644	96.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	16	2.4		
	System	4	.6		
	Total	22	3.3		
Total		666	100.0		

TEACHPRACT/ACTIV/HELP ADVICE STUD/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	514	77.2	88.3	88.3
	YES	68	10.2	11.7	100.0
	Total	582	87.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.0		
	NOT REACHED	2	.3		
	OMITTED	65	9.8		
	System	4	.6		
	Total	84	12.6		
Total		666	100.0		

TEACHPRACT/ACTIV/WHOLE CLASS DISCUSSIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	35	5.3	5.4	5.4
	SOMETIMES	158	23.7	24.6	30.0
	OFTEN	210	31.5	32.7	62.7
	NEARLY ALWAYS	240	36.0	37.3	100.0
	Total	643	96.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	17	2.6		
	System	4	.6		
	Total	23	3.5		

Total		666	100.0	
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TEACHPRACT/ACTIV/WHOLE CLASS DISC/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	531	79.7	91.7	91.7
	YES	48	7.2	8.3	100.0
	Total	579	86.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	14	2.1		
	NOT REACHED	2	.3		
	OMITTED	67	10.1		
	System	4	.6		
	Total	87	13.1		
Total		666	100.0		

TEACHPRACT/ACTIV/ASSESS STUDENTS LEARN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	7	1.1	1.1	1.1
	SOMETIMES	65	9.8	10.2	11.3
	OFTEN	243	36.5	38.0	49.2
	NEARLY ALWAYS	325	48.8	50.8	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.0		
	System	4	.6		
Total		26	3.9		
Total		666	100.0		

TEACHPRACT/ACTIV/ASSESS STUD LEARN/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	503	75.5	87.0	87.0

	YES	75	11.3	13.0	100.0
	Total	578	86.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	17	2.6		
	NOT REACHED	2	.3		
	OMITTED	65	9.8		
	System	4	.6		
	Total	88	13.2		
Total		666	100.0		

TEACHPRACT/ACTIV/PROVIDE FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	13	2.0	2.0	2.0
	SOMETIMES	113	17.0	17.6	19.7
	OFTEN	218	32.7	34.0	53.7
	NEARLY ALWAYS	297	44.6	46.3	100.0
	Total	641	96.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	2.9		
	System	4	.6		
	Total	25	3.8		
Total		666	100.0		

TEACHPRACT/ACTIV/PROVIDE FEEDBACK/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	518	77.8	90.1	90.1
	YES	57	8.6	9.9	100.0
	Total	575	86.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.4		
	NOT REACHED	2	.3		
	OMITTED	69	10.4		

	System	4	.6	
	Total	91	13.7	
Total		666	100.0	

TEACHPRACT/ACTIV/CLASSROOM MANAGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	9	1.4	1.4	1.4
	SOMETIMES	30	4.5	4.7	6.1
	OFTEN	127	19.1	19.7	25.8
	NEARLY ALWAYS	478	71.8	74.2	100.0
	Total	644	96.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	16	2.4		
	System	4	.6		
	Total	22	3.3		
Total		666	100.0		

TEACHPRACT/ACTIV/CLASSROOM MNGMNT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	527	79.1	90.7	90.7
	YES	54	8.1	9.3	100.0
	Total	581	87.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.0		
	NOT REACHED	2	.3		
	OMITTED	66	9.9		
	System	4	.6		
Total		85	12.8		
Total		666	100.0		

TEACHPRACT/ACTIV/TEAM BUILDING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	19	2.9	3.0	3.0
	SOMETIMES	106	15.9	16.5	19.5
	OFTEN	232	34.8	36.1	55.6
	NEARLY ALWAYS	285	42.8	44.4	100.0
	Total	642	96.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	18	2.7		
	System	4	.6		
	Total	24	3.6		
Total		666	100.0		

TEACHPRACT/ACTIV/TEAM BUILDING/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	524	78.7	91.0	91.0
	YES	52	7.8	9.0	100.0
	Total	576	86.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.3		
	NOT REACHED	2	.3		
	OMITTED	69	10.4		
	System	4	.6		
Total		90	13.5		
Total		666	100.0		

TEACHPRACT/ACTIV/MEDIATE COMMUNICATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	114	17.1	17.6	17.6
	SOMETIMES	210	31.5	32.5	50.2
	OFTEN	174	26.1	26.9	77.1
	NEARLY ALWAYS	148	22.2	22.9	100.0

Missing	Total	646	97.0	100.0
	NOT REACHED	2	.3	
	OMITTED	14	2.1	
	System	4	.6	
	Total	20	3.0	
Total		666	100.0	

TEACHPRACT/ACTIV/MEDIATE COMM/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	524	78.7	90.8	90.8
	YES	53	8.0	9.2	100.0
	Total	577	86.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.7		
	NOT REACHED	2	.3		
	OMITTED	72	10.8		
	System	4	.6		
	Total	89	13.4		
Total		666	100.0		

TEACHPRACT/ACTIV/LIAISE WITH COLLABS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	98	14.7	15.4	15.4
	SOMETIMES	271	40.7	42.7	58.1
	OFTEN	162	24.3	25.5	83.6
	NEARLY ALWAYS	104	15.6	16.4	100.0
	Total	635	95.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	3.8		
	System	4	.6		
Total		31	4.7		
Total		666	100.0		

TEACHPRACT/ACTIV/LIAISE WITH COLLABS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	511	76.7	90.0	90.0
	YES	57	8.6	10.0	100.0
	Total	568	85.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	22	3.3		
	NOT REACHED	2	.3		
	OMITTED	70	10.5		
	System	4	.6		
	Total	98	14.7		
Total		666	100.0		

TEACHPRACT/ACTIV/PROVIDE COUNSELING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	47	7.1	7.3	7.3
	SOMETIMES	231	34.7	35.9	43.2
	OFTEN	196	29.4	30.4	73.6
	NEARLY ALWAYS	170	25.5	26.4	100.0
	Total	644	96.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	16	2.4		
	System	4	.6		
Total		22	3.3		
Total		666	100.0		

TEACHPRACT/ACTIV/PROV COUNSELING/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	535	80.3	93.4	93.4
	YES	38	5.7	6.6	100.0

Missing	Total	573	86.0	100.0
	LOGICALLY NOT APPLICABLE	13	2.0	
	NOT REACHED	2	.3	
	OMITTED	74	11.1	
	System	4	.6	
Total	93	14.0		
Total		666	100.0	

TEACHPRACT/ACTIV/COLLAB WITH PARENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	43	6.5	6.7	6.7
	SOMETIMES	255	38.3	39.5	46.1
	OFTEN	206	30.9	31.9	78.0
	NEARLY ALWAYS	142	21.3	22.0	100.0
Total	646	97.0	100.0		
Missing	NOT REACHED	2	.3		
	OMITTED	14	2.1		
	System	4	.6		
Total	20	3.0			
Total		666	100.0		

TEACHPRACT/ACTIV/COLLAB WITH PARENTS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	519	77.9	92.0	92.0
	YES	45	6.8	8.0	100.0
Total		564	84.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.7		
	NOT REACHED	2	.3		
	OMITTED	85	12.8		
System		4	.6		

Total	Total	102	15.3	
Total		666	100.0	

TEACHPRACT/ASSESS/WRITTEN TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	4	.6	.6	.6
	YES	644	96.7	99.4	100.0
	Total	648	97.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	12	1.8		
	System	4	.6		
	Total	18	2.7		
Total		666	100.0		

TEACHPRACT/ASSESS/WRITTEN TEST/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	456	68.5	75.9	75.9
	YES	145	21.8	24.1	100.0
	Total	601	90.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	10	1.5		
	NOT REACHED	2	.3		
	OMITTED	49	7.4		
	System	4	.6		
	Total	65	9.8		
Total		666	100.0		

TEACHPRACT/ASSESS/WRITTEN TASKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	7	1.1	1.1	1.1
	YES	641	96.2	98.9	100.0

	Total	648	97.3	100.0
Missing	NOT REACHED	2	.3	
	OMITTED	12	1.8	
	System	4	.6	
	Total	18	2.7	
Total		666	100.0	

TEACHPRACT/ASSESS/WRITTEN TASKS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	466	70.0	77.9	77.9
	YES	132	19.8	22.1	100.0
	Total	598	89.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	10	1.5		
	NOT REACHED	2	.3		
	OMITTED	52	7.8		
	System	4	.6		
	Total	68	10.2		
Total		666	100.0		

TEACHPRACT/ASSESS/ORAL PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	189	28.4	29.1	29.1
	YES	460	69.1	70.9	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	11	1.7		
	System	4	.6		
	Total	17	2.6		
Total		666	100.0		

TEACHPRACT/ASSESS/ORAL PRESENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	535	80.3	89.8	89.8
	YES	61	9.2	10.2	100.0
	Total	596	89.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	9	1.4		
	NOT REACHED	2	.3		
	OMITTED	55	8.3		
	System	4	.6		
	Total	70	10.5		
Total		666	100.0		

TEACHPRACT/ASSESS/GROUP PRESENTATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	98	14.7	15.1	15.1
	YES	549	82.4	84.9	100.0
	Total	647	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	13	2.0		
	System	4	.6		
Total		19	2.9		
Total		666	100.0		

TEACHPRACT/ASSESS/GROUP PRESENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	511	76.7	86.2	86.2
	YES	82	12.3	13.8	100.0
	Total	593	89.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.7		
	NOT REACHED	2	.3		
	OMITTED	56	8.4		

	System	4	.6	
	Total	73	11.0	
Total		666	100.0	

TEACHPRACT/ASSESS/PROJECT REPORT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	142	21.3	22.0	22.0
	YES	503	75.5	78.0	100.0
	Total	645	96.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	15	2.3		
	System	4	.6		
	Total	21	3.2		
Total		666	100.0		

TEACHPRACT/ASSESS/PROJECT REPORT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	493	74.0	83.3	83.3
	YES	99	14.9	16.7	100.0
	Total	592	88.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.0		
	NOT REACHED	2	.3		
	OMITTED	55	8.3		
	System	4	.6		
	Total	74	11.1		
Total		666	100.0		

TEACHPRACT/ASSESS/PEER EVALUATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	109	16.4	16.8	16.8

	YES	540	81.1	83.2	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	11	1.7		
	System	4	.6		
	Total	17	2.6		
Total		666	100.0		

TEACHPRACT/ASSESS/PEER EVALUATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	530	79.6	88.8	88.8
	YES	67	10.1	11.2	100.0
	Total	597	89.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	9	1.4		
	NOT REACHED	2	.3		
	OMITTED	54	8.1		
	System	4	.6		
	Total	69	10.4		
Total		666	100.0		

TEACHPRACT/ASSESS/PORTFOLIO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	56	8.4	8.7	8.7
	YES	591	88.7	91.3	100.0
	Total	647	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	13	2.0		
	System	4	.6		
	Total	19	2.9		
Total		666	100.0		

TEACHPRACT/ASSESS/PORTFOLIO/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	494	74.2	83.4	83.4
	YES	98	14.7	16.6	100.0
	Total	592	88.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.7		
	NOT REACHED	2	.3		
	OMITTED	57	8.6		
	System	4	.6		
	Total	74	11.1		
Total		666	100.0		

TEACHPRACT/ASSESS/GROUP ASSESSMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	95	14.3	14.7	14.7
	YES	551	82.7	85.3	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	14	2.1		
	System	4	.6		
Total		20	3.0		
Total		666	100.0		

TEACHPRACT/ASSESS/GROUP ASSESSMENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	510	76.6	86.3	86.3
	YES	81	12.2	13.7	100.0
	Total	591	88.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	12	1.8		

	NOT REACHED	2	.3	
	OMITTED	57	8.6	
	System	4	.6	
	Total	75	11.3	
Total		666	100.0	

STUDPRACT/ACTIV/WORKING AT SAME PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	36	5.4	5.6	5.6
	SOMETIMES	204	30.6	31.8	37.4
	OFTEN	236	35.4	36.8	74.3
	NEARLY ALWAYS	165	24.8	25.7	100.0
	Total	641	96.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	2.9		
	System	4	.6		
	Total	25	3.8		
Total		666	100.0		

STUDPRACT/ACTIV/WORKING AT SAME PACE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	505	75.8	89.9	89.9
	YES	57	8.6	10.1	100.0
	Total	562	84.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.3		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		
Total		104	15.6		
Total		666	100.0		

STUDPRACT/ACTIV/LEARNING AT OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	19	2.9	3.0	3.0
	SOMETIMES	207	31.1	32.2	35.2
	OFTEN	260	39.0	40.5	75.7
	NEARLY ALWAYS	156	23.4	24.3	100.0
	Total	642	96.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	18	2.7		
	System	4	.6		
	Total	24	3.6		
Total		666	100.0		

STUDPRACT/ACTIV/LEARNING AT OWN PACE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	504	75.7	90.3	90.3
	YES	54	8.1	9.7	100.0
	Total	558	83.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	14	2.1		
	NOT REACHED	2	.3		
	OMITTED	88	13.2		
	System	4	.6		
	Total	108	16.2		
Total		666	100.0		

STUDPRACT/ACTIV/COMPLETE WORKSHEETS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	14	2.1	2.2	2.2
	SOMETIMES	106	15.9	16.5	18.7
	OFTEN	219	32.9	34.1	52.8

	NEARLY ALWAYS	303	45.5	47.2	100.0
	Total	642	96.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	18	2.7		
	System	4	.6		
	Total	24	3.6		
Total		666	100.0		

STUDPRACT/ACTIV/COMPLETE WORKSHEETS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	484	72.7	86.6	86.6
	YES	75	11.3	13.4	100.0
	Total	559	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	14	2.1		
	NOT REACHED	2	.3		
	OMITTED	87	13.1		
	System	4	.6		
	Total	107	16.1		
Total		666	100.0		

STUDPRACT/ACTIV/GIVE PRESENTATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	85	12.8	13.3	13.3
	SOMETIMES	281	42.2	44.0	57.3
	OFTEN	170	25.5	26.6	83.9
	NEARLY ALWAYS	103	15.5	16.1	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.2		
	System	4	.6		
	Total	27	4.1		

Total		666	100.0	
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STUDPRACT/ACTIV/GIVE PRESENTATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	492	73.9	89.0	89.0
	YES	61	9.2	11.0	100.0
	Total	553	83.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	17	2.6		
	NOT REACHED	2	.3		
	OMITTED	90	13.5		
	System	4	.6		
	Total	113	17.0		
Total		666	100.0		

STUDPRACT/ACTIV/DETERMINE OWN GOALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	167	25.1	26.1	26.1
	SOMETIMES	274	41.1	42.8	68.9
	OFTEN	133	20.0	20.8	89.7
	NEARLY ALWAYS	66	9.9	10.3	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.0		
	System	4	.6		
Total		26	3.9		
Total		666	100.0		

STUDPRACT/ACTIV/DETERMINE OWN GOALS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	509	76.4	91.7	91.7

	YES	46	6.9	8.3	100.0
	Total	555	83.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.4		
	NOT REACHED	2	.3		
	OMITTED	89	13.4		
	System	4	.6		
	Total	111	16.7		
Total		666	100.0		

STUDPRACT/ACTIV/EXPLAIN OWN IDEAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	35	5.3	5.4	5.4
	SOMETIMES	243	36.5	37.7	43.2
	OFTEN	243	36.5	37.7	80.9
	NEARLY ALWAYS	123	18.5	19.1	100.0
	Total	644	96.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	16	2.4		
	System	4	.6		
	Total	22	3.3		
Total		666	100.0		

STUDPRACT/ACTIV/EXPLAIN OWN IDEAS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	510	76.6	90.6	90.6
	YES	53	8.0	9.4	100.0
	Total	563	84.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	12	1.8		
	NOT REACHED	2	.3		
	OMITTED	85	12.8		

	System	4	.6	
	Total	103	15.5	
Total		666	100.0	

STUDPRACT/ACTIV/COLLABORATE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	276	41.4	43.1	43.1
	SOMETIMES	240	36.0	37.5	80.6
	OFTEN	83	12.5	13.0	93.6
	NEARLY ALWAYS	41	6.2	6.4	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.0		
	System	4	.6		
	Total	26	3.9		
Total		666	100.0		

STUDPRACT/ACTIV/COLLAB WITH PEERS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	511	76.7	91.9	91.9
	YES	45	6.8	8.1	100.0
	Total	556	83.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.4		
	NOT REACHED	2	.3		
	OMITTED	88	13.2		
	System	4	.6		
	Total	110	16.5		
Total		666	100.0		

STUDPRACT/ACTIV/ANSWER TESTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	6	.9	.9	.9
	SOMETIMES	89	13.4	13.9	14.9
	OFTEN	252	37.8	39.4	54.3
	NEARLY ALWAYS	292	43.8	45.7	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.2		
	System	4	.6		
	Total	27	4.1		
Total		666	100.0		

STUDPRACT/ACTIV/ANSWER TESTS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	499	74.9	89.6	89.6
	YES	58	8.7	10.4	100.0
	Total	557	83.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	17	2.6		
	NOT REACHED	2	.3		
	OMITTED	86	12.9		
	System	4	.6		
Total		109	16.4		
Total		666	100.0		

STUDPRACT/ACTIV/PEER EVALUATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	49	7.4	7.6	7.6
	SOMETIMES	238	35.7	37.1	44.8
	OFTEN	220	33.0	34.3	79.1
	NEARLY ALWAYS	134	20.1	20.9	100.0

Missing	Total	641	96.2	100.0
	NOT REACHED	2	.3	
	OMITTED	19	2.9	
	System	4	.6	
	Total	25	3.8	
Total		666	100.0	

STUDPRACT/ACTIV/PEER EVALUATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	513	77.0	92.1	92.1
	YES	44	6.6	7.9	100.0
	Total	557	83.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.3		
	NOT REACHED	2	.3		
	OMITTED	88	13.2		
	System	4	.6		
	Total	109	16.4		
Total		666	100.0		

STUDPRACT/ACTIV/REFLECT EXPERIENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	130	19.5	20.5	20.5
	SOMETIMES	268	40.2	42.2	62.7
	OFTEN	167	25.1	26.3	89.0
	NEARLY ALWAYS	70	10.5	11.0	100.0
	Total	635	95.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	3.8		
	System	4	.6		
Total		31	4.7		
Total		666	100.0		

STUDPRACT/ACTIV/REFLECT EXPERIENCE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	512	76.9	92.6	92.6
	YES	41	6.2	7.4	100.0
	Total	553	83.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	21	3.2		
	NOT REACHED	2	.3		
	OMITTED	86	12.9		
	System	4	.6		
	Total	113	17.0		
Total		666	100.0		

STUDPRACT/ACTIV/COMMUNICATE WITH OUTSIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	225	33.8	35.2	35.2
	SOMETIMES	268	40.2	41.9	77.2
	OFTEN	103	15.5	16.1	93.3
	NEARLY ALWAYS	43	6.5	6.7	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.2		
	System	4	.6		
Total		27	4.1		
Total		666	100.0		

STUDPRACT/ACTIV/COMM WITH OUSIDE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	508	76.3	91.7	91.7
	YES	46	6.9	8.3	100.0

Missing	Total	554	83.2	100.0
	LOGICALLY NOT APPLICABLE	17	2.6	
	NOT REACHED	2	.3	
	OMITTED	89	13.4	
	System	4	.6	
Total	112	16.8		
Total		666	100.0	

STUDPRACT/ACTIV/CONTRIBUTE TO COMMUNITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	257	38.6	40.1	40.1
	SOMETIMES	257	38.6	40.1	80.2
	OFTEN	92	13.8	14.4	94.5
	NEARLY ALWAYS	35	5.3	5.5	100.0
	Total	641	96.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	2.9		
	System	4	.6		
Total	25	3.8			
Total		666	100.0		

STUDPRACT/ACTIV/CONTR TO CUMMUNITY/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	514	77.2	92.8	92.8
	YES	40	6.0	7.2	100.0
	Total	554	83.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.3		
	NOT REACHED	2	.3		
	OMITTED	91	13.7		
	System	4	.6		

	Total	112	16.8	
Total		666	100.0	

LEARNRES/INCORP/HANDS ON MATERIALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	217	32.6	33.2	33.2
	SOMETIMES	247	37.1	37.8	71.1
	OFTEN	105	15.8	16.1	87.1
	NEARLY ALWAYS	84	12.6	12.9	100.0
	Total	653	98.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	7	1.1		
	System	4	.6		
	Total	13	2.0		
Total		666	100.0		

LEARNRES/INCORP/TUTORIAL SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	395	59.3	60.9	60.9
	SOMETIMES	135	20.3	20.8	81.7
	OFTEN	85	12.8	13.1	94.8
	NEARLY ALWAYS	34	5.1	5.2	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	10	1.5		
	System	5	.8		
	Total	17	2.6		
Total		666	100.0		

LEARNRES/INCORP/GENERAL OFFICE SUITE

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	NEVER	503	75.5	77.4	77.4
	SOMETIMES	89	13.4	13.7	91.1
	OFTEN	41	6.2	6.3	97.4
	NEARLY ALWAYS	17	2.6	2.6	100.0
Total		650	97.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	10	1.5		
	System	4	.6		
Total		16	2.4		
Total		666	100.0		

LEARNRES/INCRP/MULTIMEDIA PROD TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	520	78.1	80.1	80.1
	SOMETIMES	96	14.4	14.8	94.9
	OFTEN	23	3.5	3.5	98.5
	NEARLY ALWAYS	10	1.5	1.5	100.0
Total		649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	11	1.7		
	System	4	.6		
Total		17	2.6		
Total		666	100.0		

LEARNRES/INCRP/DATA LOGGING TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	556	83.5	85.9	85.9
	SOMETIMES	67	10.1	10.4	96.3
	OFTEN	17	2.6	2.6	98.9
	NEARLY ALWAYS	7	1.1	1.1	100.0
Total		647	97.1	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	13	2.0	
	System	4	.6	
	Total	19	2.9	
Total		666	100.0	

LEARNRES/INCORP/MODELING SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	545	81.8	83.7	83.7
	SOMETIMES	79	11.9	12.1	95.9
	OFTEN	21	3.2	3.2	99.1
	NEARLY ALWAYS	6	.9	.9	100.0
	Total	651	97.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	9	1.4		
	System	4	.6		
	Total	15	2.3		
Total		666	100.0		

LEARNRES/INCORP/COMMUNICATION SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	548	82.3	84.4	84.4
	SOMETIMES	73	11.0	11.2	95.7
	OFTEN	19	2.9	2.9	98.6
	NEARLY ALWAYS	9	1.4	1.4	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	11	1.7		
	System	4	.6		
	Total	17	2.6		
Total		666	100.0		

LEARNRES/INCORP/DIGITAL RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	403	60.5	62.1	62.1
	SOMETIMES	171	25.7	26.3	88.4
	OFTEN	55	8.3	8.5	96.9
	NEARLY ALWAYS	20	3.0	3.1	100.0
	Total	649	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	11	1.7		
	System	4	.6		
	Total	17	2.6		
Total		666	100.0		

LEARNRES/INCRP/MOBILE DEVICES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	449	67.4	69.1	69.1
	SOMETIMES	137	20.6	21.1	90.2
	OFTEN	49	7.4	7.5	97.7
	NEARLY ALWAYS	15	2.3	2.3	100.0
	Total	650	97.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	10	1.5		
	System	4	.6		
	Total	16	2.4		
Total		666	100.0		

LEARNRES/INCRP/SMART BOARD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	486	73.0	75.3	75.3
	SOMETIMES	83	12.5	12.9	88.2
	OFTEN	43	6.5	6.7	94.9
	NEARLY ALWAYS	33	5.0	5.1	100.0

	Total	645	96.8	100.0
Missing	NOT REACHED	2	.3	
	OMITTED	15	2.3	
	System	4	.6	
	Total	21	3.2	
Total		666	100.0	

LEARNRES/INCRP/LEARN MANAGEMENT SYS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	550	82.6	85.0	85.0
	SOMETIMES	71	10.7	11.0	96.0
	OFTEN	17	2.6	2.6	98.6
	NEARLY ALWAYS	9	1.4	1.4	100.0
	Total	647	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	13	2.0		
	System	4	.6		
	Total	19	2.9		
Total		666	100.0		

IMPACTICT/DO YOU USE ICT IN TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	414	62.2	81.7	81.7
	YES	93	14.0	18.3	100.0
	Total	507	76.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	153	23.0		
	System	4	.6		
	Total	159	23.9		
Total		666	100.0		

IMPACTICT/YOU/ICT SKILLS HAVE IMPROVED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	64	9.6	34.4	34.4
	A LITTLE	42	6.3	22.6	57.0
	SOMEWHAT	34	5.1	18.3	75.3
	A LOT	46	6.9	24.7	100.0
	Total	186	27.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	60	9.0		
	System	4	.6		
	Total	480	72.1		
Total		666	100.0		

IMPACTICT/YOU/INCORPORATE NEW METHODS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	51	7.7	28.5	28.5
	A LITTLE	34	5.1	19.0	47.5
	SOMEWHAT	43	6.5	24.0	71.5
	A LOT	51	7.7	28.5	100.0
	Total	179	26.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	67	10.1		
	System	4	.6		
	Total	487	73.1		
Total		666	100.0		

IMPACTICT/YOU/MORE INDIV FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	51	7.7	28.3	28.3

	A LITTLE	34	5.1	18.9	47.2
	SOMEWHAT	39	5.9	21.7	68.9
	A LOT	56	8.4	31.1	100.0
	Total	180	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	66	9.9		
	System	4	.6		
	Total	486	73.0		
Total		666	100.0		

IMPACTICT/YOU/INCORPORATE NEW WAYS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	44	6.6	24.4	24.4
	A LITTLE	37	5.6	20.6	45.0
	SOMEWHAT	54	8.1	30.0	75.0
	A LOT	45	6.8	25.0	100.0
	Total	180	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	66	9.9		
	System	4	.6		
	Total	486	73.0		
Total		666	100.0		

IMPACTICT/YOU/MONITOR STUDENTS LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	54	8.1	30.2	30.2
	A LITTLE	25	3.8	14.0	44.1
	SOMEWHAT	51	7.7	28.5	72.6

	A LOT	49	7.4	27.4	100.0
Missing	Total	179	26.9	100.0	
	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	67	10.1		
	System	4	.6		
Total	Total	487	73.1		
		666	100.0		

IMPACTICT/YOU/ACCESS MORE DIV RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	50	7.5	28.7	28.7
	A LITTLE	41	6.2	23.6	52.3
	SOMEWHAT	44	6.6	25.3	77.6
	A LOT	39	5.9	22.4	100.0
	Total	174	26.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	72	10.8		
	System	4	.6		
Total	Total	492	73.9		
		666	100.0		

IMPACTICT/YOU/COLL MORE WITH COLLEAGUES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	46	6.9	26.0	26.0
	A LITTLE	23	3.5	13.0	39.0
	SOMEWHAT	51	7.7	28.8	67.8
	A LOT	57	8.6	32.2	100.0
	Total	177	26.6	100.0	

Missing	LOGICALLY NOT APPLICABLE	414	62.2	
	NOT REACHED	2	.3	
	OMITTED	69	10.4	
	System	4	.6	
	Total	489	73.4	
Total		666	100.0	

IMPACTICT/YOU/COLL MORE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	58	8.7	32.6	32.6
	A LITTLE	42	6.3	23.6	56.2
	SOMEWHAT	41	6.2	23.0	79.2
	A LOT	37	5.6	20.8	100.0
	Total	178	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	68	10.2		
	System	4	.6		
	Total	488	73.3		
Total		666	100.0		

IMPACTICT/YOU/COMPLETE ADMIN TASKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	42	6.3	23.7	23.7
	A LITTLE	24	3.6	13.6	37.3
	SOMEWHAT	51	7.7	28.8	66.1
	A LOT	60	9.0	33.9	100.0
	Total	177	26.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		

	OMITTED	69	10.4	
	System	4	.6	
	Total	489	73.4	
Total		666	100.0	

IMPACTICT/YOU/WORKLOAD HAS INCREASED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	56	8.4	31.3	31.3
	A LITTLE	35	5.3	19.6	50.8
	SOMEWHAT	34	5.1	19.0	69.8
	A LOT	54	8.1	30.2	100.0
	Total	179	26.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	67	10.1		
	System	4	.6		
	Total	487	73.1		
Total		666	100.0		

IMPACTICT/YOU/INCREASED WORK PRESSURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	57	8.6	32.0	32.0
	A LITTLE	35	5.3	19.7	51.7
	SOMEWHAT	37	5.6	20.8	72.5
	A LOT	49	7.4	27.5	100.0
	Total	178	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	68	10.2		
	System	4	.6		
	Total				

Total	Total	488	73.3	
Total		666	100.0	

IMPACTICT/STUD/SUBJECT MATTER KNOWLEDGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	.9	3.6	3.6
	DECREASED A LITTLE	5	.8	3.0	6.6
	NO IMPACT	52	7.8	31.3	38.0
	INCREASED A LITTLE	66	9.9	39.8	77.7
	INCREASED A LOT	37	5.6	22.3	100.0
	Total	166	24.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	80	12.0		
	System	4	.6		
	Total	500	75.1		
Total		666	100.0		

IMPACTICT/STUD/LEARNING MOTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	.9	3.6	3.6
	DECREASED A LITTLE	5	.8	3.0	6.7
	NO IMPACT	50	7.5	30.3	37.0
	INCREASED A LITTLE	57	8.6	34.5	71.5
	INCREASED A LOT	47	7.1	28.5	100.0
	Total	165	24.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	81	12.2		
	System	4	.6		

Total	Total	501	75.2	
Total		666	100.0	

IMPACTICT/STUD/INFO HANDLING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	7	1.1	4.3	4.3
	DECREASED A LITTLE	7	1.1	4.3	8.5
	NO IMPACT	54	8.1	32.9	41.5
	INCREASED A LITTLE	56	8.4	34.1	75.6
	INCREASED A LOT	40	6.0	24.4	100.0
	Total	164	24.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	82	12.3		
	System	4	.6		
	Total	502	75.4		
Total		666	100.0		

IMPACTICT/STUD/PROBLEM SOLVING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	4	.6	2.5	2.5
	DECREASED A LITTLE	10	1.5	6.2	8.6
	NO IMPACT	53	8.0	32.7	41.4
	INCREASED A LITTLE	58	8.7	35.8	77.2
	INCREASED A LOT	37	5.6	22.8	100.0
	Total	162	24.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	84	12.6		
	System	4	.6		

Total	Total	504	75.7	
Total		666	100.0	

IMPACTICT/STUD/SELF DIRECT LEARN SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.2	4.9	4.9
	DECREASED A LITTLE	8	1.2	4.9	9.8
	NO IMPACT	56	8.4	34.4	44.2
	INCREASED A LITTLE	56	8.4	34.4	78.5
	INCREASED A LOT	35	5.3	21.5	100.0
	Total	163	24.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		
	Total	503	75.5		
Total		666	100.0		

IMPACTICT/STUD/COLLABORATIVE SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	.9	3.7	3.7
	DECREASED A LITTLE	10	1.5	6.1	9.8
	NO IMPACT	51	7.7	31.3	41.1
	INCREASED A LITTLE	68	10.2	41.7	82.8
	INCREASED A LOT	28	4.2	17.2	100.0
	Total	163	24.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		

Total	Total	503	75.5	
Total		666	100.0	

IMPACTICT/STUD/COMMUNICATION SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	5	.8	3.1	3.1
	DECREASED A LITTLE	9	1.4	5.5	8.6
	NO IMPACT	46	6.9	28.2	36.8
	INCREASED A LITTLE	58	8.7	35.6	72.4
	INCREASED A LOT	45	6.8	27.6	100.0
	Total	163	24.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		
	Total	503	75.5		
Total		666	100.0		

IMPACTICT/STUD/ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	13	2.0	7.9	7.9
	DECREASED A LITTLE	3	.5	1.8	9.8
	NO IMPACT	57	8.6	34.8	44.5
	INCREASED A LITTLE	59	8.9	36.0	80.5
	INCREASED A LOT	32	4.8	19.5	100.0
	Total	164	24.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	82	12.3		
	System	4	.6		

Total	Total	502	75.4	
Total		666	100.0	

IMPACTICT/STUD/LEARN AT THEIR OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	9	1.4	5.6	5.6
	DECREASED A LITTLE	7	1.1	4.3	9.9
	NO IMPACT	50	7.5	31.1	41.0
	INCREASED A LITTLE	60	9.0	37.3	78.3
	INCREASED A LOT	35	5.3	21.7	100.0
	Total	161	24.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	85	12.8		
	System	4	.6		
	Total	505	75.8		
Total		666	100.0		

IMPACTICT/STUD/SELF ESTEEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.2	4.9	4.9
	DECREASED A LITTLE	4	.6	2.4	7.3
	NO IMPACT	50	7.5	30.5	37.8
	INCREASED A LITTLE	61	9.2	37.2	75.0
	INCREASED A LOT	41	6.2	25.0	100.0
	Total	164	24.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	82	12.3		
	System	4	.6		

Total	Total	502	75.4	
Total		666	100.0	

IMPACTICT/STUD/ACHIEVEMENT GAP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	9	1.4	5.6	5.6
	DECREASED A LITTLE	13	2.0	8.1	13.8
	NO IMPACT	59	8.9	36.9	50.6
	INCREASED A LITTLE	51	7.7	31.9	82.5
	INCREASED A LOT	28	4.2	17.5	100.0
	Total	160	24.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	86	12.9		
	System	4	.6		
	Total	506	76.0		
Total		666	100.0		

IMPACTICT/STUD/TIME SPENT ON LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	12	1.8	7.4	7.4
	DECREASED A LITTLE	12	1.8	7.4	14.8
	NO IMPACT	51	7.7	31.5	46.3
	INCREASED A LITTLE	58	8.7	35.8	82.1
	INCREASED A LOT	29	4.4	17.9	100.0
	Total	162	24.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	84	12.6		
	System	4	.6		

Total	Total	504	75.7	
Total		666	100.0	

IMPACTICT/STUD/SCHOOL ATTENDANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	10	1.5	6.1	6.1
	DECREASED A LITTLE	8	1.2	4.9	11.0
	NO IMPACT	67	10.1	41.1	52.1
	INCREASED A LITTLE	35	5.3	21.5	73.6
	INCREASED A LOT	43	6.5	26.4	100.0
	Total	163	24.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		
	Total	503	75.5		
Total		666	100.0		

IMPACTICT/STUD/ASSESSMENT RESULTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.2	4.9	4.9
	DECREASED A LITTLE	6	.9	3.7	8.6
	NO IMPACT	56	8.4	34.4	42.9
	INCREASED A LITTLE	61	9.2	37.4	80.4
	INCREASED A LOT	32	4.8	19.6	100.0
	Total	163	24.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	83	12.5		
	System	4	.6		

Total	Total	503	75.5	
Total		666	100.0	

IMPACTICT/STUD/DIGITAL DEVIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	12	1.8	7.3	7.3
	DECREASED A LITTLE	15	2.3	9.1	16.4
	NO IMPACT	71	10.7	43.0	59.4
	INCREASED A LITTLE	42	6.3	25.5	84.8
	INCREASED A LOT	25	3.8	15.2	100.0
	Total	165	24.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	414	62.2		
	NOT REACHED	2	.3		
	OMITTED	81	12.2		
	System	4	.6		
	Total	501	75.2		
Total		666	100.0		

INFOYOU/CONFIDENT/PRODUCE LETTER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	150	22.5	23.4	23.4
	A LITTLE	114	17.1	17.8	41.3
	SOMEWHAT	95	14.3	14.8	56.1
	A LOT	281	42.2	43.9	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	24	3.6		
	Total	26	3.9		
Total		666	100.0		

INFOYOU/CONFIDENT/EMAIL A FILE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	254	38.1	39.7	39.7
	A LITTLE	89	13.4	13.9	53.7
	SOMEWHAT	81	12.2	12.7	66.4
	A LOT	215	32.3	33.6	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	3.8		
	Total	27	4.1		
Total		666	100.0		

INFOYOU/CONFIDENT/TAKE PHOTOS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	312	46.8	48.7	48.7
	A LITTLE	97	14.6	15.1	63.8
	SOMEWHAT	72	10.8	11.2	75.0
	A LOT	160	24.0	25.0	100.0
	Total	641	96.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	23	3.5		
	Total	25	3.8		
Total		666	100.0		

INFOYOU/CONFIDENT/FILE ELECTRONIC DOCS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	213	32.0	33.1	33.1
	A LITTLE	113	17.0	17.6	50.7
	SOMEWHAT	78	11.7	12.1	62.8
	A LOT	239	35.9	37.2	100.0
	Total	643	96.5	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	21	3.2	
	Total	23	3.5	
Total		666	100.0	

INFOYOU/CONFIDENT/USE SPREADSHEET PROG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	236	35.4	36.7	36.7
	A LITTLE	103	15.5	16.0	52.7
	SOMEWHAT	88	13.2	13.7	66.4
	A LOT	216	32.4	33.6	100.0
	Total	643	96.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.2		
	Total	23	3.5		
Total		666	100.0		

INFOYOU/CONFIDENT/SHARE KNOWLEDGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	314	47.1	49.1	49.1
	A LITTLE	106	15.9	16.6	65.6
	SOMEWHAT	86	12.9	13.4	79.1
	A LOT	134	20.1	20.9	100.0
	Total	640	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	24	3.6		
	Total	26	3.9		
Total		666	100.0		

INFOYOU/CONFIDENT/PRODUCE PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	322	48.3	50.2	50.2

	A LITTLE	129	19.4	20.1	70.2
	SOMEWHAT	65	9.8	10.1	80.4
	A LOT	126	18.9	19.6	100.0
	Total	642	96.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	22	3.3		
	Total	24	3.6		
Total		666	100.0		

INFOYOU/CONFIDENT/ONLINE PURCHASES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	342	51.4	53.4	53.4
	A LITTLE	96	14.4	15.0	68.3
	SOMEWHAT	70	10.5	10.9	79.3
	A LOT	133	20.0	20.7	100.0
	Total	641	96.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	23	3.5		
	Total	25	3.8		
Total		666	100.0		

INFOYOU/CONFIDENT/PREPARE LESSONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	324	48.6	50.7	50.7
	A LITTLE	115	17.3	18.0	68.7
	SOMEWHAT	96	14.4	15.0	83.7
	A LOT	104	15.6	16.3	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	3.8		
	Total	27	4.1		
Total		666	100.0		

INFOYOU/CONFIDENT/SUITABLE FOR ICT USE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	298	44.7	46.7	46.7
	A LITTLE	131	19.7	20.5	67.2
	SOMEWHAT	112	16.8	17.6	84.8
	A LOT	97	14.6	15.2	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	3.9		
	Total	28	4.2		
Total		666	100.0		

INFOYOU/CONFIDENT/USEFUL RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	278	41.7	43.6	43.6
	A LITTLE	96	14.4	15.1	58.7
	SOMEWHAT	106	15.9	16.6	75.4
	A LOT	157	23.6	24.6	100.0
	Total	637	95.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	27	4.1		
	Total	29	4.4		
Total		666	100.0		

INFOYOU/CONFIDENT/MONITOR PROGRESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	320	48.0	50.1	50.1
	A LITTLE	105	15.8	16.4	66.5
	SOMEWHAT	102	15.3	16.0	82.5
	A LOT	112	16.8	17.5	100.0

	Total	639	95.9	100.0
Missing	NOT REACHED	2	.3	
	OMITTED	25	3.8	
	Total	27	4.1	
Total		666	100.0	

INFOYOU/CONFIDENT/EFFECT PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	311	46.7	48.7	48.7
	A LITTLE	111	16.7	17.4	66.1
	SOMEWHAT	104	15.6	16.3	82.4
	A LOT	112	16.8	17.6	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	3.9		
	Total	28	4.2		
Total		666	100.0		

INFOYOU/CONFIDENT/COLLAB WITH OTHERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	317	47.6	49.9	49.9
	A LITTLE	121	18.2	19.1	69.0
	SOMEWHAT	92	13.8	14.5	83.5
	A LOT	105	15.8	16.5	100.0
	Total	635	95.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	29	4.4		
	Total	31	4.7		
Total		666	100.0		

INFOYOU/CONFIDENT/EDUCATIONAL SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	317	47.6	49.6	49.6
	A LITTLE	99	14.9	15.5	65.1
	SOMEWHAT	81	12.2	12.7	77.8
	A LOT	142	21.3	22.2	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	3.8		
	Total	27	4.1		
Total		666	100.0		

INFOYOU/CONFIDENT/USE INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	318	47.7	49.8	49.8
	A LITTLE	105	15.8	16.5	66.3
	SOMEWHAT	84	12.6	13.2	79.5
	A LOT	131	19.7	20.5	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	3.9		
	Total	28	4.2		
Total		666	100.0		

INFOYOU/ENH/MONITOR MORE EFFECTIVELY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	32	4.8	5.1	5.1
	LOW PRIORITY	46	6.9	7.3	12.4
	MEDIUM PRIORITY	168	25.2	26.8	39.2
	HIGH PRIORITY	381	57.2	60.8	100.0
	Total	627	94.1	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	37	5.6	
	Total	39	5.9	
Total		666	100.0	

INFOYOU/ENH/EXERCISES FOR STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	36	5.4	5.7	5.7
	LOW PRIORITY	35	5.3	5.6	11.3
	MEDIUM PRIORITY	155	23.3	24.7	36.0
	HIGH PRIORITY	402	60.4	64.0	100.0
	Total	628	94.3	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	35	5.3		
	Total	38	5.7		
Total		666	100.0		

INFOYOU/ENH/BETTER LECTURES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	34	5.1	5.4	5.4
	LOW PRIORITY	31	4.7	5.0	10.4
	MEDIUM PRIORITY	128	19.2	20.5	30.9
	HIGH PRIORITY	431	64.7	69.1	100.0
	Total	624	93.7	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	39	5.9		
	Total	42	6.3		
Total		666	100.0		

INFOYOU/ENH/MULTIMEDIA PROD PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	47	7.1	7.5	7.5

	LOW PRIORITY	63	9.5	10.1	17.7
	MEDIUM PRIORITY	152	22.8	24.4	42.1
	HIGH PRIORITY	361	54.2	57.9	100.0
	Total	623	93.5	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	40	6.0		
	Total	43	6.5		
Total		666	100.0		

INFOYOU/ENH/ADDRESS INDIV DIFFERENCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	37	5.6	5.9	5.9
	LOW PRIORITY	53	8.0	8.5	14.4
	MEDIUM PRIORITY	165	24.8	26.3	40.7
	HIGH PRIORITY	372	55.9	59.3	100.0
	Total	627	94.1	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	36	5.4		
	Total	39	5.9		
Total		666	100.0		

INFOYOU/ENH/SHORT PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	38	5.7	6.1	6.1
	LOW PRIORITY	64	9.6	10.2	16.3
	MEDIUM PRIORITY	192	28.8	30.7	47.0
	HIGH PRIORITY	332	49.8	53.0	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	37	5.6		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/ENH/EXTENDED PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	43	6.5	6.9	6.9
	LOW PRIORITY	82	12.3	13.1	19.9
	MEDIUM PRIORITY	211	31.7	33.7	53.6
	HIGH PRIORITY	291	43.7	46.4	100.0
	Total	627	94.1	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	36	5.4		
	Total	39	5.9		
Total		666	100.0		

INFOYOU/ENH/SCIENTIFIC INVESTIGATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	71	10.7	11.4	11.4
	LOW PRIORITY	73	11.0	11.8	23.2
	MEDIUM PRIORITY	138	20.7	22.2	45.4
	HIGH PRIORITY	339	50.9	54.6	100.0
	Total	621	93.2	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	42	6.3		
	Total	45	6.8		
Total		666	100.0		

INFOYOU/ENH/COLLABORATE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	47	7.1	7.5	7.5
	LOW PRIORITY	69	10.4	11.0	18.6
	MEDIUM PRIORITY	147	22.1	23.5	42.1
	HIGH PRIORITY	362	54.4	57.9	100.0

	Total	625	93.8	100.0
Missing	NOT REACHED	3	.5	
	OMITTED	38	5.7	
	Total	41	6.2	
Total		666	100.0	

INFOYOU/ENH/COLLABORATE WITH TEACHERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	36	5.4	5.8	5.8
	LOW PRIORITY	40	6.0	6.4	12.1
	MEDIUM PRIORITY	149	22.4	23.8	35.9
	HIGH PRIORITY	401	60.2	64.1	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	37	5.6		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/ENH/COLLABORATE WITH CLASSMATES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	34	5.1	5.4	5.4
	LOW PRIORITY	50	7.5	8.0	13.4
	MEDIUM PRIORITY	151	22.7	24.1	37.5
	HIGH PRIORITY	391	58.7	62.5	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	37	5.6		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/ENH/SELF ACCESSED ACTIVITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	33	5.0	5.3	5.3
	LOW PRIORITY	52	7.8	8.3	13.6
	MEDIUM PRIORITY	153	23.0	24.4	38.0
	HIGH PRIORITY	388	58.3	62.0	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	37	5.6		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/OBST/NOT CONSIDERED USEFUL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	459	68.9	74.0	74.0
	YES	161	24.2	26.0	100.0
	Total	620	93.1	100.0	
Missing	NOT REACHED	3	.5		
	OMITTED	43	6.5		
	Total	46	6.9		
Total		666	100.0		

INFOYOU/OBST/NO REQUIRED INFRASTRUCTURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	227	34.1	36.1	36.1
	YES	402	60.4	63.9	100.0
	Total	629	94.4	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	33	5.0		
	Total	37	5.6		
Total		666	100.0		

INFOYOU/OBST/NO REQUIRED ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	272	40.8	43.5	43.5
	YES	353	53.0	56.5	100.0
	Total	625	93.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	37	5.6		
	Total	41	6.2		
Total		666	100.0		

INFOYOU/OBST/NO PEDAGOGICAL SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	235	35.3	37.5	37.5
	YES	391	58.7	62.5	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	36	5.4		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/OBST/NO CONFIDENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	376	56.5	60.1	60.1
	YES	250	37.5	39.9	100.0
	Total	626	94.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	36	5.4		
	Total	40	6.0		
Total		666	100.0		

INFOYOU/OBST/STUDENTS HAVE NO ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	163	24.5	26.2	26.2
	YES	460	69.1	73.8	100.0
	Total	623	93.5	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	39	5.9		
	Total	43	6.5		
Total		666	100.0		

INFOYOU/OBST/NO ACCESS TO REQUIRED ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	153	23.0	24.2	24.2
	YES	478	71.8	75.8	100.0
	Total	631	94.7	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	31	4.7		
	Total	35	5.3		
Total		666	100.0		

INFOYOU/OBST/NO TIME NECESSARY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	362	54.4	57.6	57.6
	YES	266	39.9	42.4	100.0
	Total	628	94.3	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	34	5.1		
	Total	38	5.7		
Total		666	100.0		

INFOYOU/OBST/HOW TO IDENTIFY ICT TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	288	43.2	46.1	46.1
	YES	337	50.6	53.9	100.0
	Total	625	93.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	37	5.6		
	Total	41	6.2		
Total		666	100.0		

INFOYOU/OBST/SCHOOL LACKS DIGITAL RES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	148	22.2	23.7	23.7
	YES	477	71.6	76.3	100.0
	Total	625	93.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	37	5.6		
	Total	41	6.2		
Total		666	100.0		

INFOYOU/OBST/CANNOT MAKE OWN DECISIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	315	47.3	50.4	50.4
	YES	310	46.5	49.6	100.0
	Total	625	93.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	37	5.6		
	Total	41	6.2		
Total		666	100.0		

INFOYOU/OBST/ACCESS OUTSIDE SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	310	46.5	49.2	49.2
	YES	320	48.0	50.8	100.0
	Total	630	94.6	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	32	4.8		
	Total	36	5.4		
Total		666	100.0		

INFOYOU/PRODEV/INTRO COURSE FOR INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	33	5.0	5.2	5.2
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	419	62.9	66.0	71.2
	YES, I HAVE	183	27.5	28.8	100.0
	Total	635	95.3	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	21	3.2		
	System	6	.9		
	Total	31	4.7		
Total		666	100.0		

INFOYOU/PRODEV/TECHNICAL COURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	63	9.5	9.9	9.9
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	467	70.1	73.2	83.1
	YES, I HAVE	108	16.2	16.9	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	4	.6		

	OMITTED	20	3.0	
	System	4	.6	
	Total	28	4.2	
Total		666	100.0	

INFOYOU/PRODEV/ADV COURSE APPLICATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	47	7.1	7.4	7.4
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	520	78.1	81.4	88.7
	YES, I HAVE	72	10.8	11.3	100.0
	Total	639	95.9	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	20	3.0		
	System	3	.5		
	Total	27	4.1		
Total		666	100.0		

INFOYOU/PRODEV/ADV COURSE INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	50	7.5	7.8	7.8
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	536	80.5	84.0	91.8
	YES, I HAVE	52	7.8	8.2	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	20	3.0		
	System	4	.6		
	Total	28	4.2		
Total		666	100.0		

INFOYOU/PRODEV/PEDAGOGICAL ISSUES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	28	4.2	4.4	4.4
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	548	82.3	86.0	90.4
	YES, I HAVE	61	9.2	9.6	100.0
	Total	637	95.6	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	25	3.8		
	Total	29	4.4		
Total		666	100.0		

INFOYOU/PRODEV/SUBJECT SPECIFIC TRAINING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	20	3.0	3.1	3.1
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	564	84.7	88.4	91.5
	YES, I HAVE	54	8.1	8.5	100.0
	Total	638	95.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	24	3.6		
	Total	28	4.2		
Total		666	100.0		

INFOYOU/PRODEV/MULTIMEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	33	5.0	5.2	5.2
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	548	82.3	85.8	90.9
	YES, I HAVE	58	8.7	9.1	100.0

	Total	639	95.9	100.0
Missing	NOT REACHED	4	.6	
	OMITTED	23	3.5	
	Total	27	4.1	
Total		666	100.0	

INFOYOU/SCHVISION/DISCUSS WHAT WE WANT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	29	4.4	4.5	4.5
	A LITTLE	89	13.4	13.8	18.3
	SOMEWHAT	172	25.8	26.6	44.9
	A LOT	356	53.5	55.1	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	16	2.4		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/SCHVISION/CONSTANTLY MOTIVATED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	19	2.9	2.9	2.9
	A LITTLE	97	14.6	15.0	18.0
	SOMEWHAT	198	29.7	30.7	48.7
	A LOT	331	49.7	51.3	100.0
	Total	645	96.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	17	2.6		
	Total	21	3.2		
Total		666	100.0		

INFOYOU/SCHVISION/TEACHERS THINK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	22	3.3	3.4	3.4
	A LITTLE	73	11.0	11.3	14.7
	SOMEWHAT	176	26.4	27.2	42.0
	A LOT	375	56.3	58.0	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	16	2.4		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/TEACHPART/I CAN INFLUENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	56	8.4	8.7	8.7
	A LITTLE	144	21.6	22.3	31.0
	SOMEWHAT	220	33.0	34.1	65.0
	A LOT	226	33.9	35.0	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	16	2.4		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/TEACHPART/CONSIDER TEACH OPP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	40	6.0	6.2	6.2
	A LITTLE	117	17.6	18.1	24.3
	SOMEWHAT	231	34.7	35.8	60.1
	A LOT	258	38.7	39.9	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		

	OMITTED	16	2.4	
	Total	20	3.0	
Total		666	100.0	

INFOYOU/TEACHPART/OWN JUDGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	23	3.5	3.6	3.6
	A LITTLE	76	11.4	11.8	15.4
	SOMEWHAT	198	29.7	30.8	46.2
	A LOT	346	52.0	53.8	100.0
	Total	643	96.5	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	19	2.9		
	Total	23	3.5		
Total		666	100.0		

INFOYOU/PROFCOLLAB/CO TEACH WITH COLL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	37	5.6	5.7	5.7
	A LITTLE	78	11.7	12.1	17.8
	SOMEWHAT	174	26.1	27.0	44.8
	A LOT	356	53.5	55.2	100.0
	Total	645	96.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	17	2.6		
	Total	21	3.2		
Total		666	100.0		

INFOYOU/PROFCOLLAB/DISCUSS PROBLEMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	3	.5	.5	.5

	A LITTLE	41	6.2	6.3	6.8
	SOMEWHAT	123	18.5	19.0	25.9
	A LOT	479	71.9	74.1	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	16	2.4		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/PROFCOLLAB/TEACH OTHER SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	47	7.1	7.3	7.3
	A LITTLE	129	19.4	20.0	27.3
	SOMEWHAT	228	34.2	35.3	62.6
	A LOT	241	36.2	37.4	100.0
	Total	645	96.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	17	2.6		
	Total	21	3.2		
Total		666	100.0		

INFOYOU/PROFCOLLAB/TEACH OTHER CNTRY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	462	69.4	71.6	71.6
	A LITTLE	70	10.5	10.9	82.5
	SOMEWHAT	48	7.2	7.4	89.9
	A LOT	65	9.8	10.1	100.0
	Total	645	96.8	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	17	2.6		
	Total	21	3.2		
Total		666	100.0		

INFOYOU/TEACHSUP/SUFFICIENT TECH SUPPORT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	280	42.0	43.3	43.3
	A LITTLE	138	20.7	21.4	64.7
	SOMEWHAT	121	18.2	18.7	83.4
	A LOT	107	16.1	16.6	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	4	.6		
	OMITTED	16	2.4		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/TEACHSUP/ACCESS COMPS EASILY OUT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	420	63.1	65.3	65.3
	A LITTLE	118	17.7	18.4	83.7
	SOMEWHAT	50	7.5	7.8	91.4
	A LOT	55	8.3	8.6	100.0
	Total	643	96.5	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	18	2.7		
	Total	23	3.5		
Total		666	100.0		

INFOYOU/TEACHSUP/ADMIN WORK EASY TO DO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	364	54.7	56.7	56.7
	A LITTLE	125	18.8	19.5	76.2
	SOMEWHAT	85	12.8	13.2	89.4
	A LOT	68	10.2	10.6	100.0

	Total	642	96.4	100.0
Missing	NOT REACHED	5	.8	
	OMITTED	19	2.9	
	Total	24	3.6	
Total		666	100.0	

INFOYOU/ACCESS TO COMPUTER AT HOME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	255	38.3	45.1	45.1
	YES	310	46.5	54.9	100.0
	Total	565	84.8	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	96	14.4		
	Total	101	15.2		
Total		666	100.0		

INFOYOU/USECOMP/TEACHING REL ACTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	122	18.3	34.0	34.0
	YES	237	35.6	66.0	100.0
	Total	359	53.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	251	37.7		
	NOT REACHED	5	.8		
	OMITTED	49	7.4		
	System	2	.3		
	Total	307	46.1		
Total		666	100.0		

INFOYOU/USECOMP/CONNECTING TO WWW

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	NO	211	31.7	59.3	59.3
	YES	145	21.8	40.7	100.0
Total		356	53.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	251	37.7		
	NOT REACHED	5	.8		
	OMITTED	52	7.8		
	System	2	.3		
Total		310	46.5		
Total		666	100.0		

INFOYOU/TO WHAT AGE GROUP DO YOU BELONG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BELOW 25	15	2.3	2.4	2.4
	25-29	86	12.9	13.5	15.9
	30-39	273	41.0	42.9	58.8
	40-49	203	30.5	31.9	90.7
	50-59	54	8.1	8.5	99.2
	60 OR ABOVE	5	.8	.8	100.0
Total		636	95.5	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	25	3.8		
Total		30	4.5		
Total		666	100.0		

INFOYOU/WHAT IS YOUR GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	306	45.9	47.8	47.8
	FEMALE	334	50.2	52.2	100.0
Total		640	96.1	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	21	3.2		

Total	Total	26	3.9	
Total		666	100.0	

INFOYOU/HIGHEST LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SECONDARY OR HIGH SCHOOL	20	3.0	3.1	3.1
	POST-SECONDARY EDUCATION (E.G., T	362	54.4	56.0	59.1
	BACHELOR'S DEGREE	177	26.6	27.4	86.5
	MASTER'S DEGREE OR ABOVE	87	13.1	13.5	100.0
	Total	646	97.0	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	15	2.3		
	Total	20	3.0		
Total		666	100.0		

INFOYOU/BACHELORS DEGR IN SCIENCE MATHS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	498	74.8	76.1	76.1
	DEGREE IN MATHEMATICS ONLY	76	11.4	11.6	87.8
	DEGREE IN SCIENCE ONLY	22	3.3	3.4	91.1
	DEGREE IN BOTH MATHEMATICS AND SC	58	8.7	8.9	100.0
	Total	654	98.2	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	7	1.1		
	Total	12	1.8		
Total		666	100.0		

INFOYOU/TEACHING LICENSE OR CERTIFICATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	65	9.8	10.0	10.0
	YES	586	88.0	90.0	100.0
	Total	651	97.7	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	10	1.5		
	Total	15	2.3		
Total		666	100.0		

INFOYOU/YEARS OF EXPERIENCE TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 2 YEARS	70	10.5	10.6	10.6
	2-4 YEARS	117	17.6	17.8	28.4
	5- 9 YEARS	135	20.3	20.5	48.9
	10-19 YEARS	227	34.1	34.5	83.4
	20 YEARS OR MORE	109	16.4	16.6	100.0
	Total	658	98.8	100.0	
Missing	NOT REACHED	5	.8		
	OMITTED	3	.5		
	Total	8	1.2		
Total		666	100.0		

PEDPRAC/WHICH DESCRIPTION IS APPLICABLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I USE ICT ONCE A WEEK OR MORE IN THE TAR	37	5.6	12.0	12.0
	I USE ICT EXTENSIVELY IN THE TARGET CLAS	35	5.3	11.3	23.3
	NONE OF THE ABOVE	237	35.6	76.7	100.0
	Total	309	46.4	100.0	

Missing	NOT REACHED	5	.8	
	OMITTED	348	52.3	
	System	4	.6	
	Total	357	53.6	
Total		666	100.0	

PEDPRAC/STUDOUT/SUBJECT MATTER KNOW

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	11	1.7	7.0	7.0
	MADE NO DIFFERENCE	48	7.2	30.6	37.6
	INCREASED	98	14.7	62.4	100.0
	Total	157	23.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	25	3.8		
	OMITTED	243	36.5		
	System	4	.6		
	Total	509	76.4		
Total		666	100.0		

PEDPRAC/STUDOUT/ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.8	7.7	7.7
	MADE NO DIFFERENCE	54	8.1	34.6	42.3
	INCREASED	90	13.5	57.7	100.0
	Total	156	23.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	26	3.9		
	OMITTED	243	36.5		
	System	4	.6		
	Total	510	76.6		

Total	666	100.0
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PEDPRAC/STUDOUT/LEARNING MOTIVATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	8	1.2	5.1	5.1
	MADE NO DIFFERENCE	43	6.5	27.6	32.7
	INCREASED	105	15.8	67.3	100.0
	Total	156	23.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	242	36.3		
	System	4	.6		
	Total	510	76.6		
Total		666	100.0		

PEDPRAC/STUDOUT/LEARN AT OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.8	5.8
	MADE NO DIFFERENCE	58	8.7	37.4	43.2
	INCREASED	88	13.2	56.8	100.0
	Total	155	23.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	243	36.5		
	System	4	.6		
	Total	511	76.7		
Total		666	100.0		

PEDPRAC/STUDOUT/COMMUNICATION SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.8	7.7	7.7
	MADE NO DIFFERENCE	43	6.5	27.7	35.5
	INCREASED	100	15.0	64.5	100.0
	Total	155	23.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	243	36.5		
	System	4	.6		
	Total	511	76.7		
Total		666	100.0		

PEDPRAC/STUDOUT/INFO HANDLING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.8	5.8
	MADE NO DIFFERENCE	53	8.0	34.0	39.7
	INCREASED	94	14.1	60.3	100.0
	Total	156	23.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	242	36.3		
	System	4	.6		
	Total	510	76.6		
Total		666	100.0		

PEDPRAC/STUDOUT/COLLAB SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.8	5.8
	MADE NO DIFFERENCE	63	9.5	40.4	46.2
	INCREASED	84	12.6	53.8	100.0

Missing	Total	156	23.4	100.0
	LOGICALLY NOT APPLICABLE	237	35.6	
	NOT REACHED	27	4.1	
	OMITTED	242	36.3	
	System	4	.6	
Total	510	76.6		
Total	666	100.0		

PEDPRAC/STUDOUT/SELF DIR LEARN SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	8	1.2	5.1	5.1
	MADE NO DIFFERENCE	63	9.5	40.4	45.5
	INCREASED	85	12.8	54.5	100.0
	Total	156	23.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	242	36.3		
	System	4	.6		
	Total	510	76.6		
Total	666	100.0			

PEDPRAC/STUDOUT/PROBLEM SOLVING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	7	1.1	4.5	4.5
	MADE NO DIFFERENCE	51	7.7	32.9	37.4
	INCREASED	97	14.6	62.6	100.0
	Total	155	23.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	243	36.5		

	System	4	.6	
	Total	511	76.7	
Total		666	100.0	

PEDPRAC/STUDOUT/ACHIEVEMENT GAP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.8	7.8	7.8
	MADE NO DIFFERENCE	56	8.4	36.4	44.2
	INCREASED	86	12.9	55.8	100.0
	Total	154	23.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	244	36.6		
	System	4	.6		
Total		512	76.9		
Total		666	100.0		

PEDPRAC/STUDOUT/SELF ESTEEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.8	5.8
	MADE NO DIFFERENCE	50	7.5	32.3	38.1
	INCREASED	96	14.4	61.9	100.0
	Total	155	23.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	243	36.5		
	System	4	.6		
Total		511	76.7		
Total		666	100.0		

PEDPRAC/YOURTEACH/QUALITY OF COACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.7	5.7
	MADE NO DIFFERENCE	50	7.5	31.4	37.1
	INCREASED	100	15.0	62.9	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	239	35.9		
	System	4	.6		
	Total	507	76.1		
Total		666	100.0		

PEDPRAC/YOURTEACH/HELP INDIV STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.1	8.8	8.8
	MADE NO DIFFERENCE	61	9.2	38.1	46.9
	INCREASED	85	12.8	53.1	100.0
	Total	160	24.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	238	35.7		
	System	4	.6		
	Total	506	76.0		
Total		666	100.0		

PEDPRAC/YOURTEACH/SOLVE TECH PROBLEMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	19	2.9	12.0	12.0

	MADE NO DIFFERENCE	60	9.0	38.0	50.0
	INCREASED	79	11.9	50.0	100.0
	Total	158	23.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	27	4.1		
	OMITTED	240	36.0		
	System	4	.6		
	Total	508	76.3		
Total		666	100.0		

PEDPRAC/YOURTEACH/TIME NEEDED FOR PREP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	24	3.6	15.1	15.1
	MADE NO DIFFERENCE	49	7.4	30.8	45.9
	INCREASED	86	12.9	54.1	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
	Total	507	76.1		
Total		666	100.0		

PEDPRAC/YOURTEACH/QUAL OF INSTRUCTIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	11	1.7	7.1	7.1
	MADE NO DIFFERENCE	51	7.7	32.9	40.0
	INCREASED	93	14.0	60.0	100.0
	Total	155	23.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		

	NOT REACHED	28	4.2	
	OMITTED	242	36.3	
	System	4	.6	
	Total	511	76.7	
Total		666	100.0	

PEDPRAC/YOURTEACH/CLASSROOM MANAGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	20	3.0	12.7	12.7
	MADE NO DIFFERENCE	55	8.3	34.8	47.5
	INCREASED	83	12.5	52.5	100.0
	Total	158	23.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	239	35.9		
	System	4	.6		
	Total	508	76.3		
Total		666	100.0		

PEDPRAC/YOURTEACH/CLASSROOM DISCUSSION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	11	1.7	6.9	6.9
	MADE NO DIFFERENCE	53	8.0	33.3	40.3
	INCREASED	95	14.3	59.7	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
	Total	507	76.1		

Total	666	100.0
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PEDPRAC/YOURTEACH/COLLAB BETW STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	7	1.1	4.4	4.4
	MADE NO DIFFERENCE	61	9.2	38.4	42.8
	INCREASED	91	13.7	57.2	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
	Total	507	76.1		
Total		666	100.0		

PEDPRAC/YOURTEACH/COMM WITH OUTSIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	17	2.6	10.7	10.7
	MADE NO DIFFERENCE	62	9.3	39.0	49.7
	INCREASED	80	12.0	50.3	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
	Total	507	76.1		
Total		666	100.0		

PEDPRAC/YOURTEACH/NEW LEARNING CONTENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	9	1.4	5.7	5.7
	MADE NO DIFFERENCE	51	7.7	32.1	37.7
	INCREASED	99	14.9	62.3	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
Total	507	76.1			
Total		666	100.0		

PEDPRAC/YOURTEACH/LEARNING RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.1	8.9	8.9
	MADE NO DIFFERENCE	53	8.0	33.5	42.4
	INCREASED	91	13.7	57.6	100.0
	Total	158	23.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	239	35.9		
	System	4	.6		
Total	508	76.3			
Total		666	100.0		

PEDPRAC/YOURTEACH/LEARNING ACTIVITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.8	7.6	7.6
	MADE NO DIFFERENCE	49	7.4	31.0	38.6
	INCREASED	97	14.6	61.4	100.0

Missing	Total	158	23.7	100.0
	LOGICALLY NOT APPLICABLE	237	35.6	
	NOT REACHED	28	4.2	
	OMITTED	239	35.9	
	System	4	.6	
Total	508	76.3		
Total	666	100.0		

PEDPRAC/YOURTEACH/INDIV NEEDS OF STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	13	2.0	8.2	8.2
	MADE NO DIFFERENCE	61	9.2	38.6	46.8
	INCREASED	84	12.6	53.2	100.0
	Total	158	23.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	239	35.9		
	System	4	.6		
	Total	508	76.3		
Total	666	100.0			

PEDPRAC/YOURTEACH/EFFORT TO MOT STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.3	9.4	9.4
	MADE NO DIFFERENCE	57	8.6	35.8	45.3
	INCREASED	87	13.1	54.7	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		

	System	4	.6	
	Total	507	76.1	
Total		666	100.0	

PEDPRAC/YOURTEACH/PROG OF PERFORMANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	8	1.2	5.0	5.0
	MADE NO DIFFERENCE	56	8.4	35.2	40.3
	INCREASED	95	14.3	59.7	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
Total	Total	507	76.1		
Total		666	100.0		

PEDPRAC/YOURTEACH/SELF CONFIDENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	7	1.1	4.4	4.4
	MADE NO DIFFERENCE	52	7.8	32.7	37.1
	INCREASED	100	15.0	62.9	100.0
	Total	159	23.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	238	35.7		
	System	4	.6		
Total	Total	507	76.1		
Total		666	100.0		

PEDPRAC/ACTOR/DETERMINING CONTENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	334	50.2	85.2	85.2
	STUDENTS	10	1.5	2.6	87.8
	NA	48	7.2	12.2	100.0
	Total	392	58.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	28	4.2		
	OMITTED	5	.8		
	System	4	.6		
	Total	274	41.1		
Total		666	100.0		

PEDPRAC/ACTOR/DETERMINING LEARN GOALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	325	48.8	83.3	83.3
	STUDENTS	27	4.1	6.9	90.3
	NA	38	5.7	9.7	100.0
	Total	390	58.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	29	4.4		
	OMITTED	6	.9		
	System	4	.6		
	Total	276	41.4		
Total		666	100.0		

PEDPRAC/ACTOR/GETTING STARTED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	308	46.2	80.2	80.2

	STUDENTS	38	5.7	9.9	90.1
	NA	38	5.7	9.9	100.0
Missing	Total	384	57.7	100.0	
	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	29	4.4		
	OMITTED	12	1.8		
	System	4	.6		
Total	Total	282	42.3		
		666	100.0		

PEDPRAC/ACTOR/ORGANIZING GROUPING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	294	44.1	75.4	75.4
	STUDENTS	61	9.2	15.6	91.0
	NA	35	5.3	9.0	100.0
	Total	390	58.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	29	4.4		
	OMITTED	6	.9		
	System	4	.6		
Total	Total	276	41.4		
		666	100.0		

PEDPRAC/ACTOR/CHOOSING LEARN RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	342	51.4	87.7	87.7
	STUDENTS	16	2.4	4.1	91.8
	NA	32	4.8	8.2	100.0
	Total	390	58.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		

	NOT REACHED	30	4.5	
	OMITTED	5	.8	
	System	4	.6	
	Total	276	41.4	
Total		666	100.0	

PEDPRAC/ACTOR/DECIDING LOCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	325	48.8	83.5	83.5
	STUDENTS	25	3.8	6.4	90.0
	NA	39	5.9	10.0	100.0
	Total	389	58.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	30	4.5		
	OMITTED	6	.9		
	System	4	.6		
	Total	277	41.6		
Total		666	100.0		

PEDPRAC/ACTOR/PLANNING OF TIME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	340	51.1	86.5	86.5
	STUDENTS	19	2.9	4.8	91.3
	NA	34	5.1	8.7	100.0
	Total	393	59.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	30	4.5		
	OMITTED	2	.3		
	System	4	.6		
	Total	273	41.0		

Total		666	100.0	
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PEDPRAC/ACTOR/DECIDING ON TIME NEEDED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	324	48.6	82.9	82.9
	STUDENTS	31	4.7	7.9	90.8
	NA	36	5.4	9.2	100.0
	Total	391	58.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	30	4.5		
	OMITTED	4	.6		
	System	4	.6		
	Total	275	41.3		
Total		666	100.0		

PEDPRAC/ACTOR/DECIDING WHEN TO TAKE TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	321	48.2	82.9	82.9
	STUDENTS	30	4.5	7.8	90.7
	NA	36	5.4	9.3	100.0
	Total	387	58.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	30	4.5		
	OMITTED	8	1.2		
	System	4	.6		
	Total	279	41.9		
Total		666	100.0		

PEDPRAC/ACTOR/DEMONSTRATING ACHIEVEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	257	38.6	66.2	66.2
	STUDENTS	95	14.3	24.5	90.7
	NA	36	5.4	9.3	100.0
	Total	388	58.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	30	4.5		
	OMITTED	7	1.1		
	System	4	.6		
	Total	278	41.7		
Total		666	100.0		

PEDPRAC/ACTOR/MONITORING PROGRESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	349	52.4	89.5	89.5
	STUDENTS	9	1.4	2.3	91.8
	NA	32	4.8	8.2	100.0
	Total	390	58.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	31	4.7		
	OMITTED	4	.6		
	System	4	.6		
	Total	276	41.4		
Total		666	100.0		

PEDPRAC/ACTOR/PROVIDING FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	302	45.3	77.8	77.8
	STUDENTS	52	7.8	13.4	91.2
	NA	34	5.1	8.8	100.0

Missing	Total	388	58.3	100.0
	LOGICALLY NOT APPLICABLE	237	35.6	
	NOT REACHED	31	4.7	
	OMITTED	6	.9	
	System	4	.6	
Total	278	41.7		
Total	666	100.0		

PEDPRAC/ACTOR/CHOOSING LEARN STRATEGIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	352	52.9	89.6	89.6
	STUDENTS	9	1.4	2.3	91.9
	NA	32	4.8	8.1	100.0
	Total	393	59.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	237	35.6		
	NOT REACHED	31	4.7		
	OMITTED	1	.2		
	System	4	.6		
	Total	273	41.0		
Total	666	100.0			

Frequencies

Notes

Output Created		09-Nov-2010 11:13:05
Comments		
Input	Data	C:\Documents and Settings\Administrator\Desktop\Els_Christo\BTSZAFM6.sav
	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	622
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

Syntax

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BTG07E1 BTG07F1 BTG07G1  
BTG07H1 BTG07I1 BTG08A1 BTG08B1  
BTG08C1 BTG08D1 BTG08E1  
BTG08F1 BTG08G1 BTG08H1 BTG08I1  
BTG08J1 BTG08K1 BTG08L1  
BTG08M1 BTG09A1  
BTG09A2 BTG09B1 BTG09B2  
BTG09C1 BTG09C2 BTG09D1  
BTG09D2 BTG09E1 BTG09E2  
BTG09F1 BTG09F2 BTG09G1  
BTG09G2 BTG09H1 BTG09H2  
BTG09I1 BTG09I2 BTG09J1 BTG09J2  
BTG09K1 BTG09K2 BTG09L1 BTG09L2  
BTG09M1 BTG09M2 BTG10A1  
BTG11A1 BTG12A1 BTG13A1  
BTG14A1 BTG14A2 BTG14B1  
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Resources

Processor Time

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Elapsed Time

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Frequency Table

INF/HOW MANY STUDENTS IN TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	2	.3	.3	.3
	10	2	.3	.3	.7
	18	1	.2	.2	.8
	20	1	.2	.2	1.0
	21	1	.2	.2	1.2
	23	1	.2	.2	1.3
	24	1	.2	.2	1.5
	25	2	.3	.3	1.8
	26	3	.5	.5	2.3
	27	2	.3	.3	2.7
	28	3	.5	.5	3.2
	29	8	1.3	1.3	4.5
	30	13	2.1	2.2	6.6
	31	9	1.4	1.5	8.1
	32	14	2.3	2.3	10.5
	33	16	2.6	2.7	13.1
	34	14	2.3	2.3	15.4
	35	28	4.5	4.7	20.1
	36	11	1.8	1.8	21.9
	37	14	2.3	2.3	24.3
	38	18	2.9	3.0	27.2
	39	8	1.3	1.3	28.6
	40	28	4.5	4.7	33.2
	41	16	2.6	2.7	35.9
	42	15	2.4	2.5	38.4
	43	11	1.8	1.8	40.2
	44	9	1.4	1.5	41.7

45	37	5.9	6.1	47.8
46	11	1.8	1.8	49.7
47	9	1.4	1.5	51.2
48	14	2.3	2.3	53.5
49	10	1.6	1.7	55.1
50	21	3.4	3.5	58.6
51	7	1.1	1.2	59.8
52	4	.6	.7	60.5
53	6	1.0	1.0	61.5
54	12	1.9	2.0	63.5
55	16	2.6	2.7	66.1
56	12	1.9	2.0	68.1
57	7	1.1	1.2	69.3
58	8	1.3	1.3	70.6
59	4	.6	.7	71.3
60	16	2.6	2.7	73.9
61	1	.2	.2	74.1
62	5	.8	.8	74.9
63	3	.5	.5	75.4
64	9	1.4	1.5	76.9
65	8	1.3	1.3	78.2
66	3	.5	.5	78.7
67	5	.8	.8	79.6
68	6	1.0	1.0	80.6
69	5	.8	.8	81.4
70	7	1.1	1.2	82.6
71	2	.3	.3	82.9
72	1	.2	.2	83.1
74	5	.8	.8	83.9
75	6	1.0	1.0	84.9
76	2	.3	.3	85.2
77	1	.2	.2	85.4
78	1	.2	.2	85.5
80	6	1.0	1.0	86.5

81	3	.5	.5	87.0
82	2	.3	.3	87.4
83	1	.2	.2	87.5
84	1	.2	.2	87.7
85	3	.5	.5	88.2
86	2	.3	.3	88.5
87	3	.5	.5	89.0
90	3	.5	.5	89.5
92	2	.3	.3	89.9
93	2	.3	.3	90.2
95	2	.3	.3	90.5
96	1	.2	.2	90.7
97	1	.2	.2	90.9
98	1	.2	.2	91.0
100	1	.2	.2	91.2
103	1	.2	.2	91.4
105	1	.2	.2	91.5
110	2	.3	.3	91.9
112	2	.3	.3	92.2
120	3	.5	.5	92.7
121	2	.3	.3	93.0
127	1	.2	.2	93.2
130	1	.2	.2	93.4
136	1	.2	.2	93.5
160	1	.2	.2	93.7
164	1	.2	.2	93.9
166	1	.2	.2	94.0
170	3	.5	.5	94.5
180	1	.2	.2	94.7
184	2	.3	.3	95.0
185	2	.3	.3	95.3
190	2	.3	.3	95.7
196	1	.2	.2	95.8
213	1	.2	.2	96.0

	217	1	.2	.2	96.2
	220	1	.2	.2	96.3
	225	3	.5	.5	96.8
	228	1	.2	.2	97.0
	238	2	.3	.3	97.3
	250	4	.6	.7	98.0
	253	1	.2	.2	98.2
	256	1	.2	.2	98.3
	262	1	.2	.2	98.5
	280	1	.2	.2	98.7
	288	1	.2	.2	98.8
	297	1	.2	.2	99.0
	319	1	.2	.2	99.2
	340	1	.2	.2	99.3
	360	1	.2	.2	99.5
	364	2	.3	.3	99.8
	406	1	.2	.2	100.0
	Total	602	96.8	100.0	
Missing	OMITTED	13	2.1		
	System	7	1.1		
	Total	20	3.2		
Total		622	100.0		

INF/GENDER MIX OF CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALL BOYS	4	.6	.7	.7
	ALL GIRLS	13	2.1	2.2	2.9
	BOTH BOYS AND GIRLS	575	92.4	97.1	100.0
	Total	592	95.2	100.0	
Missing	OMITTED	23	3.7		
	System	7	1.1		
	Total	30	4.8		
Total		622	100.0		

INF/CURRICULUM TRACK OF TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ACADEMIC	551	88.6	94.8	94.8
	VOCATIONAL	10	1.6	1.7	96.6
	NO TRACKING	20	3.2	3.4	100.0
	Total	581	93.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	33	5.3		
	System	7	1.1		
	Total	41	6.6		
Total		622	100.0		

INF/STUDENT ABSENTEEISM IN TARGET CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 5%	443	71.2	73.3	73.3
	5–10%	126	20.3	20.9	94.2
	11–20%	26	4.2	4.3	98.5
	MORE THAN 20%	9	1.4	1.5	100.0
	Total	604	97.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	10	1.6		
	System	7	1.1		
	Total	18	2.9		
Total		622	100.0		

INF/NATIVE SPEAKERS OF LANGUAGE OF INSTR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MORE THAN 90%	191	30.7	33.0	33.0
	76–90%	46	7.4	7.9	40.9
	50–75%	55	8.8	9.5	50.4

	LESS THAN 50%	287	46.1	49.6	100.0
Missing	Total	579	93.1	100.0	
	NOT REACHED	1	.2		
	OMITTED	35	5.6		
	System	7	1.1		
	Total	43	6.9		
Total		622	100.0		

INF/HOW MANY HRS OF MATH/SCIENCE LESSONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN TWO HOURS	31	5.0	5.2	5.2
	2- 4 HRS	301	48.4	50.3	55.4
	5- 6 HRS	166	26.7	27.7	83.1
	7- 8 HRS	58	9.3	9.7	92.8
	MORE THAN 8 HRS	43	6.9	7.2	100.0
	Total	599	96.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	15	2.4		
	System	7	1.1		
	Total	23	3.7		
Total		622	100.0		

INF/COMPETENCE/WORD PROCESSING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	244	39.2	42.5	42.5
	SOME STUDENTS	128	20.6	22.3	64.8
	MAJORITY OF STUDENTS	66	10.6	11.5	76.3
	NEARLY ALL STUDENTS	38	6.1	6.6	82.9
	DON'T KNOW	98	15.8	17.1	100.0
	Total	574	92.3	100.0	

Missing	NOT REACHED	1	.2	
	OMITTED	40	6.4	
	System	7	1.1	
	Total	48	7.7	
Total		622	100.0	

INF/COMPETENCE/DATABASE SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	305	49.0	52.9	52.9
	SOME STUDENTS	96	15.4	16.6	69.5
	MAJORITY OF STUDENTS	33	5.3	5.7	75.2
	NEARLY ALL STUDENTS	13	2.1	2.3	77.5
	DON'T KNOW	130	20.9	22.5	100.0
	Total	577	92.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	37	5.9		
	System	7	1.1		
	Total	45	7.2		
Total		622	100.0		

INF/COMPETENCE/SPREADSHEET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	313	50.3	54.3	54.3
	SOME STUDENTS	100	16.1	17.4	71.7
	MAJORITY OF STUDENTS	22	3.5	3.8	75.5
	NEARLY ALL STUDENTS	13	2.1	2.3	77.8
	DON'T KNOW	128	20.6	22.2	100.0
	Total	576	92.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	38	6.1		

	System	7	1.1	
	Total	46	7.4	
Total		622	100.0	

INF/COMPETENCE/PRESENTATION SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	320	51.4	55.7	55.7
	SOME STUDENTS	98	15.8	17.0	72.7
	MAJORITY OF STUDENTS	17	2.7	3.0	75.7
	NEARLY ALL STUDENTS	12	1.9	2.1	77.7
	DON'T KNOW	128	20.6	22.3	100.0
	Total	575	92.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	39	6.3		
	System	7	1.1		
	Total	47	7.6		
Total		622	100.0		

INF/COMPETENCE/APPLICATION OF MULTIMEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	304	48.9	52.5	52.5
	SOME STUDENTS	106	17.0	18.3	70.8
	MAJORITY OF STUDENTS	29	4.7	5.0	75.8
	NEARLY ALL STUDENTS	17	2.7	2.9	78.8
	DON'T KNOW	123	19.8	21.2	100.0
	Total	579	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	35	5.6		
	System	7	1.1		
	Total	43	6.9		

Total		622	100.0	
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INF/COMPETENCE/EMAIL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	330	53.1	57.0	57.0
	SOME STUDENTS	91	14.6	15.7	72.7
	MAJORITY OF STUDENTS	20	3.2	3.5	76.2
	NEARLY ALL STUDENTS	21	3.4	3.6	79.8
	DON'T KNOW	117	18.8	20.2	100.0
	Total	579	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	35	5.6		
	System	7	1.1		
	Total	43	6.9		
Total		622	100.0		

INF/COMPETENCE/INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	320	51.4	55.3	55.3
	SOME STUDENTS	99	15.9	17.1	72.4
	MAJORITY OF STUDENTS	24	3.9	4.1	76.5
	NEARLY ALL STUDENTS	26	4.2	4.5	81.0
	DON'T KNOW	110	17.7	19.0	100.0
	Total	579	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	35	5.6		
	System	7	1.1		
	Total	43	6.9		
Total		622	100.0		

INF/COMPETENCE/GRAPHIC CALCULATOR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	309	49.7	53.4	53.4
	SOME STUDENTS	89	14.3	15.4	68.7
	MAJORITY OF STUDENTS	28	4.5	4.8	73.6
	NEARLY ALL STUDENTS	24	3.9	4.1	77.7
	DON'T KNOW	129	20.7	22.3	100.0
	Total	579	93.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	35	5.6		
	System	7	1.1		
	Total	43	6.9		
Total		622	100.0		

INF/COMPETENCE/DATA LOGGING TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEARLY NONE	337	54.2	58.7	58.7
	SOME STUDENTS	71	11.4	12.4	71.1
	MAJORITY OF STUDENTS	9	1.4	1.6	72.6
	NEARLY ALL STUDENTS	6	1.0	1.0	73.7
	DON'T KNOW	151	24.3	26.3	100.0
	Total	574	92.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	40	6.4		
	System	7	1.1		
	Total	48	7.7		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/WORLD OF WORK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	8	1.3	1.3	1.3
	A LITTLE	48	7.7	7.9	9.2
	SOMEWHAT	93	15.0	15.2	24.4
	VERY MUCH	462	74.3	75.6	100.0
	Total	611	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	3	.5		
	System	7	1.1		
	Total	11	1.8		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/UPPER EDU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	2	.3	.3	.3
	A LITTLE	17	2.7	2.8	3.1
	SOMEWHAT	79	12.7	12.9	16.0
	VERY MUCH	513	82.5	84.0	100.0
	Total	611	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	3	.5		
	System	7	1.1		
	Total	11	1.8		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/LEARN FRM EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	26	4.2	4.3	4.3
	A LITTLE	78	12.5	12.9	17.1
	SOMEWHAT	160	25.7	26.4	43.5
	VERY MUCH	343	55.1	56.5	100.0

	Total	607	97.6	100.0
Missing	NOT REACHED	1	.2	
	OMITTED	7	1.1	
	System	7	1.1	
	Total	15	2.4	
Total		622	100.0	

CURRGOALS/GOAL IMPORTANCE/REAL WORLD EX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	6	1.0	1.0	1.0
	A LITTLE	48	7.7	7.9	8.9
	SOMEWHAT	125	20.1	20.5	29.3
	VERY MUCH	431	69.3	70.7	100.0
	Total	610	98.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	7	1.1		
	Total	12	1.9		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/PERFORMANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	2	.3	.3	.3
	A LITTLE	11	1.8	1.8	2.1
	SOMEWHAT	58	9.3	9.5	11.6
	VERY MUCH	540	86.8	88.4	100.0
	Total	611	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	3	.5		
	System	7	1.1		
	Total	11	1.8		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/INC MOTIVATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	1	.2	.2	.2
	A LITTLE	10	1.6	1.6	1.8
	SOMEWHAT	64	10.3	10.5	12.3
	VERY MUCH	535	86.0	87.7	100.0
	Total	610	98.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	7	1.1		
	Total	12	1.9		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/INDIV LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	6	1.0	1.0	1.0
	A LITTLE	57	9.2	9.4	10.4
	SOMEWHAT	189	30.4	31.1	41.4
	VERY MUCH	356	57.2	58.6	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
	Total	14	2.3		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/ORGA SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	5	.8	.8	.8
	A LITTLE	39	6.3	6.4	7.2

	SOMEWHAT	159	25.6	26.2	33.4
	VERY MUCH	404	65.0	66.6	100.0
	Total	607	97.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	8	1.3		
	Total	15	2.4		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/COMM SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	14	2.3	2.3	2.3
	A LITTLE	49	7.9	8.1	10.4
	SOMEWHAT	162	26.0	26.7	37.1
	VERY MUCH	382	61.4	62.9	100.0
	Total	607	97.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	8	1.3		
	Total	15	2.4		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/EXPECTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	6	1.0	1.0	1.0
	A LITTLE	43	6.9	7.1	8.1
	SOMEWHAT	159	25.6	26.2	34.3
	VERY MUCH	399	64.1	65.7	100.0
	Total	607	97.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	8	1.3		

Total	Total	15	2.4	
Total		622	100.0	

CURRGOALS/GOAL IMPORTANCE/COMP ICT USE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	122	19.6	20.6	20.6
	A LITTLE	83	13.3	14.0	34.6
	SOMEWHAT	121	19.5	20.4	55.0
	VERY MUCH	267	42.9	45.0	100.0
	Total	593	95.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	21	3.4		
	System	7	1.1		
	Total	29	4.7		
Total		622	100.0		

CURRGOALS/GOAL IMPORTANCE/RESPONSIBLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	195	31.4	32.7	32.7
	A LITTLE	83	13.3	13.9	46.6
	SOMEWHAT	91	14.6	15.2	61.8
	VERY MUCH	228	36.7	38.2	100.0
	Total	597	96.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	17	2.7		
	System	7	1.1		
	Total	25	4.0		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/EXT PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	NEVER	95	15.3	16.1	16.1
	SOMETIMES	315	50.6	53.5	69.6
	OFTEN	134	21.5	22.8	92.4
	NEARLY ALWAYS	45	7.2	7.6	100.0
	Total	589	94.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	25	4.0		
	System	7	1.1		
	Total	33	5.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/EXT PROJECT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	392	63.0	76.7	76.7
	YES	119	19.1	23.3	100.0
	Total	511	82.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	22	3.5		
	NOT REACHED	1	.2		
	OMITTED	81	13.0		
	System	7	1.1		
	Total	111	17.8		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/SHORT TASK PROJECT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	52	8.4	8.8	8.8
	SOMETIMES	158	25.4	26.9	35.7
	OFTEN	264	42.4	44.9	80.6
	NEARLY ALWAYS	114	18.3	19.4	100.0
	Total	588	94.5	100.0	
Missing	NOT REACHED	1	.2		

	OMITTED	26	4.2	
	System	7	1.1	
	Total	34	5.5	
Total		622	100.0	

TEACHPRACT/ACTIVITIES/SHORT TASK/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	412	66.2	81.6	81.6
	YES	93	15.0	18.4	100.0
	Total	505	81.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	23	3.7		
	NOT REACHED	1	.2		
	OMITTED	86	13.8		
	System	7	1.1		
	Total	117	18.8		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/PRODUCT CREATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	70	11.3	11.8	11.8
	SOMETIMES	300	48.2	50.4	62.2
	OFTEN	173	27.8	29.1	91.3
	NEARLY ALWAYS	52	8.4	8.7	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	19	3.1		
	System	7	1.1		
Total		27	4.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/PROD CREAT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	415	66.7	81.5	81.5
	YES	94	15.1	18.5	100.0
	Total	509	81.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	89	14.3		
	System	7	1.1		
Total	113	18.2			
Total		622	100.0		

TEACHPRACT/ACTIVITIES/SELF ACCESSED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	96	15.4	16.3	16.3
	SOMETIMES	214	34.4	36.3	52.5
	OFTEN	185	29.7	31.4	83.9
	NEARLY ALWAYS	95	15.3	16.1	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	24	3.9		
	System	7	1.1		
Total	32	5.1			
Total		622	100.0		

TEACHPRACT/ACTIVITIES/SELF ACCESSED/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	437	70.3	87.6	87.6
	YES	62	10.0	12.4	100.0
	Total	499	80.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	21	3.4		

	NOT REACHED	1	.2	
	OMITTED	94	15.1	
	System	7	1.1	
	Total	123	19.8	
Total		622	100.0	

TEACHPRACT/ACTIVITIES/SCIENTIFIC INVEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	76	12.2	12.8	12.8
	SOMETIMES	240	38.6	40.3	53.1
	OFTEN	202	32.5	33.9	87.1
	NEARLY ALWAYS	77	12.4	12.9	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	19	3.1		
	System	7	1.1		
	Total	27	4.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/SCIENT INV/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	397	63.8	78.6	78.6
	YES	108	17.4	21.4	100.0
	Total	505	81.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	93	15.0		
	System	7	1.1		
Total		117	18.8		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/FIELD STUDY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	140	22.5	23.7	23.7
	SOMETIMES	302	48.6	51.2	74.9
	OFTEN	114	18.3	19.3	94.2
	NEARLY ALWAYS	34	5.5	5.8	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	24	3.9		
	System	7	1.1		
	Total	32	5.1		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/FIELD STUDY/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	434	69.8	86.5	86.5
	YES	68	10.9	13.5	100.0
	Total	502	80.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	21	3.4		
	NOT REACHED	1	.2		
	OMITTED	91	14.6		
	System	7	1.1		
	Total	120	19.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/TEACHERS LECTURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	69	11.1	11.7	11.7
	SOMETIMES	145	23.3	24.5	36.1
	OFTEN	181	29.1	30.6	66.7

	NEARLY ALWAYS	197	31.7	33.3	100.0
	Total	592	95.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	22	3.5		
	System	7	1.1		
	Total	30	4.8		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/TEACH LECTURE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	397	63.8	78.8	78.8
	YES	107	17.2	21.2	100.0
	Total	504	81.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	19	3.1		
	NOT REACHED	1	.2		
	OMITTED	91	14.6		
	System	7	1.1		
	Total	118	19.0		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/PRACT AND SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	47	7.6	8.0	8.0
	SOMETIMES	169	27.2	28.6	36.6
	OFTEN	238	38.3	40.3	76.9
	NEARLY ALWAYS	136	21.9	23.1	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	24	3.9		
	System	7	1.1		
	Total	32	5.1		

Total		622	100.0	
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TEACHPRACT/ACTIVITIES/PRAC AND SKILL/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	430	69.1	86.0	86.0
	YES	70	11.3	14.0	100.0
	Total	500	80.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	21	3.4		
	NOT REACHED	1	.2		
	OMITTED	93	15.0		
	System	7	1.1		
	Total	122	19.6		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/LABORATORY EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	179	28.8	30.2	30.2
	SOMETIMES	201	32.3	33.9	64.1
	OFTEN	148	23.8	25.0	89.0
	NEARLY ALWAYS	65	10.5	11.0	100.0
	Total	593	95.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	21	3.4		
	System	7	1.1		
Total		29	4.7		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/LAB EXP/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	452	72.7	89.0	89.0

	YES	56	9.0	11.0	100.0
	Total	508	81.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	18	2.9		
	NOT REACHED	1	.2		
	OMITTED	88	14.1		
	System	7	1.1		
	Total	114	18.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/MATH PRINCIPALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	88	14.1	15.0	15.0
	SOMETIMES	221	35.5	37.8	52.8
	OFTEN	180	28.9	30.8	83.6
	NEARLY ALWAYS	96	15.4	16.4	100.0
	Total	585	94.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	29	4.7		
	System	7	1.1		
	Total	37	5.9		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/MATH PRINC/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	439	70.6	88.7	88.7
	YES	56	9.0	11.3	100.0
	Total	495	79.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	26	4.2		
	NOT REACHED	1	.2		
	OMITTED	93	15.0		

	System	7	1.1	
	Total	127	20.4	
Total		622	100.0	

TEACHPRACT/ACTIVITIES/NATURAL PHENOMENA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	103	16.6	17.6	17.6
	SOMETIMES	224	36.0	38.3	55.9
	OFTEN	194	31.2	33.2	89.1
	NEARLY ALWAYS	64	10.3	10.9	100.0
	Total	585	94.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	29	4.7		
	System	7	1.1		
	Total	37	5.9		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/NAT PHENOM/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	417	67.0	84.1	84.1
	YES	79	12.7	15.9	100.0
	Total	496	79.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	26	4.2		
	NOT REACHED	1	.2		
	OMITTED	92	14.8		
	System	7	1.1		
Total		126	20.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/LOOK UP IDEAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	47	7.6	7.9	7.9
	SOMETIMES	188	30.2	31.8	39.7
	OFTEN	210	33.8	35.5	75.2
	NEARLY ALWAYS	147	23.6	24.8	100.0
	Total	592	95.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	22	3.5		
	System	7	1.1		
	Total	30	4.8		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/LOOK UP/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	366	58.8	72.9	72.9
	YES	136	21.9	27.1	100.0
	Total	502	80.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	19	3.1		
	NOT REACHED	1	.2		
	OMITTED	93	15.0		
	System	7	1.1		
Total		120	19.3		
Total		622	100.0		

TEACHPRACT/ACTIVITIES/ANALYZING DATA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	105	16.9	17.8	17.8
	SOMETIMES	184	29.6	31.2	49.1
	OFTEN	194	31.2	32.9	82.0
	NEARLY ALWAYS	106	17.0	18.0	100.0

Missing	Total	589	94.7	100.0
	NOT REACHED	1	.2	
	OMITTED	25	4.0	
	System	7	1.1	
	Total	33	5.3	
Total		622	100.0	

TEACHPRACT/ACTIVITIES/ANALYZE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	396	63.7	79.0	79.0
	YES	105	16.9	21.0	100.0
	Total	501	80.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	22	3.5		
	NOT REACHED	1	.2		
	OMITTED	91	14.6		
	System	7	1.1		
	Total	121	19.5		
Total		622	100.0		

TEACHPRACT/WHEN INSTRUCTING STUDENTS ARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS IN THE SAME LOCATION WITH	436	70.1	71.8	71.8
	SOMETIMES IN LOCATIONS AWAY FROM	137	22.0	22.6	94.4
	OFTEN IN LOCATIONS AWAY FROM ME	25	4.0	4.1	98.5
	ALWAYS IN LOCATIONS AWAY FROM ME	9	1.4	1.5	100.0
	Total	607	97.6	100.0	
	Missing	NOT REACHED	1	.2	
OMITTED		7	1.1		

	System	7	1.1	
	Total	15	2.4	
Total		622	100.0	

TEACHPRACT/PARTICIPATE IN PLANNED ACTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS WORK IN THE SAME LOCATION	252	40.5	41.3	41.3
	SOMETIMES WORK IN DIFFERENT LOCAT	293	47.1	48.0	89.3
	OFTEN WORK IN DIFFERENT LOCATIONS	49	7.9	8.0	97.4
	ALWAYS WORK IN DIFFERENT LOCATION	16	2.6	2.6	100.0
	Total	610	98.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	7	1.1		
	Total	12	1.9		
Total		622	100.0		

TEACHPRACT/LEARN ACTIVITIES TAKE PLACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS DURING SCHEDULED SCHOOL HO	243	39.1	39.7	39.7
	SOMETIMES OUTSIDE SCHEDULED SCHOO	321	51.6	52.5	92.2
	OFTEN OUTSIDE SCHEDULED SCHOOL HO	24	3.9	3.9	96.1
	AT ANY TIME (NO SCHEDULED SCHOOL	24	3.9	3.9	100.0
	Total	612	98.4	100.0	
Missing	NOT REACHED	1	.2		

	OMITTED	2	.3	
	System	7	1.1	
	Total	10	1.6	
Total		622	100.0	

TEACHPRACT/I PROVIDE FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS DURING SCHOOL HOURS	495	79.6	81.0	81.0
	SOMETIMES OUTSIDE SCHEDULED SCHOO	89	14.3	14.6	95.6
	OFTEN OUTSIDE SCHEDULED SCHOOL HO	2	.3	.3	95.9
	AT ANY TIME (NO SCHEDULED SCHOOL	25	4.0	4.1	100.0
	Total	611	98.2	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	3	.5		
	System	7	1.1		
	Total	11	1.8		
Total		622	100.0		

TEACHPRACT/ACTIV/PRESENT INFORMATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	16	2.6	2.7	2.7
	SOMETIMES	77	12.4	12.9	15.6
	OFTEN	196	31.5	32.8	48.3
	NEARLY ALWAYS	309	49.7	51.7	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	16	2.6		
	System	7	1.1		

Total	Total	24	3.9	
Total		622	100.0	

TEACHPRACT/ACTIV/PRESENT INFORMATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	428	68.8	82.0	82.0
	YES	94	15.1	18.0	100.0
	Total	522	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.1		
	NOT REACHED	1	.2		
	OMITTED	79	12.7		
	System	7	1.1		
	Total	100	16.1		
Total		622	100.0		

TEACHPRACT/ACTIV/REMEDIAL INSTRUCTIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	7	1.1	1.2	1.2
	A LITTLE	55	8.8	9.0	10.2
	SOMEWHAT	172	27.7	28.3	38.5
	VERY MUCH	374	60.1	61.5	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
Total	Total	14	2.3		
Total		622	100.0		

TEACHPRACT/ACTIV/REMEDIAL INSTRUCT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	NO	450	72.3	86.0	86.0
	YES	73	11.7	14.0	100.0
Total		523	84.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.1		
	NOT REACHED	1	.2		
	OMITTED	78	12.5		
	System	7	1.1		
Total		99	15.9		
Total		622	100.0		

TEACHPRACT/ACTIV/HELP ADVICE STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	16	2.6	2.7	2.7
	SOMETIMES	122	19.6	20.5	23.2
	OFTEN	274	44.1	46.0	69.1
	NEARLY ALWAYS	184	29.6	30.9	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	18	2.9		
	System	7	1.1		
Total		26	4.2		
Total		622	100.0		

TEACHPRACT/ACTIV/HELP ADVICE STUD/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	433	69.6	83.8	83.8
	YES	84	13.5	16.2	100.0
	Total	517	83.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.4		
	NOT REACHED	1	.2		

	OMITTED	82	13.2	
	System	7	1.1	
	Total	105	16.9	
Total		622	100.0	

TEACHPRACT/ACTIV/WHOLE CLASS DISCUSSIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	30	4.8	5.0	5.0
	SOMETIMES	149	24.0	25.0	30.0
	OFTEN	227	36.5	38.1	68.1
	NEARLY ALWAYS	190	30.5	31.9	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	18	2.9		
	System	7	1.1		
	Total	26	4.2		
Total		622	100.0		

TEACHPRACT/ACTIV/WHOLE CLASS DISC/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	449	72.2	87.0	87.0
	YES	67	10.8	13.0	100.0
	Total	516	83.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.4		
	NOT REACHED	1	.2		
	OMITTED	83	13.3		
	System	7	1.1		
Total		106	17.0		
Total		622	100.0		

TEACHPRACT/ACTIV/ASSESS STUDENTS LEARN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	10	1.6	1.7	1.7
	SOMETIMES	69	11.1	11.6	13.3
	OFTEN	262	42.1	44.0	57.2
	NEARLY ALWAYS	255	41.0	42.8	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	18	2.9		
	System	7	1.1		
	Total	26	4.2		
Total		622	100.0		

TEACHPRACT/ACTIV/ASSESS STUD LEARN/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	423	68.0	82.1	82.1
	YES	92	14.8	17.9	100.0
	Total	515	82.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	15	2.4		
	NOT REACHED	1	.2		
	OMITTED	83	13.3		
	System	8	1.3		
Total		107	17.2		
Total		622	100.0		

TEACHPRACT/ACTIV/PROVIDE FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	15	2.4	2.5	2.5
	SOMETIMES	102	16.4	17.1	19.7
	OFTEN	238	38.3	40.0	59.7
	NEARLY ALWAYS	240	38.6	40.3	100.0

	Total	595	95.7	100.0
Missing	NOT REACHED	1	.2	
	OMITTED	19	3.1	
	System	7	1.1	
	Total	27	4.3	
Total		622	100.0	

TEACHPRACT/ACTIV/PROVIDE FEEDBACK/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	446	71.7	87.1	87.1
	YES	66	10.6	12.9	100.0
	Total	512	82.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	86	13.8		
	System	7	1.1		
	Total	110	17.7		
Total		622	100.0		

TEACHPRACT/ACTIV/CLASSROOM MANAGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	9	1.4	1.5	1.5
	SOMETIMES	36	5.8	6.0	7.5
	OFTEN	158	25.4	26.4	33.9
	NEARLY ALWAYS	396	63.7	66.1	100.0
	Total	599	96.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	15	2.4		
	System	7	1.1		
Total		23	3.7		
Total		622	100.0		

TEACHPRACT/ACTIV/CLASSROOM MNGMNT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	452	72.7	87.6	87.6
	YES	64	10.3	12.4	100.0
	Total	516	83.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	12	1.9		
	NOT REACHED	1	.2		
	OMITTED	86	13.8		
	System	7	1.1		
	Total	106	17.0		
Total		622	100.0		

TEACHPRACT/ACTIV/TEAM BUILDING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	19	3.1	3.2	3.2
	SOMETIMES	102	16.4	17.1	20.2
	OFTEN	244	39.2	40.8	61.0
	NEARLY ALWAYS	233	37.5	39.0	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	16	2.6		
	System	7	1.1		
Total		24	3.9		
Total		622	100.0		

TEACHPRACT/ACTIV/TEAM BUILDING/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	461	74.1	89.7	89.7
	YES	53	8.5	10.3	100.0

Missing	Total	514	82.6	100.0
	LOGICALLY NOT APPLICABLE	13	2.1	
	NOT REACHED	1	.2	
	OMITTED	87	14.0	
	System	7	1.1	
Total	108	17.4		
Total	622	100.0		

TEACHPRACT/ACTIV/MEDIATE COMMUNICATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	97	15.6	16.3	16.3
	SOMETIMES	202	32.5	33.9	50.3
	OFTEN	171	27.5	28.7	79.0
	NEARLY ALWAYS	125	20.1	21.0	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	19	3.1		
	System	7	1.1		
	Total	27	4.3		
Total	622	100.0			

TEACHPRACT/ACTIV/MEDIATE COMM/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	451	72.5	87.9	87.9
	YES	62	10.0	12.1	100.0
	Total	513	82.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	85	13.7		
	System	7	1.1		

Total	Total	109	17.5	
Total		622	100.0	

TEACHPRACT/ACTIV/LIAISE WITH COLLABS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	109	17.5	18.4	18.4
	SOMETIMES	237	38.1	40.1	58.5
	OFTEN	159	25.6	26.9	85.4
	NEARLY ALWAYS	86	13.8	14.6	100.0
	Total	591	95.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	23	3.7		
	System	7	1.1		
	Total	31	5.0		
Total		622	100.0		

TEACHPRACT/ACTIV/LIAISE WITH COLLABS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	446	71.7	87.6	87.6
	YES	63	10.1	12.4	100.0
	Total	509	81.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	20	3.2		
	NOT REACHED	1	.2		
	OMITTED	85	13.7		
	System	7	1.1		
	Total	113	18.2		
Total		622	100.0		

TEACHPRACT/ACTIV/PROVIDE COUNSELING

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	NEVER	43	6.9	7.3	7.3
	SOMETIMES	220	35.4	37.2	44.5
	OFTEN	201	32.3	34.0	78.5
	NEARLY ALWAYS	127	20.4	21.5	100.0
	Total	591	95.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	23	3.7		
	System	7	1.1		
	Total	31	5.0		
Total		622	100.0		

TEACHPRACT/ACTIV/PROV COUNSELING/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	459	73.8	90.4	90.4
	YES	49	7.9	9.6	100.0
	Total	508	81.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	20	3.2		
	NOT REACHED	1	.2		
	OMITTED	86	13.8		
	System	7	1.1		
	Total	114	18.3		
Total		622	100.0		

TEACHPRACT/ACTIV/COLLAB WITH PARENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	40	6.4	6.7	6.7
	SOMETIMES	241	38.7	40.5	47.2
	OFTEN	208	33.4	35.0	82.2
	NEARLY ALWAYS	106	17.0	17.8	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	1	.2		

	OMITTED	19	3.1	
	System	7	1.1	
	Total	27	4.3	
Total		622	100.0	

TEACHPRACT/ACTIV/COLLAB WITH PARENTS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	451	72.5	88.8	88.8
	YES	57	9.2	11.2	100.0
	Total	508	81.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	90	14.5		
	System	7	1.1		
	Total	114	18.3		
Total		622	100.0		

TEACHPRACT/ASSESS/WRITTEN TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	6	1.0	1.0	1.0
	YES	603	96.9	99.0	100.0
	Total	609	97.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	5	.8		
	System	7	1.1		
Total	Total	13	2.1		
Total		622	100.0		

TEACHPRACT/ASSESS/WRITTEN TEST/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	NO	415	66.7	74.6	74.6
	YES	141	22.7	25.4	100.0
Total		556	89.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	3	.5		
	NOT REACHED	1	.2		
	OMITTED	55	8.8		
	System	7	1.1		
Total		66	10.6		
Total		622	100.0		

TEACHPRACT/ASSESS/WRITTEN TASKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	4	.6	.7	.7
	YES	605	97.3	99.3	100.0
Total		609	97.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	5	.8		
	System	7	1.1		
Total		13	2.1		
Total		622	100.0		

TEACHPRACT/ASSESS/WRITTEN TASKS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	412	66.2	74.6	74.6
	YES	140	22.5	25.4	100.0
Total		552	88.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	3	.5		
	NOT REACHED	1	.2		
	OMITTED	59	9.5		
	System	7	1.1		

Total	Total	70	11.3	
Total		622	100.0	

TEACHPRACT/ASSESS/ORAL PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	101	16.2	16.6	16.6
	YES	507	81.5	83.4	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
	Total	14	2.3		
Total		622	100.0		

TEACHPRACT/ASSESS/ORAL PRESENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	458	73.6	83.4	83.4
	YES	91	14.6	16.6	100.0
	Total	549	88.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	4	.6		
	NOT REACHED	1	.2		
	OMITTED	61	9.8		
	System	7	1.1		
	Total	73	11.7		
Total		622	100.0		

TEACHPRACT/ASSESS/GROUP PRESENTATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	44	7.1	7.2	7.2
	YES	564	90.7	92.8	100.0

Missing	Total	608	97.7	100.0
	NOT REACHED	1	.2	
	OMITTED	6	1.0	
	System	7	1.1	
	Total	14	2.3	
Total		622	100.0	

TEACHPRACT/ASSESS/GROUP PRESENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	445	71.5	80.6	80.6
	YES	107	17.2	19.4	100.0
	Total	552	88.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	4	.6		
	NOT REACHED	1	.2		
	OMITTED	58	9.3		
	System	7	1.1		
	Total	70	11.3		
Total		622	100.0		

TEACHPRACT/ASSESS/PROJECT REPORT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	92	14.8	15.1	15.1
	YES	516	83.0	84.9	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
	Total	14	2.3		
Total		622	100.0		

TEACHPRACT/ASSESS/PROJECT REPORT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	423	68.0	76.5	76.5
	YES	130	20.9	23.5	100.0
	Total	553	88.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	4	.6		
	NOT REACHED	1	.2		
	OMITTED	57	9.2		
	System	7	1.1		
Total	69	11.1			
Total		622	100.0		

TEACHPRACT/ASSESS/PEER EVALUATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	97	15.6	16.0	16.0
	YES	509	81.8	84.0	100.0
	Total	606	97.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	8	1.3		
	System	7	1.1		
Total	16	2.6			
Total		622	100.0		

TEACHPRACT/ASSESS/PEER EVALUATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	466	74.9	85.0	85.0
	YES	82	13.2	15.0	100.0
	Total	548	88.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	6	1.0		
	NOT REACHED	1	.2		
	OMITTED	60	9.6		

	System	7	1.1	
	Total	74	11.9	
Total		622	100.0	

TEACHPRACT/ASSESS/PORTFOLIO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	54	8.7	8.9	8.9
	YES	554	89.1	91.1	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
	Total	14	2.3		
Total		622	100.0		

TEACHPRACT/ASSESS/PORTFOLIO/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	435	69.9	79.2	79.2
	YES	114	18.3	20.8	100.0
	Total	549	88.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	4	.6		
	NOT REACHED	1	.2		
	OMITTED	61	9.8		
	System	7	1.1		
	Total	73	11.7		
Total		622	100.0		

TEACHPRACT/ASSESS/GROUP ASSESSMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	60	9.6	9.9	9.9

	YES	548	88.1	90.1	100.0
	Total	608	97.7	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	6	1.0		
	System	7	1.1		
	Total	14	2.3		
Total		622	100.0		

TEACHPRACT/ASSESS/GROUP ASSESSMENT/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	457	73.5	82.9	82.9
	YES	94	15.1	17.1	100.0
	Total	551	88.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	4	.6		
	NOT REACHED	1	.2		
	OMITTED	59	9.5		
	System	7	1.1		
	Total	71	11.4		
Total		622	100.0		

STUDPRACT/ACTIV/WORKING AT SAME PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	37	5.9	6.1	6.1
	SOMETIMES	211	33.9	35.0	41.1
	OFTEN	206	33.1	34.2	75.3
	NEARLY ALWAYS	149	24.0	24.7	100.0
	Total	603	96.9	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	11	1.8		
	System	7	1.1		
	Total	19	3.1		

Total		622	100.0	
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STUDPRACT/ACTIV/WORKING AT SAME PACE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	457	73.5	86.9	86.9
	YES	69	11.1	13.1	100.0
	Total	526	84.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	10	1.6		
	NOT REACHED	1	.2		
	OMITTED	78	12.5		
	System	7	1.1		
	Total	96	15.4		
Total		622	100.0		

STUDPRACT/ACTIV/LEARNING AT OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	38	6.1	6.3	6.3
	SOMETIMES	212	34.1	34.9	41.2
	OFTEN	246	39.5	40.5	81.7
	NEARLY ALWAYS	111	17.8	18.3	100.0
	Total	607	97.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	7	1.1		
	System	7	1.1		
Total		15	2.4		
Total		622	100.0		

STUDPRACT/ACTIV/LEARNING AT OWN PACE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	466	74.9	89.3	89.3

	YES	56	9.0	10.7	100.0
	Total	522	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	6	1.0		
	NOT REACHED	1	.2		
	OMITTED	86	13.8		
	System	7	1.1		
	Total	100	16.1		
Total		622	100.0		

STUDPRACT/ACTIV/COMPLETE WORKSHEETS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	19	3.1	3.1	3.1
	SOMETIMES	99	15.9	16.4	19.5
	OFTEN	253	40.7	41.8	61.3
	NEARLY ALWAYS	234	37.6	38.7	100.0
	Total	605	97.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	9	1.4		
	System	7	1.1		
	Total	17	2.7		
Total		622	100.0		

STUDPRACT/ACTIV/COMPLETE WORKSHEETS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	444	71.4	84.7	84.7
	YES	80	12.9	15.3	100.0
	Total	524	84.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	8	1.3		
	NOT REACHED	1	.2		
	OMITTED	82	13.2		

	System	7	1.1	
	Total	98	15.8	
Total		622	100.0	

STUDPRACT/ACTIV/GIVE PRESENTATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	29	4.7	4.8	4.8
	SOMETIMES	294	47.3	48.8	53.7
	OFTEN	184	29.6	30.6	84.2
	NEARLY ALWAYS	95	15.3	15.8	100.0
	Total	602	96.8	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	12	1.9		
	System	7	1.1		
	Total	20	3.2		
Total		622	100.0		

STUDPRACT/ACTIV/GIVE PRESENTATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	439	70.6	85.2	85.2
	YES	76	12.2	14.8	100.0
	Total	515	82.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	11	1.8		
	NOT REACHED	1	.2		
	OMITTED	88	14.1		
	System	7	1.1		
Total		107	17.2		
Total		622	100.0		

STUDPRACT/ACTIV/DETERMINE OWN GOALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	140	22.5	23.3	23.3
	SOMETIMES	267	42.9	44.4	67.7
	OFTEN	129	20.7	21.5	89.2
	NEARLY ALWAYS	65	10.5	10.8	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	13	2.1		
	System	7	1.1		
	Total	21	3.4		
Total		622	100.0		

STUDPRACT/ACTIV/DETERMINE OWN GOALS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	464	74.6	89.2	89.2
	YES	56	9.0	10.8	100.0
	Total	520	83.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	12	1.9		
	NOT REACHED	1	.2		
	OMITTED	82	13.2		
	System	7	1.1		
Total		102	16.4		
Total		622	100.0		

STUDPRACT/ACTIV/EXPLAIN OWN IDEAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	24	3.9	4.0	4.0
	SOMETIMES	252	40.5	41.6	45.5
	OFTEN	216	34.7	35.6	81.2
	NEARLY ALWAYS	114	18.3	18.8	100.0

Missing	Total	606	97.4	100.0
	NOT REACHED	1	.2	
	OMITTED	8	1.3	
	System	7	1.1	
	Total	16	2.6	
Total		622	100.0	

STUDPRACT/ACTIV/EXPLAIN OWN IDEAS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	466	74.9	88.8	88.8
	YES	59	9.5	11.2	100.0
	Total	525	84.4	100.0	
Missing	LOGICALLY NOT APPLICABLE	7	1.1		
	NOT REACHED	1	.2		
	OMITTED	82	13.2		
	System	7	1.1		
	Total	97	15.6		
Total		622	100.0		

STUDPRACT/ACTIV/COLLABORATE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	286	46.0	47.3	47.3
	SOMETIMES	207	33.3	34.2	81.5
	OFTEN	74	11.9	12.2	93.7
	NEARLY ALWAYS	38	6.1	6.3	100.0
	Total	605	97.3	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	9	1.4		
	System	7	1.1		
Total		17	2.7		
Total		622	100.0		

STUDPRACT/ACTIV/COLLAB WITH PEERS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	476	76.5	91.2	91.2
	YES	46	7.4	8.8	100.0
	Total	522	83.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	8	1.3		
	NOT REACHED	1	.2		
	OMITTED	84	13.5		
	System	7	1.1		
	Total	100	16.1		
Total		622	100.0		

STUDPRACT/ACTIV/ANSWER TESTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	4	.6	.7	.7
	SOMETIMES	111	17.8	18.3	19.0
	OFTEN	271	43.6	44.7	63.7
	NEARLY ALWAYS	220	35.4	36.3	100.0
	Total	606	97.4	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	8	1.3		
	System	7	1.1		
Total		16	2.6		
Total		622	100.0		

STUDPRACT/ACTIV/ANSWER TESTS/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	450	72.3	86.2	86.2
	YES	72	11.6	13.8	100.0

Missing	Total	522	83.9	100.0
	LOGICALLY NOT APPLICABLE	7	1.1	
	NOT REACHED	1	.2	
	OMITTED	85	13.7	
	System	7	1.1	
Total	100	16.1		
Total	622	100.0		

STUDPRACT/ACTIV/PEER EVALUATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	44	7.1	7.4	7.4
	SOMETIMES	247	39.7	41.4	48.7
	OFTEN	222	35.7	37.2	85.9
	NEARLY ALWAYS	84	13.5	14.1	100.0
	Total	597	96.0	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	17	2.7		
	System	7	1.1		
Total	25	4.0			
Total	622	100.0			

STUDPRACT/ACTIV/PEER EVALUATION/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	461	74.1	89.5	89.5
	YES	54	8.7	10.5	100.0
	Total	515	82.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	16	2.6		
	NOT REACHED	1	.2		
	OMITTED	83	13.3		
	System	7	1.1		

Total	Total	107	17.2	
Total		622	100.0	

STUDPRACT/ACTIV/REFLECT EXPERIENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	127	20.4	21.2	21.2
	SOMETIMES	261	42.0	43.5	64.7
	OFTEN	151	24.3	25.2	89.8
	NEARLY ALWAYS	61	9.8	10.2	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	14	2.3		
	System	7	1.1		
	Total	22	3.5		
Total		622	100.0		

STUDPRACT/ACTIV/REFLECT EXPERIENCE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	470	75.6	90.9	90.9
	YES	47	7.6	9.1	100.0
	Total	517	83.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.1		
	NOT REACHED	1	.2		
	OMITTED	84	13.5		
	System	7	1.1		
Total		105	16.9		
Total		622	100.0		

STUDPRACT/ACTIV/COMMUNICATE WITH OUTSIDE

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	NEVER	220	35.4	36.7	36.7
	SOMETIMES	250	40.2	41.7	78.3
	OFTEN	90	14.5	15.0	93.3
	NEARLY ALWAYS	40	6.4	6.7	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	14	2.3		
	System	7	1.1		
	Total	22	3.5		
Total		622	100.0		

STUDPRACT/ACTIV/COMM WITH OUSIDE/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	457	73.5	89.3	89.3
	YES	55	8.8	10.7	100.0
	Total	512	82.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	13	2.1		
	NOT REACHED	1	.2		
	OMITTED	89	14.3		
	System	7	1.1		
	Total	110	17.7		
Total		622	100.0		

STUDPRACT/ACTIV/CONTRIBUTE TO COMMUNITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	223	35.9	37.0	37.0
	SOMETIMES	260	41.8	43.1	80.1
	OFTEN	83	13.3	13.8	93.9
	NEARLY ALWAYS	37	5.9	6.1	100.0
	Total	603	96.9	100.0	
Missing	NOT REACHED	1	.2		

	OMITTED	11	1.8	
	System	7	1.1	
	Total	19	3.1	
Total		622	100.0	

STUDPRACT/ACTIV/CONTR TO CUMMUNITY/ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	463	74.4	89.9	89.9
	YES	52	8.4	10.1	100.0
	Total	515	82.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	10	1.6		
	NOT REACHED	1	.2		
	OMITTED	89	14.3		
	System	7	1.1		
	Total	107	17.2		
Total		622	100.0		

LEARNRES/INCORP/HANDS ON MATERIALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	151	24.3	24.8	24.8
	SOMETIMES	230	37.0	37.7	62.5
	OFTEN	134	21.5	22.0	84.4
	NEARLY ALWAYS	95	15.3	15.6	100.0
	Total	610	98.1	100.0	
Missing	NOT REACHED	1	.2		
	OMITTED	4	.6		
	System	7	1.1		
Total		12	1.9		
Total		622	100.0		

LEARNRES/INCORP/TUTORIAL SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	392	63.0	64.9	64.9
	SOMETIMES	112	18.0	18.5	83.4
	OFTEN	78	12.5	12.9	96.4
	NEARLY ALWAYS	22	3.5	3.6	100.0
	Total	604	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	9	1.4		
	System	7	1.1		
	Total	18	2.9		
Total		622	100.0		

LEARNRES/INCRP/GENERAL OFFICE SUITE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	459	73.8	76.1	76.1
	SOMETIMES	91	14.6	15.1	91.2
	OFTEN	35	5.6	5.8	97.0
	NEARLY ALWAYS	18	2.9	3.0	100.0
	Total	603	96.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	10	1.6		
	System	7	1.1		
	Total	19	3.1		
Total		622	100.0		

LEARNRES/INCRP/MULTIMEDIA PROD TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	472	75.9	78.1	78.1
	SOMETIMES	104	16.7	17.2	95.4
	OFTEN	20	3.2	3.3	98.7
	NEARLY ALWAYS	8	1.3	1.3	100.0

	Total	604	97.1	100.0
Missing	NOT REACHED	2	.3	
	OMITTED	9	1.4	
	System	7	1.1	
	Total	18	2.9	
Total		622	100.0	

LEARNRES/INCORP/DATA LOGGING TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	516	83.0	85.9	85.9
	SOMETIMES	57	9.2	9.5	95.3
	OFTEN	20	3.2	3.3	98.7
	NEARLY ALWAYS	8	1.3	1.3	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	12	1.9		
	System	7	1.1		
	Total	21	3.4		
Total		622	100.0		

LEARNRES/INCORP/MODELING SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	502	80.7	83.0	83.0
	SOMETIMES	77	12.4	12.7	95.7
	OFTEN	22	3.5	3.6	99.3
	NEARLY ALWAYS	4	.6	.7	100.0
	Total	605	97.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	8	1.3		
	System	7	1.1		
	Total	17	2.7		
Total		622	100.0		

LEARNRES/INCORP/COMMUNICATION SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	496	79.7	82.5	82.5
	SOMETIMES	74	11.9	12.3	94.8
	OFTEN	24	3.9	4.0	98.8
	NEARLY ALWAYS	7	1.1	1.2	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	12	1.9		
	System	7	1.1		
	Total	21	3.4		
Total		622	100.0		

LEARNRES/INCORP/DIGITAL RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	343	55.1	56.8	56.8
	SOMETIMES	177	28.5	29.3	86.1
	OFTEN	63	10.1	10.4	96.5
	NEARLY ALWAYS	21	3.4	3.5	100.0
	Total	604	97.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	9	1.4		
	System	7	1.1		
	Total	18	2.9		
Total		622	100.0		

LEARNRES/INCORP/MOBILE DEVICES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	432	69.5	71.8	71.8
	SOMETIMES	118	19.0	19.6	91.4

	OFTEN	40	6.4	6.6	98.0
	NEARLY ALWAYS	12	1.9	2.0	100.0
Missing	Total	602	96.8	100.0	
	NOT REACHED	2	.3		
	OMITTED	11	1.8		
	System	7	1.1		
	Total	20	3.2		
Total		622	100.0		

LEARNRES/INCORP/SMART BOARD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	461	74.1	76.7	76.7
	SOMETIMES	78	12.5	13.0	89.7
	OFTEN	38	6.1	6.3	96.0
	NEARLY ALWAYS	24	3.9	4.0	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	12	1.9		
	System	7	1.1		
	Total	21	3.4		
Total		622	100.0		

LEARNRES/INCORP/LEARN MANAGEMENT SYS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	501	80.5	82.7	82.7
	SOMETIMES	79	12.7	13.0	95.7
	OFTEN	20	3.2	3.3	99.0
	NEARLY ALWAYS	6	1.0	1.0	100.0
	Total	606	97.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	7	1.1		
	System	7	1.1		

Total	Total	16	2.6	
Total		622	100.0	

IMPACTICT/DO YOU USE ICT IN TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	370	59.5	84.1	84.1
	YES	70	11.3	15.9	100.0
	Total	440	70.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	173	27.8		
	System	7	1.1		
Total	Total	182	29.3		
Total		622	100.0		

IMPACTICT/YOU/ICT SKILLS HAVE IMPROVED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	52	8.4	27.7	27.7
	A LITTLE	49	7.9	26.1	53.7
	SOMEWHAT	34	5.5	18.1	71.8
	A LOT	53	8.5	28.2	100.0
	Total	188	30.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	55	8.8		
	System	7	1.1		
Total	Total	434	69.8		
Total		622	100.0		

IMPACTICT/YOU/INCORPORATE NEW METHODS

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	NOT AT ALL	52	8.4	28.6	28.6
	A LITTLE	36	5.8	19.8	48.4
	SOMEWHAT	45	7.2	24.7	73.1
	A LOT	49	7.9	26.9	100.0
	Total	182	29.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	61	9.8		
	System	7	1.1		
	Total	440	70.7		
Total		622	100.0		

IMPACTICT/YOU/MORE INDIV FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	50	8.0	27.8	27.8
	A LITTLE	38	6.1	21.1	48.9
	SOMEWHAT	41	6.6	22.8	71.7
	A LOT	51	8.2	28.3	100.0
	Total	180	28.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	63	10.1		
	System	7	1.1		
	Total	442	71.1		
Total		622	100.0		

IMPACTICT/YOU/INCORPORATE NEW WAYS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	47	7.6	26.6	26.6
	A LITTLE	42	6.8	23.7	50.3

	SOMEWHAT	41	6.6	23.2	73.4
	A LOT	47	7.6	26.6	100.0
Missing	Total	177	28.5	100.0	
	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	66	10.6		
	System	7	1.1		
Total	Total	445	71.5		
		622	100.0		

IMPACTICT/YOU/MONITOR STUDENTS LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	47	7.6	26.4	26.4
	A LITTLE	36	5.8	20.2	46.6
	SOMEWHAT	41	6.6	23.0	69.7
	A LOT	54	8.7	30.3	100.0
	Total	178	28.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	65	10.5		
	System	7	1.1		
Total	Total	444	71.4		
		622	100.0		

IMPACTICT/YOU/ACCESS MORE DIV RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	50	8.0	28.4	28.4
	A LITTLE	42	6.8	23.9	52.3
	SOMEWHAT	47	7.6	26.7	79.0
	A LOT	37	5.9	21.0	100.0

Missing	Total	176	28.3	100.0
	LOGICALLY NOT APPLICABLE	370	59.5	
	NOT REACHED	2	.3	
	OMITTED	67	10.8	
	System	7	1.1	
Total	446	71.7		
Total	622	100.0		

IMPACTICT/YOU/COLL MORE WITH COLLEAGUES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	46	7.4	25.8	25.8
	A LITTLE	31	5.0	17.4	43.3
	SOMEWHAT	40	6.4	22.5	65.7
	A LOT	61	9.8	34.3	100.0
	Total	178	28.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	65	10.5		
	System	7	1.1		
	Total	444	71.4		
Total	622	100.0			

IMPACTICT/YOU/COLL MORE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	50	8.0	28.4	28.4
	A LITTLE	43	6.9	24.4	52.8
	SOMEWHAT	35	5.6	19.9	72.7
	A LOT	48	7.7	27.3	100.0
	Total	176	28.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		

	NOT REACHED	2	.3	
	OMITTED	67	10.8	
	System	7	1.1	
	Total	446	71.7	
Total		622	100.0	

IMPACTICT/YOU/COMPLETE ADMIN TASKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	45	7.2	26.0	26.0
	A LITTLE	28	4.5	16.2	42.2
	SOMEWHAT	31	5.0	17.9	60.1
	A LOT	69	11.1	39.9	100.0
	Total	173	27.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	70	11.3		
	System	7	1.1		
	Total	449	72.2		
Total		622	100.0		

IMPACTICT/YOU/WORKLOAD HAS INCREASED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	55	8.8	30.9	30.9
	A LITTLE	37	5.9	20.8	51.7
	SOMEWHAT	35	5.6	19.7	71.3
	A LOT	51	8.2	28.7	100.0
	Total	178	28.6	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	65	10.5		

	System	7	1.1	
	Total	444	71.4	
Total		622	100.0	

IMPACTICT/YOU/INCREASED WORK PRESSURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	58	9.3	32.8	32.8
	A LITTLE	30	4.8	16.9	49.7
	SOMEWHAT	39	6.3	22.0	71.8
	A LOT	50	8.0	28.2	100.0
	Total	177	28.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	66	10.6		
	System	7	1.1		
	Total	445	71.5		
Total		622	100.0		

IMPACTICT/YOU/BECOME LESS EFFECTIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	107	17.2	60.8	60.8
	A LITTLE	34	5.5	19.3	80.1
	SOMEWHAT	20	3.2	11.4	91.5
	A LOT	15	2.4	8.5	100.0
	Total	176	28.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	67	10.8		
	System	7	1.1		
	Total	446	71.7		

Total	622	100.0	
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IMPACTICT/STUD/SUBJECT MATTER KNOWLEDGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	7	1.1	4.0	4.0
	DECREASED A LITTLE	10	1.6	5.7	9.7
	NO IMPACT	52	8.4	29.7	39.4
	INCREASED A LITTLE	63	10.1	36.0	75.4
	INCREASED A LOT	43	6.9	24.6	100.0
	Total	175	28.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	68	10.9		
	System	7	1.1		
	Total	447	71.9		
Total	622	100.0			

IMPACTICT/STUD/LEARNING MOTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	1.0	3.4	3.4
	DECREASED A LITTLE	7	1.1	4.0	7.4
	NO IMPACT	57	9.2	32.6	40.0
	INCREASED A LITTLE	60	9.6	34.3	74.3
	INCREASED A LOT	45	7.2	25.7	100.0
	Total	175	28.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	68	10.9		
	System	7	1.1		
	Total	447	71.9		

Total	622	100.0	
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IMPACTICT/STUD/INFO HANDLING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	7	1.1	4.0	4.0
	DECREASED A LITTLE	7	1.1	4.0	8.0
	NO IMPACT	55	8.8	31.4	39.4
	INCREASED A LITTLE	62	10.0	35.4	74.9
	INCREASED A LOT	44	7.1	25.1	100.0
	Total	175	28.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	68	10.9		
	System	7	1.1		
Total	447	71.9			
Total	622	100.0			

IMPACTICT/STUD/PROBLEM SOLVING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	1.0	3.4	3.4
	DECREASED A LITTLE	7	1.1	4.0	7.5
	NO IMPACT	61	9.8	35.1	42.5
	INCREASED A LITTLE	61	9.8	35.1	77.6
	INCREASED A LOT	39	6.3	22.4	100.0
	Total	174	28.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	69	11.1		
	System	7	1.1		
Total	448	72.0			

Total	622	100.0
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IMPACTICT/STUD/SELF DIRECT LEARN SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	1.0	3.4	3.4
	DECREASED A LITTLE	7	1.1	4.0	7.4
	NO IMPACT	66	10.6	37.7	45.1
	INCREASED A LITTLE	62	10.0	35.4	80.6
	INCREASED A LOT	34	5.5	19.4	100.0
	Total	175	28.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	68	10.9		
	System	7	1.1		
	Total	447	71.9		
Total	622	100.0			

IMPACTICT/STUD/COLLABORATIVE SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	1.0	3.5	3.5
	DECREASED A LITTLE	5	.8	2.9	6.4
	NO IMPACT	65	10.5	37.8	44.2
	INCREASED A LITTLE	63	10.1	36.6	80.8
	INCREASED A LOT	33	5.3	19.2	100.0
	Total	172	27.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	71	11.4		
	System	7	1.1		
	Total	450	72.3		

Total	622	100.0	
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IMPACTICT/STUD/COMMUNICATION SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.3	4.6	4.6
	DECREASED A LITTLE	3	.5	1.7	6.4
	NO IMPACT	60	9.6	34.7	41.0
	INCREASED A LITTLE	59	9.5	34.1	75.1
	INCREASED A LOT	43	6.9	24.9	100.0
	Total	173	27.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	70	11.3		
	System	7	1.1		
	Total	449	72.2		
Total		622	100.0		

IMPACTICT/STUD/ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	9	1.4	5.1	5.1
	DECREASED A LITTLE	7	1.1	4.0	9.1
	NO IMPACT	58	9.3	33.0	42.0
	INCREASED A LITTLE	76	12.2	43.2	85.2
	INCREASED A LOT	26	4.2	14.8	100.0
	Total	176	28.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	67	10.8		
	System	7	1.1		
	Total	446	71.7		

Total	622	100.0	
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IMPACTICT/STUD/LEARN AT THEIR OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.3	4.6	4.6
	DECREASED A LITTLE	6	1.0	3.4	8.0
	NO IMPACT	59	9.5	33.7	41.7
	INCREASED A LITTLE	65	10.5	37.1	78.9
	INCREASED A LOT	37	5.9	21.1	100.0
	Total	175	28.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	68	10.9		
	System	7	1.1		
	Total	447	71.9		
Total		622	100.0		

IMPACTICT/STUD/SELF ESTEEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	7	1.1	4.1	4.1
	DECREASED A LITTLE	2	.3	1.2	5.3
	NO IMPACT	58	9.3	34.1	39.4
	INCREASED A LITTLE	56	9.0	32.9	72.4
	INCREASED A LOT	47	7.6	27.6	100.0
	Total	170	27.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	73	11.7		
	System	7	1.1		
	Total	452	72.7		

Total	622	100.0	
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IMPACTICT/STUD/ACHIEVEMENT GAP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	8	1.3	4.7	4.7
	DECREASED A LITTLE	7	1.1	4.1	8.8
	NO IMPACT	62	10.0	36.3	45.0
	INCREASED A LITTLE	58	9.3	33.9	78.9
	INCREASED A LOT	36	5.8	21.1	100.0
	Total	171	27.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	72	11.6		
	System	7	1.1		
	Total	451	72.5		
Total		622	100.0		

IMPACTICT/STUD/TIME SPENT ON LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	10	1.6	5.8	5.8
	DECREASED A LITTLE	8	1.3	4.7	10.5
	NO IMPACT	57	9.2	33.1	43.6
	INCREASED A LITTLE	64	10.3	37.2	80.8
	INCREASED A LOT	33	5.3	19.2	100.0
	Total	172	27.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	71	11.4		
	System	7	1.1		
	Total	450	72.3		

Total	622	100.0
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IMPACTICT/STUD/SCHOOL ATTENDANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	9	1.4	5.2	5.2
	DECREASED A LITTLE	6	1.0	3.5	8.7
	NO IMPACT	68	10.9	39.3	48.0
	INCREASED A LITTLE	51	8.2	29.5	77.5
	INCREASED A LOT	39	6.3	22.5	100.0
	Total	173	27.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	70	11.3		
	System	7	1.1		
	Total	449	72.2		
Total		622	100.0		

IMPACTICT/STUD/ASSESSMENT RESULTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	6	1.0	3.5	3.5
	DECREASED A LITTLE	4	.6	2.3	5.8
	NO IMPACT	60	9.6	34.7	40.5
	INCREASED A LITTLE	69	11.1	39.9	80.3
	INCREASED A LOT	34	5.5	19.7	100.0
	Total	173	27.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	70	11.3		
	System	7	1.1		
	Total	449	72.2		

Total		622	100.0	
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IMPACTICT/STUD/DIGITAL DEVIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED A LOT	13	2.1	7.6	7.6
	DECREASED A LITTLE	8	1.3	4.7	12.2
	NO IMPACT	70	11.3	40.7	52.9
	INCREASED A LITTLE	59	9.5	34.3	87.2
	INCREASED A LOT	22	3.5	12.8	100.0
	Total	172	27.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	370	59.5		
	NOT REACHED	2	.3		
	OMITTED	71	11.4		
	System	7	1.1		
	Total	450	72.3		
Total		622	100.0		

INFOYOU/CONFIDENT/PRODUCE LETTER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	125	20.1	20.9	20.9
	A LITTLE	115	18.5	19.3	40.2
	SOMEWHAT	102	16.4	17.1	57.3
	A LOT	255	41.0	42.7	100.0
	Total	597	96.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	23	3.7		
	Total	25	4.0		
Total		622	100.0		

INFOYOU/CONFIDENT/EMAIL A FILE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	229	36.8	38.6	38.6
	A LITTLE	89	14.3	15.0	53.5
	SOMEWHAT	87	14.0	14.6	68.2
	A LOT	189	30.4	31.8	100.0
	Total	594	95.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	4.2		
	Total	28	4.5		
Total		622	100.0		

INFOYOU/CONFIDENT/TAKE PHOTOS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	273	43.9	45.8	45.8
	A LITTLE	94	15.1	15.8	61.6
	SOMEWHAT	70	11.3	11.7	73.3
	A LOT	159	25.6	26.7	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	24	3.9		
	Total	26	4.2		
Total		622	100.0		

INFOYOU/CONFIDENT/FILE ELECTRONIC DOCS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	212	34.1	35.5	35.5
	A LITTLE	79	12.7	13.2	48.7
	SOMEWHAT	93	15.0	15.6	64.2
	A LOT	214	34.4	35.8	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	22	3.5	
	Total	24	3.9	
Total		622	100.0	

INFOYOU/CONFIDENT/USE SPREADSHEET PROG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	227	36.5	38.0	38.0
	A LITTLE	102	16.4	17.1	55.0
	SOMEWHAT	88	14.1	14.7	69.7
	A LOT	181	29.1	30.3	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	22	3.5		
	Total	24	3.9		
Total		622	100.0		

INFOYOU/CONFIDENT/SHARE KNOWLEDGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	289	46.5	48.3	48.3
	A LITTLE	97	15.6	16.2	64.5
	SOMEWHAT	88	14.1	14.7	79.3
	A LOT	124	19.9	20.7	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	22	3.5		
	Total	24	3.9		
Total		622	100.0		

INFOYOU/CONFIDENT/PRODUCE PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	288	46.3	48.3	48.3

	A LITTLE	97	15.6	16.3	64.6
	SOMEWHAT	87	14.0	14.6	79.2
	A LOT	124	19.9	20.8	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	24	3.9		
	Total	26	4.2		
Total		622	100.0		

INFOYOU/CONFIDENT/ONLINE PURCHASES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	308	49.5	51.5	51.5
	A LITTLE	98	15.8	16.4	67.9
	SOMEWHAT	64	10.3	10.7	78.6
	A LOT	128	20.6	21.4	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	22	3.5		
	Total	24	3.9		
Total		622	100.0		

INFOYOU/CONFIDENT/PREPARE LESSONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	303	48.7	50.8	50.8
	A LITTLE	111	17.8	18.6	69.5
	SOMEWHAT	85	13.7	14.3	83.7
	A LOT	97	15.6	16.3	100.0
	Total	596	95.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	24	3.9		
	Total	26	4.2		
Total		622	100.0		

INFOYOU/CONFIDENT/SUITABLE FOR ICT USE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	269	43.2	45.5	45.5
	A LITTLE	123	19.8	20.8	66.3
	SOMEWHAT	111	17.8	18.8	85.1
	A LOT	88	14.1	14.9	100.0
	Total	591	95.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	29	4.7		
	Total	31	5.0		
Total		622	100.0		

INFOYOU/CONFIDENT/USEFUL RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	254	40.8	42.8	42.8
	A LITTLE	97	15.6	16.3	59.1
	SOMEWHAT	90	14.5	15.2	74.2
	A LOT	153	24.6	25.8	100.0
	Total	594	95.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	4.2		
	Total	28	4.5		
Total		622	100.0		

INFOYOU/CONFIDENT/MONITOR PROGRESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	288	46.3	48.5	48.5
	A LITTLE	98	15.8	16.5	65.0
	SOMEWHAT	99	15.9	16.7	81.6
	A LOT	109	17.5	18.4	100.0

	Total	594	95.5	100.0
Missing	NOT REACHED	2	.3	
	OMITTED	26	4.2	
	Total	28	4.5	
Total		622	100.0	

INFOYOU/CONFIDENT/EFFECT PRESENTATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	286	46.0	48.1	48.1
	A LITTLE	103	16.6	17.3	65.5
	SOMEWHAT	92	14.8	15.5	81.0
	A LOT	113	18.2	19.0	100.0
	Total	594	95.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	26	4.2		
	Total	28	4.5		
Total		622	100.0		

INFOYOU/CONFIDENT/COLLAB WITH OTHERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	293	47.1	49.4	49.4
	A LITTLE	109	17.5	18.4	67.8
	SOMEWHAT	95	15.3	16.0	83.8
	A LOT	96	15.4	16.2	100.0
	Total	593	95.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	27	4.3		
	Total	29	4.7		
Total		622	100.0		

INFOYOU/CONFIDENT/EDUCATIONAL SOFTWARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	300	48.2	50.4	50.4
	A LITTLE	88	14.1	14.8	65.2
	SOMEWHAT	84	13.5	14.1	79.3
	A LOT	123	19.8	20.7	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	4.0		
	Total	27	4.3		
Total		622	100.0		

INFOYOU/CONFIDENT/USE INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	283	45.5	47.4	47.4
	A LITTLE	103	16.6	17.3	64.7
	SOMEWHAT	78	12.5	13.1	77.7
	A LOT	133	21.4	22.3	100.0
	Total	597	96.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	23	3.7		
	Total	25	4.0		
Total		622	100.0		

INFOYOU/ENH/MONITOR MORE EFFECTIVELY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	28	4.5	4.7	4.7
	LOW PRIORITY	40	6.4	6.8	11.5
	MEDIUM PRIORITY	145	23.3	24.6	36.1
	HIGH PRIORITY	377	60.6	63.9	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	30	4.8	
	Total	32	5.1	
Total		622	100.0	

INFOYOU/ENH/EXERCISES FOR STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	28	4.5	4.8	4.8
	LOW PRIORITY	31	5.0	5.3	10.1
	MEDIUM PRIORITY	145	23.3	24.7	34.8
	HIGH PRIORITY	383	61.6	65.2	100.0
	Total	587	94.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	33	5.3		
	Total	35	5.6		
Total		622	100.0		

INFOYOU/ENH/BETTER LECTURES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	29	4.7	4.9	4.9
	LOW PRIORITY	14	2.3	2.4	7.3
	MEDIUM PRIORITY	118	19.0	20.1	27.4
	HIGH PRIORITY	427	68.6	72.6	100.0
	Total	588	94.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	32	5.1		
	Total	34	5.5		
Total		622	100.0		

INFOYOU/ENH/MULTIMEDIA PROD PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	34	5.5	5.8	5.8

	LOW PRIORITY	43	6.9	7.3	13.1
	MEDIUM PRIORITY	167	26.8	28.4	41.4
	HIGH PRIORITY	345	55.5	58.6	100.0
	Total	589	94.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	31	5.0		
	Total	33	5.3		
Total		622	100.0		

INFOYOU/ENH/ADDRESS INDIV DIFFERENCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	31	5.0	5.3	5.3
	LOW PRIORITY	43	6.9	7.3	12.5
	MEDIUM PRIORITY	169	27.2	28.6	41.2
	HIGH PRIORITY	347	55.8	58.8	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	30	4.8		
	Total	32	5.1		
Total		622	100.0		

INFOYOU/ENH/SHORT PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	27	4.3	4.6	4.6
	LOW PRIORITY	50	8.0	8.5	13.1
	MEDIUM PRIORITY	188	30.2	31.9	44.9
	HIGH PRIORITY	325	52.3	55.1	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	30	4.8		
	Total	32	5.1		
Total		622	100.0		

INFOYOU/ENH/EXTENDED PROJECTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	27	4.3	4.6	4.6
	LOW PRIORITY	73	11.7	12.4	16.9
	MEDIUM PRIORITY	193	31.0	32.7	49.7
	HIGH PRIORITY	297	47.7	50.3	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	30	4.8		
	Total	32	5.1		
Total		622	100.0		

INFOYOU/ENH/SCIENTIFIC INVESTIGATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	28	4.5	4.8	4.8
	LOW PRIORITY	25	4.0	4.3	9.1
	MEDIUM PRIORITY	126	20.3	21.5	30.6
	HIGH PRIORITY	406	65.3	69.4	100.0
	Total	585	94.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	34	5.5		
	System	1	.2		
	Total	37	5.9		
Total		622	100.0		

INFOYOU/ENH/COLLABORATE WITH PEERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	34	5.5	5.8	5.8
	LOW PRIORITY	46	7.4	7.8	13.6
	MEDIUM PRIORITY	152	24.4	25.8	39.4

	HIGH PRIORITY	357	57.4	60.6	100.0
	Total	589	94.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	31	5.0		
	Total	33	5.3		
Total		622	100.0		

INFOYOU/ENH/COLLABORATE WITH TEACHERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	30	4.8	5.1	5.1
	LOW PRIORITY	37	5.9	6.3	11.4
	MEDIUM PRIORITY	149	24.0	25.3	36.7
	HIGH PRIORITY	373	60.0	63.3	100.0
	Total	589	94.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	31	5.0		
	Total	33	5.3		
Total		622	100.0		

INFOYOU/ENH/COLLABORATE WITH CLASSMATES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	30	4.8	5.1	5.1
	LOW PRIORITY	53	8.5	9.0	14.1
	MEDIUM PRIORITY	147	23.6	24.9	39.0
	HIGH PRIORITY	360	57.9	61.0	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	30	4.8		
	Total	32	5.1		
Total		622	100.0		

INFOYOU/ENH/SELF ACCESSED ACTIVITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	31	5.0	5.3	5.3
	LOW PRIORITY	51	8.2	8.6	13.9
	MEDIUM PRIORITY	156	25.1	26.4	40.3
	HIGH PRIORITY	352	56.6	59.7	100.0
	Total	590	94.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	30	4.8		
	Total	32	5.1		
Total		622	100.0		

INFOYOU/OBST/NOT CONSIDERED USEFUL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	427	68.6	75.7	75.7
	YES	137	22.0	24.3	100.0
	Total	564	90.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	56	9.0		
	Total	58	9.3		
Total		622	100.0		

INFOYOU/OBST/NO REQUIRED INFRASTRUCTURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	220	35.4	38.3	38.3
	YES	355	57.1	61.7	100.0
	Total	575	92.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	45	7.2		
	Total	47	7.6		
Total		622	100.0		

INFOYOU/OBST/NO REQUIRED ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	265	42.6	46.0	46.0
	YES	311	50.0	54.0	100.0
	Total	576	92.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	44	7.1		
	Total	46	7.4		
Total		622	100.0		

INFOYOU/OBST/NO PEDAGOGICAL SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	220	35.4	38.5	38.5
	YES	351	56.4	61.5	100.0
	Total	571	91.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	48	7.7		
	System	1	.2		
Total	Total	51	8.2		
Total		622	100.0		

INFOYOU/OBST/NO CONFIDENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	350	56.3	61.2	61.2
	YES	222	35.7	38.8	100.0
	Total	572	92.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	47	7.6		
	System	1	.2		
Total	Total	50	8.0		
Total		622	100.0		

INFOYOU/OBST/STUDENTS HAVE NO ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	160	25.7	28.0	28.0
	YES	412	66.2	72.0	100.0
	Total	572	92.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	47	7.6		
	System	1	.2		
	Total	50	8.0		
Total		622	100.0		

INFOYOU/OBST/NO ACCESS TO REQUIRED ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	136	21.9	24.0	24.0
	YES	431	69.3	76.0	100.0
	Total	567	91.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	52	8.4		
	System	1	.2		
	Total	55	8.8		
Total		622	100.0		

INFOYOU/OBST/NO TIME NECESSARY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	333	53.5	58.6	58.6
	YES	235	37.8	41.4	100.0
	Total	568	91.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	51	8.2		
	System	1	.2		

Total	Total	54	8.7	
Total		622	100.0	

INFOYOU/OBST/HOW TO IDENTIFY ICT TOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	272	43.7	47.7	47.7
	YES	298	47.9	52.3	100.0
	Total	570	91.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	49	7.9		
	System	1	.2		
Total	Total	52	8.4		
Total		622	100.0		

INFOYOU/OBST/SCHOOL LACKS DIGITAL RES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	166	26.7	29.0	29.0
	YES	406	65.3	71.0	100.0
	Total	572	92.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	47	7.6		
	System	1	.2		
Total	Total	50	8.0		
Total		622	100.0		

INFOYOU/OBST/CANNOT MAKE OWN DECISIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	301	48.4	53.3	53.3
	YES	264	42.4	46.7	100.0
	Total	565	90.8	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	54	8.7	
	System	1	.2	
	Total	57	9.2	
Total		622	100.0	

INFOYOU/OBST/ACCESS OUTSIDE SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	280	45.0	48.7	48.7
	YES	295	47.4	51.3	100.0
	Total	575	92.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	44	7.1		
	System	1	.2		
	Total	47	7.6		
Total		622	100.0		

INFOYOU/PRODEV/INTRO COURSE FOR INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	28	4.5	4.8	4.8
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	413	66.4	70.1	74.9
	YES, I HAVE	148	23.8	25.1	100.0
	Total	589	94.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	29	4.7		
	System	2	.3		
	Total	33	5.3		
Total		622	100.0		

INFOYOU/PRODEV/TECHNICAL COURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	42	6.8	7.1	7.1
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	472	75.9	79.7	86.8
	YES, I HAVE	78	12.5	13.2	100.0
	Total	592	95.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	27	4.3		
	System	1	.2		
Total	30	4.8			
Total		622	100.0		

INFOYOU/PRODEV/ADV COURSE APPLICATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	34	5.5	5.8	5.8
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	498	80.1	84.3	90.0
	YES, I HAVE	59	9.5	10.0	100.0
	Total	591	95.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	27	4.3		
	System	2	.3		
Total	31	5.0			
Total		622	100.0		

INFOYOU/PRODEV/ADV COURSE INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	34	5.5	5.8	5.8
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	525	84.4	88.8	94.6

	YES, I HAVE	32	5.1	5.4	100.0
Missing	Total	591	95.0	100.0	
	NOT REACHED	2	.3		
	OMITTED	28	4.5		
	System	1	.2		
	Total	31	5.0		
Total		622	100.0		

INFOYOU/PRODEV/PEDAGOGICAL ISSUES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	20	3.2	3.4	3.4
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	517	83.1	87.5	90.9
	YES, I HAVE	54	8.7	9.1	100.0
	Total	591	95.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	29	4.7		
	Total	31	5.0		
Total		622	100.0		

INFOYOU/PRODEV/SUBJECT SPECIFIC TRAINING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	19	3.1	3.2	3.2
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	524	84.2	88.5	91.7
	YES, I HAVE	49	7.9	8.3	100.0
	Total	592	95.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	28	4.5		
	Total	30	4.8		
Total		622	100.0		

INFOYOU/PRODEV/MULTIMEDIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO, I DO NOT WISH TO ATTEND	28	4.5	4.7	4.7
	NO, I WOULD LIKE TO ATTEND IF AVAILABLE	513	82.5	86.7	91.4
	YES, I HAVE	51	8.2	8.6	100.0
	Total	592	95.2	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	28	4.5		
	Total	30	4.8		
Total		622	100.0		

INFOYOU/SCHVISION/DISCUSS WHAT WE WANT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	22	3.5	3.7	3.7
	A LITTLE	76	12.2	12.7	16.3
	SOMEWHAT	165	26.5	27.5	43.8
	A LOT	337	54.2	56.2	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.2		
	Total	22	3.5		
Total		622	100.0		

INFOYOU/SCHVISION/CONSTANTLY MOTIVATED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	26	4.2	4.3	4.3
	A LITTLE	78	12.5	13.0	17.3
	SOMEWHAT	167	26.8	27.8	45.2

	A LOT	329	52.9	54.8	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.2		
	Total	22	3.5		
Total		622	100.0		

INFOYOU/SCHVISION/TEACHERS THINK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	22	3.5	3.7	3.7
	A LITTLE	56	9.0	9.3	13.0
	SOMEWHAT	145	23.3	24.2	37.2
	A LOT	376	60.5	62.8	100.0
	Total	599	96.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.4		
	Total	23	3.7		
Total		622	100.0		

INFOYOU/TEACHPART/I CAN INFLUENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	54	8.7	9.0	9.0
	A LITTLE	121	19.5	20.1	29.1
	SOMEWHAT	211	33.9	35.1	64.2
	A LOT	215	34.6	35.8	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	3.1		
	Total	21	3.4		
Total		622	100.0		

INFOYOU/TEACHPART/CONSIDER TEACH OPP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	42	6.8	7.0	7.0
	A LITTLE	100	16.1	16.6	23.6
	SOMEWHAT	213	34.2	35.4	59.0
	A LOT	247	39.7	41.0	100.0
	Total	602	96.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	18	2.9		
	Total	20	3.2		
Total		622	100.0		

INFOYOU/TEACHPART/OWN JUDGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	19	3.1	3.2	3.2
	A LITTLE	63	10.1	10.5	13.6
	SOMEWHAT	194	31.2	32.3	45.9
	A LOT	325	52.3	54.1	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	3.1		
	Total	21	3.4		
Total		622	100.0		

INFOYOU/PROFCOLLAB/CO TEACH WITH COLL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	43	6.9	7.2	7.2
	A LITTLE	63	10.1	10.5	17.7
	SOMEWHAT	203	32.6	33.8	51.5
	A LOT	291	46.8	48.5	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	2	.3		

	OMITTED	20	3.2	
	Total	22	3.5	
Total		622	100.0	

INFOYOU/PROFCOLLAB/DISCUSS PROBLEMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	8	1.3	1.3	1.3
	A LITTLE	37	5.9	6.2	7.5
	SOMEWHAT	146	23.5	24.3	31.8
	A LOT	409	65.8	68.2	100.0
	Total	600	96.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	20	3.2		
	Total	22	3.5		
Total		622	100.0		

INFOYOU/PROFCOLLAB/TEACH OTHER SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	51	8.2	8.5	8.5
	A LITTLE	107	17.2	17.8	26.3
	SOMEWHAT	207	33.3	34.4	60.7
	A LOT	236	37.9	39.3	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	3.1		
	Total	21	3.4		
Total		622	100.0		

INFOYOU/PROFCOLLAB/TEACH OTHER CNTRY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	440	70.7	73.2	73.2

	A LITTLE	53	8.5	8.8	82.0
	SOMEWHAT	38	6.1	6.3	88.4
	A LOT	70	11.3	11.6	100.0
	Total	601	96.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	19	3.1		
	Total	21	3.4		
Total		622	100.0		

INFOYOU/TEACHSUP/SUFFICIENT TECH SUPPORT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	290	46.6	48.4	48.4
	A LITTLE	121	19.5	20.2	68.6
	SOMEWHAT	122	19.6	20.4	89.0
	A LOT	66	10.6	11.0	100.0
	Total	599	96.3	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	21	3.4		
	Total	23	3.7		
Total		622	100.0		

INFOYOU/TEACHSUP/ACCESS COMPS EASILY OUT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	408	65.6	68.2	68.2
	A LITTLE	81	13.0	13.5	81.8
	SOMEWHAT	65	10.5	10.9	92.6
	A LOT	44	7.1	7.4	100.0
	Total	598	96.1	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	22	3.5		
	Total	24	3.9		
Total		622	100.0		

INFOYOU/TEACHSUP/ADMIN WORK EASY TO DO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT AT ALL	359	57.7	60.3	60.3
	A LITTLE	96	15.4	16.1	76.5
	SOMEWHAT	85	13.7	14.3	90.8
	A LOT	55	8.8	9.2	100.0
	Total	595	95.7	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	25	4.0		
	Total	27	4.3		
Total		622	100.0		

INFOYOU/ACCESS TO COMPUTER AT HOME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	207	33.3	39.4	39.4
	YES	319	51.3	60.6	100.0
	Total	526	84.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	94	15.1		
	Total	96	15.4		
Total		622	100.0		

INFOYOU/USECOMP/TEACHING REL ACTIV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	127	20.4	33.8	33.8
	YES	249	40.0	66.2	100.0
	Total	376	60.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	202	32.5		
	NOT REACHED	2	.3		

	OMITTED	39	6.3	
	System	3	.5	
	Total	246	39.5	
Total		622	100.0	

INFOYOU/USECOMP/CONNECTING TO WWW

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	245	39.4	65.9	65.9
	YES	127	20.4	34.1	100.0
	Total	372	59.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	202	32.5		
	NOT REACHED	2	.3		
	OMITTED	43	6.9		
	System	3	.5		
	Total	250	40.2		
Total		622	100.0		

INFOYOU/TO WHAT AGE GROUP DO YOU BELONG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BELOW 25	22	3.5	3.7	3.7
	25-29	69	11.1	11.5	15.1
	30-39	243	39.1	40.4	55.5
	40-49	201	32.3	33.4	88.9
	50-59	56	9.0	9.3	98.2
	60 OR ABOVE	11	1.8	1.8	100.0
	Total	602	96.8	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	18	2.9		
	Total	20	3.2		
Total		622	100.0		

INFOYOU/WHAT IS YOUR GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	266	42.8	44.1	44.1
	FEMALE	337	54.2	55.9	100.0
	Total	603	96.9	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	17	2.7		
	Total	19	3.1		
Total		622	100.0		

INFOYOU/HIGHEST LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SECONDARY OR HIGH SCHOOL	19	3.1	3.1	3.1
	POST-SECONDARY EDUCATION (E.G., T	315	50.6	51.9	55.0
	BACHELOR'S DEGREE	176	28.3	29.0	84.0
	MASTER'S DEGREE OR ABOVE	97	15.6	16.0	100.0
	Total	607	97.6	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	13	2.1		
	Total	15	2.4		
Total		622	100.0		

INFOYOU/BACHELORS DEGR IN SCIENCE MATHS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	459	73.8	75.2	75.2
	DEGREE IN MATHEMATICS ONLY	7	1.1	1.1	76.4
	DEGREE IN SCIENCE ONLY	96	15.4	15.7	92.1

	DEGREE IN BOTH MATHEMATICS AND SC	48	7.7	7.9	100.0
Missing	Total	610	98.1	100.0	
	NOT REACHED	2	.3		
	OMITTED	10	1.6		
Total	Total	12	1.9		
		622	100.0		

INFOYOU/TEACHING LICENSE OR CERTIFICATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	58	9.3	9.5	9.5
	YES	554	89.1	90.5	100.0
	Total	612	98.4	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	8	1.3		
Total	Total	10	1.6		
		622	100.0		

INFOYOU/YEARS OF EXPERIENCE TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 2 YEARS	66	10.6	10.7	10.7
	2-4 YEARS	116	18.6	18.7	29.4
	5- 9 YEARS	124	19.9	20.0	49.4
	10-19 YEARS	224	36.0	36.2	85.6
	20 YEARS OR MORE	89	14.3	14.4	100.0
	Total	619	99.5	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	1	.2		
Total	Total	3	.5		
		622	100.0		

PEDPRAC/WHICH DESCRIPTION IS APPLICABLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I USE ICT ONCE A WEEK OR MORE IN THE TARGET CLAS	33	5.3	12.6	12.6
	I USE ICT EXTENSIVELY IN THE TARGET CLAS	41	6.6	15.7	28.4
	NONE OF THE ABOVE	187	30.1	71.6	100.0
	Total	261	42.0	100.0	
Missing	NOT REACHED	2	.3		
	OMITTED	352	56.6		
	System Total	7	1.1		
Total		361	58.0		
Total		622	100.0		

PEDPRAC/STUDOUT/SUBJECT MATTER KNOW

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.4	8.8	8.8
	MADE NO DIFFERENCE	48	7.7	28.2	37.1
	INCREASED	107	17.2	62.9	100.0
	Total	170	27.3	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	21	3.4		
	OMITTED	237	38.1		
	System Total	7	1.1		
Total		452	72.7		
Total		622	100.0		

PEDPRAC/STUDOUT/ICT SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	21	3.4	12.4	12.4
	MADE NO DIFFERENCE	51	8.2	30.0	42.4
	INCREASED	98	15.8	57.6	100.0

Missing	Total	170	27.3	100.0
	LOGICALLY NOT APPLICABLE	187	30.1	
	NOT REACHED	23	3.7	
	OMITTED	235	37.8	
	System	7	1.1	
Total	452	72.7		
Total	622	100.0		

PEDPRAC/STUDOUT/LEARNING MOTIVATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.4	8.9	8.9
	MADE NO DIFFERENCE	46	7.4	27.4	36.3
	INCREASED	107	17.2	63.7	100.0
	Total	168	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	23	3.7		
	OMITTED	237	38.1		
	System	7	1.1		
	Total	454	73.0		
Total	622	100.0			

PEDPRAC/STUDOUT/LEARN AT OWN PACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	17	2.7	10.1	10.1
	MADE NO DIFFERENCE	57	9.2	33.9	44.0
	INCREASED	94	15.1	56.0	100.0
	Total	168	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	235	37.8		

	System	7	1.1	
	Total	454	73.0	
Total		622	100.0	

PEDPRAC/STUDOUT/COMMUNICATION SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.3	8.3	8.3
	MADE NO DIFFERENCE	53	8.5	31.5	39.9
	INCREASED	101	16.2	60.1	100.0
	Total	168	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	235	37.8		
	System	7	1.1		
Total	454	73.0			
Total		622	100.0		

PEDPRAC/STUDOUT/INFO HANDLING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.4	9.0	9.0
	MADE NO DIFFERENCE	53	8.5	31.7	40.7
	INCREASED	99	15.9	59.3	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	236	37.9		
	System	7	1.1		
Total	455	73.2			
Total		622	100.0		

PEDPRAC/STUDOUT/COLLAB SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.4	8.9	8.9
	MADE NO DIFFERENCE	60	9.6	35.7	44.6
	INCREASED	93	15.0	55.4	100.0
	Total	168	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	235	37.8		
	System	7	1.1		
	Total	454	73.0		
Total		622	100.0		

PEDPRAC/STUDOUT/SELF DIR LEARN SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	13	2.1	7.7	7.7
	MADE NO DIFFERENCE	59	9.5	34.9	42.6
	INCREASED	97	15.6	57.4	100.0
	Total	169	27.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	234	37.6		
	System	7	1.1		
	Total	453	72.8		
Total		622	100.0		

PEDPRAC/STUDOUT/PROBLEM SOLVING SKILLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.3	8.3	8.3

	MADE NO DIFFERENCE	59	9.5	34.9	43.2
	INCREASED	96	15.4	56.8	100.0
	Total	169	27.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	234	37.6		
	System	7	1.1		
	Total	453	72.8		
Total		622	100.0		

PEDPRAC/STUDOUT/ACHIEVEMENT GAP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.1	7.1
	MADE NO DIFFERENCE	68	10.9	40.5	47.6
	INCREASED	88	14.1	52.4	100.0
	Total	168	27.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	235	37.8		
	System	7	1.1		
	Total	454	73.0		
Total		622	100.0		

PEDPRAC/STUDOUT/SELF ESTEEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	17	2.7	10.1	10.1
	MADE NO DIFFERENCE	54	8.7	32.0	42.0
	INCREASED	98	15.8	58.0	100.0
	Total	169	27.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		

	NOT REACHED	25	4.0	
	OMITTED	234	37.6	
	System	7	1.1	
	Total	453	72.8	
Total		622	100.0	

PEDPRAC/YOURTEACH/QUALITY OF COACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	11	1.8	6.6	6.6
	MADE NO DIFFERENCE	45	7.2	27.1	33.7
	INCREASED	110	17.7	66.3	100.0
	Total	166	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	25	4.0		
	OMITTED	237	38.1		
	System	7	1.1		
	Total	456	73.3		
Total		622	100.0		

PEDPRAC/YOURTEACH/HELP INDIV STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	17	2.7	10.2	10.2
	MADE NO DIFFERENCE	64	10.3	38.6	48.8
	INCREASED	85	13.7	51.2	100.0
	Total	166	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	233	37.5		
	System	7	1.1		
	Total	456	73.3		

Total	622	100.0
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PEDPRAC/YOURTEACH/SOLVE TECH PROBLEMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	21	3.4	12.6	12.6
	MADE NO DIFFERENCE	65	10.5	38.9	51.5
	INCREASED	81	13.0	48.5	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total		622	100.0		

PEDPRAC/YOURTEACH/TIME NEEDED FOR PREP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	28	4.5	17.0	17.0
	MADE NO DIFFERENCE	51	8.2	30.9	47.9
	INCREASED	86	13.8	52.1	100.0
	Total	165	26.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	234	37.6		
	System	7	1.1		
	Total	457	73.5		
Total		622	100.0		

PEDPRAC/YOURTEACH/QUAL OF INSTRUCTIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.3	8.5	8.5
	MADE NO DIFFERENCE	46	7.4	27.9	36.4
	INCREASED	105	16.9	63.6	100.0
	Total	165	26.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	234	37.6		
	System	7	1.1		
	Total	457	73.5		
Total		622	100.0		

PEDPRAC/YOURTEACH/CLASSROOM MANAGEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	24	3.9	14.5	14.5
	MADE NO DIFFERENCE	60	9.6	36.1	50.6
	INCREASED	82	13.2	49.4	100.0
	Total	166	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	233	37.5		
	System	7	1.1		
	Total	456	73.3		
Total		622	100.0		

PEDPRAC/YOURTEACH/CLASSROOM DISCUSSION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	54	8.7	32.3	39.5
	INCREASED	101	16.2	60.5	100.0

Missing	Total	167	26.8	100.0
	LOGICALLY NOT APPLICABLE	187	30.1	
	NOT REACHED	29	4.7	
	OMITTED	232	37.3	
	System	7	1.1	
Total	455	73.2		
Total	622	100.0		

PEDPRAC/YOURTEACH/COLLAB BETW STUDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	14	2.3	8.4	8.4
	MADE NO DIFFERENCE	55	8.8	32.9	41.3
	INCREASED	98	15.8	58.7	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total	622	100.0			

PEDPRAC/YOURTEACH/COMM WITH OUTSIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	15	2.4	9.0	9.0
	MADE NO DIFFERENCE	63	10.1	38.0	47.0
	INCREASED	88	14.1	53.0	100.0
	Total	166	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	233	37.5		

	System	7	1.1	
	Total	456	73.3	
Total		622	100.0	

PEDPRAC/YOURTEACH/NEW LEARNING CONTENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	51	8.2	30.7	38.0
	INCREASED	103	16.6	62.0	100.0
	Total	166	26.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	233	37.5		
	System	7	1.1		
Total	456	73.3			
Total		622	100.0		

PEDPRAC/YOURTEACH/LEARNING RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	13	2.1	7.8	7.8
	MADE NO DIFFERENCE	51	8.2	30.5	38.3
	INCREASED	103	16.6	61.7	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
Total	455	73.2			
Total		622	100.0		

PEDPRAC/YOURTEACH/LEARNING ACTIVITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	50	8.0	29.9	37.1
	INCREASED	105	16.9	62.9	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total		622	100.0		

PEDPRAC/YOURTEACH/INDIV NEEDS OF STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	59	9.5	35.3	42.5
	INCREASED	96	15.4	57.5	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total		622	100.0		

PEDPRAC/YOURTEACH/EFFORT TO MOT STUD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	16	2.6	9.6	9.6

	MADE NO DIFFERENCE	58	9.3	34.7	44.3
	INCREASED	93	15.0	55.7	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total		622	100.0		

PEDPRAC/YOURTEACH/PROG OF PERFORMANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	57	9.2	34.1	41.3
	INCREASED	98	15.8	58.7	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	232	37.3		
	System	7	1.1		
	Total	455	73.2		
Total		622	100.0		

PEDPRAC/YOURTEACH/SELF CONFIDENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DECREASED	12	1.9	7.2	7.2
	MADE NO DIFFERENCE	49	7.9	29.3	36.5
	INCREASED	106	17.0	63.5	100.0
	Total	167	26.8	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		

	NOT REACHED	29	4.7	
	OMITTED	232	37.3	
	System	7	1.1	
	Total	455	73.2	
Total		622	100.0	

PEDPRAC/ACTOR/DETERMINING CONTENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	334	53.7	84.6	84.6
	STUDENTS	9	1.4	2.3	86.8
	NA	52	8.4	13.2	100.0
	Total	395	63.5	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	29	4.7		
	OMITTED	4	.6		
	System	7	1.1		
	Total	227	36.5		
Total		622	100.0		

PEDPRAC/ACTOR/DETERMINING LEARN GOALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	331	53.2	84.2	84.2
	STUDENTS	19	3.1	4.8	89.1
	NA	43	6.9	10.9	100.0
	Total	393	63.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	32	5.1		
	OMITTED	3	.5		
	System	7	1.1		
	Total	229	36.8		

Total		622	100.0	
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PEDPRAC/ACTOR/GETTING STARTED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	311	50.0	79.5	79.5
	STUDENTS	39	6.3	10.0	89.5
	NA	41	6.6	10.5	100.0
	Total	391	62.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	33	5.3		
	OMITTED	4	.6		
	System	7	1.1		
	Total	231	37.1		
Total		622	100.0		

PEDPRAC/ACTOR/ORGANIZING GROUPING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	292	46.9	74.9	74.9
	STUDENTS	60	9.6	15.4	90.3
	NA	38	6.1	9.7	100.0
	Total	390	62.7	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	4	.6		
	System	7	1.1		
	Total	232	37.3		
Total		622	100.0		

PEDPRAC/ACTOR/CHOOSING LEARN RESOURCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	322	51.8	82.4	82.4
	STUDENTS	29	4.7	7.4	89.8
	NA	40	6.4	10.2	100.0
	Total	391	62.9	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	3	.5		
	System	7	1.1		
Total	231	37.1			
Total		622	100.0		

PEDPRAC/ACTOR/DECIDING LOCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	324	52.1	83.7	83.7
	STUDENTS	15	2.4	3.9	87.6
	NA	48	7.7	12.4	100.0
	Total	387	62.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	7	1.1		
	System	7	1.1		
Total	235	37.8			
Total		622	100.0		

PEDPRAC/ACTOR/PLANNING OF TIME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	341	54.8	86.5	86.5
	STUDENTS	9	1.4	2.3	88.8
	NA	44	7.1	11.2	100.0

	Total	394	63.3	100.0
Missing	LOGICALLY NOT APPLICABLE	187	30.1	
	NOT REACHED	34	5.5	
	System	7	1.1	
	Total	228	36.7	
Total		622	100.0	

PEDPRAC/ACTOR/DECIDING ON TIME NEEDED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	313	50.3	79.6	79.6
	STUDENTS	28	4.5	7.1	86.8
	NA	52	8.4	13.2	100.0
	Total	393	63.2	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	1	.2		
	System	7	1.1		
	Total	229	36.8		
Total		622	100.0		

PEDPRAC/ACTOR/DECIDING WHEN TO TAKE TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	318	51.1	81.1	81.1
	STUDENTS	35	5.6	8.9	90.1
	NA	39	6.3	9.9	100.0
	Total	392	63.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	2	.3		
	System	7	1.1		

Total	Total	230	37.0	
Total		622	100.0	

PEDPRAC/ACTOR/DEMONSTRATING ACHIEVEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	264	42.4	68.4	68.4
	STUDENTS	79	12.7	20.5	88.9
	NA	43	6.9	11.1	100.0
	Total	386	62.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	8	1.3		
	System	7	1.1		
	Total	236	37.9		
Total		622	100.0		

PEDPRAC/ACTOR/MONITORING PROGRESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	346	55.6	88.3	88.3
	STUDENTS	8	1.3	2.0	90.3
	NA	38	6.1	9.7	100.0
	Total	392	63.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	2	.3		
	System	7	1.1		
	Total	230	37.0		
Total		622	100.0		

PEDPRAC/ACTOR/PROVIDING FEEDBACK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	293	47.1	75.9	75.9
	STUDENTS	55	8.8	14.2	90.2
	NA	38	6.1	9.8	100.0
	Total	386	62.1	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	34	5.5		
	OMITTED	8	1.3		
	System	7	1.1		
	Total	236	37.9		
Total		622	100.0		

PEDPRAC/ACTOR/CHOOSING LEARN STRATEGIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TEACHER	337	54.2	86.0	86.0
	STUDENTS	16	2.6	4.1	90.1
	NA	39	6.3	9.9	100.0
	Total	392	63.0	100.0	
Missing	LOGICALLY NOT APPLICABLE	187	30.1		
	NOT REACHED	35	5.6		
	OMITTED	1	.2		
	System	7	1.1		
	Total	230	37.0		
Total		622	100.0		

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  /CELLS=COUNT ROW
  /COUNT ROUND CELL.

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Crosstabs

Notes

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Case Processing Summary

	Cases		
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Q2c * RESMAT/TECHAPP/HANDS ON MATERIAL	366	81.2%	85

Q2c * RESMAT/TECHAPP/LEARNING MANAGEM	364	80.7%	87
Q2c * HW/HOW MANY TECH/PDA	360	79.8%	91
Q2c * HW/HOW MANY TECH/GRAPHICAL CALCULATORS	357	79.2%	94
Q2c * HW/HOW MANY TECH/SMARTBOARDS	359	79.6%	92
Q2c * HW/HOW MANY TECH/PROJECTORS FOR DIG MAT	359	79.6%	92
Q2c * HW/INVOLVED/SCHOOLS OWN STAFF	356	78.9%	95
Q2c * HW/INVOLVED/STAFF FROM OTHER SCHOOL	357	79.2%	94
Q2c * HW/INVOLVED/EXTERNAL COMPANY HIRED	359	79.6%	92
Q2c * HW/INVOLVED/EXT UNIT ARR BY MINISTRY	356	78.9%	95
Q2c * STAFFDEV/ACQKNOWL/VIA INFORMAL CONTACTS	366	81.2%	85
Q2c * STAFFDEV/ACQKNOWL/VIA ICT COORDINATOR	367	81.4%	84
Q2c * STAFFDEV/ACQKNOWL/VIA IN SCHOOL COURSES	367	81.4%	84
Q2c * STAFFDEV/ACQKNOWL/TRAINING FROM TEACHERS	366	81.2%	85
Q2c * STAFFDEV/ACQKNOWL/SCHOOL'S WORKING GROUP	364	80.7%	87
Q2c * STAFFDEV/ACQKNOWL/MEETINGS OF STAFF	367	81.4%	84

Q2c * STAFFDEV/ACQKNOWL/REGULAR NEWSLETTER	365	80.9%	86
Q2c * STAFFDEV/ACQKNOWL/COURSES BY EXTERNAL AG	365	80.9%	86
Q2c * STAFFDEV/ACQKNOWL/DISC WITH COLLEAGUES	366	81.2%	85
Q2c * STAFFDEV/ACQKNOWL/READING PROF JOURNALS	366	81.2%	85
Q2c * SUPFACILITIES/AVAIL/EXTENDED RESEARCH	363	80.5%	88
Q2c * SUPFACILITIES/AVAIL/SHORT TASK PROJECTS	364	80.7%	87
Q2c * SUPFACILITIES/AVAIL/PRODUCTION PROJECTS	362	80.3%	89
Q2c * SUPFACILITIES/AVAIL/SELF ACCESSED COURSE	364	80.7%	87
Q2c * SUPFACILITIES/AVAIL/SCIENTIFIC INVEST	360	79.8%	91
Q2c * SUPFACILITIES/AVAIL/FIELD STUDY ACTIV	362	80.3%	89
Q2c * SUPFACILITIES/AVAIL/VIRTUAL LABORATORY	360	79.8%	91
Q2c * SUPFACILITIES/AVAIL/PRACTICE SKILLS	358	79.4%	93
Q2c * SUPFACILITIES/AVAIL/LABORATORY EXP	362	80.3%	89
Q2c * SUPFACILITIES/AVAIL/NATURAL PHENOMENA	363	80.5%	88

Q2c * SUPFACILITIES/AVAIL/ANALYZING DATA	364	80.7%	87
Q2c * OBST/INSUFFICIENT TECHNICAL PERSONNEL	361	80.0%	90
Q2c * OBST/INSUFFICIENT COMP CONNECTED TO WWW	363	80.5%	88
Q2c * OBST/INSUFFICIENT INTERNET BANDWIDTH	364	80.7%	87
Q2c * OBST/LACK OF SPECIAL ICT EQUIPMENT	364	80.7%	87
Q2c * OBST/INSUFFICIENT ICT FOR INSTRUCTIONS	363	80.5%	88
Q2c * OBST/COMPUTERS ARE OUT OF DATE	358	79.4%	93
Q2c * OBST/NOT ENOUGH DIGITAL EDU RESOURCES	362	80.3%	89
Q2c * OBST/LACK OF ICT TOOLS FOR LAB WORK	362	80.3%	89
Q2c * OBST/TEACHER'S LACK OF ICT SKILLS	365	80.9%	86
Q2c * OBST/INSUFFICIENT TIME TO USE ICT	364	80.7%	87
Q2c * OBST/PRESSURE TO SCORE HIGHLY	359	79.6%	92
Q2c * OBST/PREScribed CURRICULA TOO STRICT	361	80.0%	90
Q2c * OBST/INSUFFICIENT SPACE FOR PED APPROACH	360	79.8%	91
Q2c * OBST/INSUFF BUDGET FOR NON ICT SUPPL	359	79.6%	92

Q2c * OBST/USING ICT IS NOT A GOAL	357	79.2%	94
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Q2c * RESMAT/TECHAPP/HANDS ON MATERIAL

Crosstab

			RESMAT
			AVAILABLE
Q2c	Disagree	Count	25
		% within Q2c	12.7%
	Agree	Count	63
		% within Q2c	37.3%
	Total	Count	88
		% within Q2c	24.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.699 ^a	2	.000
Likelihood Ratio	31.599	2	.000
Linear-by-Linear Association	30.606	1	.000
N of Valid Cases	366		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .46.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.290	.000
	Cramer's V	.290	.000
	N of Valid Cases	366	

Q2c * RESMAT/TECHAPP/LEARNING MANAGEM

Crosstab

			RESMAT
			AVAILABLE
Q2c	Disagree	Count	9
		% within Q2c	4.6%
	Agree	Count	28
		% within Q2c	16.7%
	Total	Count	37
		% within Q2c	10.2%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.010 ^a	2	.000
Likelihood Ratio	17.435	2	.000
Linear-by-Linear Association	5.033	1	.025
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.31.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.216	.000
	Cramer's V	.216	.000
	N of Valid Cases	364	

Q2c * HW/INVOLVED/SCHOOLS OWN STAFF

Crosstab

			HW/INVOLVED/STAFF FROM OTHER SCHOOL
			NO
Q2c	Disagree	Count	123
		% within Q2c	64.4%
	Agree	Count	63
		% within Q2c	38.2%
	Total	Count	186
		% within Q2c	52.2%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.386 ^a	1	.000
Continuity Correction ^b	23.347	1	.000
Likelihood Ratio	24.651	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	24.318	1	.000
N of Valid Cases	356		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 78.79.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.262	.000
	Cramer's V	.262	.000
	N of Valid Cases	356	

Q2c * HW/INVOLVED/STAFF FROM OTHER SCHOOL

Crosstab

			HW/INVOLVED/STA
			NO
Q2c	Disagree	Count	186
		% within Q2c	97.4%
	Agree	Count	165
		% within Q2c	99.4%
	Total	Count	351
		% within Q2c	98.3%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.183 ^a	1	.140
Continuity Correction ^b	1.134	1	.287
Likelihood Ratio	2.416	1	.120
Fisher's Exact Test			
Linear-by-Linear Association	2.177	1	.140
N of Valid Cases	357		

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.79.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	-.078	.140
	Cramer's V	.078	.140
	N of Valid Cases	357	

Q2c * HW/INVOLVED/EXTERNAL COMPANY HIRED

Crosstab

		HW/INVOLVED/EX
		NO

Q2c	Disagree	Count	120
		% within Q2c	62.2%
	Agree	Count	90
		% within Q2c	54.2%
	Total	Count	210
		% within Q2c	58.5%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.329 ^a	1	.127
Continuity Correction ^b	2.012	1	.156
Likelihood Ratio	2.328	1	.127
Fisher's Exact Test			
Linear-by-Linear Association	2.322	1	.128
N of Valid Cases	359		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 68.90.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal	Phi	.081
	Cramer's V	.081
	N of Valid Cases	359

Q2c * HW/INVOLVED/EXT UNIT ARR BY MINISTRY

Crosstab

			HW/INVOLVED/EX
			NO
Q2c	Disagree	Count	176
		% within Q2c	92.1%

Agree	Count	132
	% within Q2c	80.0%
Total	Count	308
	% within Q2c	86.5%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.197 ^a	1	.001
Continuity Correction ^b	10.180	1	.001
Likelihood Ratio	11.325	1	.001
Fisher's Exact Test			
Linear-by-Linear Association	11.165	1	.001
N of Valid Cases	356		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.25.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.177	.001
Cramer's V	.177	.001
N of Valid Cases	356	

Q2c * STAFFDEV/ACQKNOWL/VIA INFORMAL CONTACTS

Crosstab

			STAFFDEV/ACQKNOW
			NO
Q2c	Disagree	Count	118
		% within Q2c	59.9%
	Agree	Count	61

	% within Q2c	36.1%
Total	Count	179
	% within Q2c	48.9%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.627 ^a	1	.000
Continuity Correction ^b	19.685	1	.000
Likelihood Ratio	20.842	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	20.570	1	.000
N of Valid Cases	366		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 82.65.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal	Phi	.237
	Cramer's V	.237
	N of Valid Cases	366

Q2c * STAFFDEV/ACQKNOWL/VIA ICT COORDINATOR

Crosstab

			STAFFDEV/ACQKNO
			NO
Q2c	Disagree	Count	162
		% within Q2c	82.2%
	Agree	Count	85
		% within Q2c	50.0%
	Total	Count	247

% within Q2c

67.3%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.084 ^a	1	.000
Continuity Correction ^b	41.632	1	.000
Likelihood Ratio	43.903	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	42.967	1	.000
N of Valid Cases	367		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 55.59.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.343	.000
Cramer's V	.343	.000
N of Valid Cases	367	

Q2c * STAFFDEV/ACQKNOWL/VIA IN SCHOOL COURSES

Crosstab

			STAFFDEV/ACQKNOWL
			NO
Q2c	Disagree	Count	159
		% within Q2c	80.3%
	Agree	Count	75
		% within Q2c	44.4%
	Total	Count	234
		% within Q2c	63.8%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.925 ^a	1	.000
Continuity Correction ^b	49.382	1	.000
Likelihood Ratio	51.985	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	50.786	1	.000
N of Valid Cases	367		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 61.25.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.373	.000
Cramer's V	.373	.000
N of Valid Cases	367	

Q2c * STAFFDEV/ACQKNOWL/TRAINING FROM TEACHERS

Crosstab

			STAFFDEV/ACQKNOW
			NO
Q2c	Disagree	Count	141
		% within Q2c	71.9%
	Agree	Count	56
		% within Q2c	32.9%
	Total	Count	197
		% within Q2c	53.8%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.707 ^a	1	.000
Continuity Correction ^b	54.149	1	.000
Likelihood Ratio	57.097	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	55.555	1	.000
N of Valid Cases	366		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 78.50.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.390	.000
Cramer's V	.390	.000
N of Valid Cases	366	

Q2c * STAFFDEV/ACQKNOWL/SCHOOL'S WORKING GROUP

Crosstab

			STAFFDEV/ACQKNOWL
			NO
Q2c	Disagree	Count	174
		% within Q2c	88.8%
	Agree	Count	123
		% within Q2c	73.2%
	Total	Count	297
		% within Q2c	81.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.586 ^a	1	.000
Continuity Correction ^b	13.568	1	.000
Likelihood Ratio	14.704	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	14.545	1	.000
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.92.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.200	.000
	Cramer's V	.200	.000
	N of Valid Cases	364	

Q2c * STAFFDEV/ACQKNOWL/MEETINGS OF STAFF

Crosstab

			STAFFDEV/ACQKN
			NO
Q2c	Disagree	Count	183
		% within Q2c	92.9%
	Agree	Count	124
		% within Q2c	72.9%
Total		Count	307
		% within Q2c	83.7%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
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Pearson Chi-Square	26.563 ^a	1	.000
Continuity Correction ^b	25.124	1	.000
Likelihood Ratio	27.406	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	26.490	1	.000
N of Valid Cases	367		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 27.79.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.269	.000
	Cramer's V	.269	.000
	N of Valid Cases	367	

Q2c * STAFFDEV/ACQKNOWL/REGULAR NEWSLETTER

Crosstab

			STAFFDEV/ACQKNOWL
			NO
Q2c	Disagree	Count	180
		% within Q2c	91.4%
	Agree	Count	143
		% within Q2c	85.1%
	Total	Count	323
		% within Q2c	88.5%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.480 ^a	1	.062

Continuity Correction ^b	2.893	1	.089
Likelihood Ratio	3.474	1	.062
Fisher's Exact Test			
Linear-by-Linear Association	3.471	1	.062
N of Valid Cases	365		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.33.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.098	.062
	Cramer's V	.098	.062
	N of Valid Cases	365	

Q2c * STAFFDEV/ACQKNOWL/COURSES BY EXTERNAL AG

Crosstab

			STAFFDEV/ACQKNOWL
			NO
Q2c	Disagree	Count	145
		% within Q2c	74.4%
	Agree	Count	93
		% within Q2c	54.7%
	Total	Count	238
		% within Q2c	65.2%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.462 ^a	1	.000
Continuity Correction ^b	14.608	1	.000

Likelihood Ratio	15.524	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	15.419	1	.000
N of Valid Cases	365		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 59.15.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.206	.000
	Cramer's V	.206	.000
	N of Valid Cases	365	

Q2c * STAFFDEV/ACQKNOWL/DISC WITH COLLEAGUES

Crosstab

			STAFFDEV/ACQKNOWL
			NO
Q2c	Disagree	Count	120
		% within Q2c	61.2%
	Agree	Count	56
		% within Q2c	32.9%
	Total	Count	176
		% within Q2c	48.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.173 ^a	1	.000
Continuity Correction ^b	28.051	1	.000
Likelihood Ratio	29.618	1	.000

Fisher's Exact Test			
Linear-by-Linear Association	29.093	1	.000
N of Valid Cases	366		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 81.75.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.282	.000
	Cramer's V	.282	.000
	N of Valid Cases	366	

Q2c * STAFFDEV/ACQKNOWL/READING PROF JOURNALS

Crosstab

			STAFFDEV/ACQKNOW
			NO
Q2c	Disagree	Count	159
		% within Q2c	80.7%
	Agree	Count	111
		% within Q2c	65.7%
	Total	Count	270
		% within Q2c	73.8%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.620 ^a	1	.001
Continuity Correction ^b	9.858	1	.002
Likelihood Ratio	10.632	1	.001
Fisher's Exact Test			

Linear-by-Linear Association	10.591	1	.001
N of Valid Cases	366		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 44.33.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.170	.001
	Cramer's V	.170	.001
	N of Valid Cases	366	

Q2c * SUPFACILITIES/AVAIL/EXTENDED RESEARCH

Crosstab

			SL
			NO SUPPORT
Q2c	Disagree	Count	103
		% within Q2c	53.1%
	Agree	Count	45
		% within Q2c	26.6%
Total		Count	148
		% within Q2c	40.8%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	66.077 ^a	3	.000
Likelihood Ratio	68.273	3	.000
Linear-by-Linear Association	.130	1	.719
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.23.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.427	.000
	Cramer's V	.427	.000
	N of Valid Cases	363	

Q2c * SUPFACILITIES/AVAIL/SHORT TASK PROJECTS

Crosstab

			SU
			NO SUPPORT
Q2c	Disagree	Count	98
		% within Q2c	50.0%
	Agree	Count	39
		% within Q2c	23.2%
Total		Count	137
		% within Q2c	37.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	66.023 ^a	3	.000
Likelihood Ratio	68.480	3	.000
Linear-by-Linear Association	.237	1	.626
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.46.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.426	.000

Cramer's V	.426	.000
N of Valid Cases	364	

Q2c * SUPFACILITIES/AVAIL/PRODUCTION PROJECTS

Crosstab

			SU
			NO SUPPORT
Q2c	Disagree	Count	100
		% within Q2c	51.5%
	Agree	Count	48
		% within Q2c	28.6%
	Total	Count	148
		% within Q2c	40.9%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.949 ^a	3	.000
Likelihood Ratio	48.060	3	.000
Linear-by-Linear Association	1.376	1	.241
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.67.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.360	.000
	Cramer's V	.360	.000
	N of Valid Cases	362	

Q2c * SUPFACILITIES/AVAIL/SELF ACCESSED COURSE

Crosstab

			SUP
			NO SUPPORT
Q2c	Disagree	Count	102
		% within Q2c	52.3%
	Agree	Count	44
		% within Q2c	26.0%
	Total	Count	146
		% within Q2c	40.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	61.422 ^a	3	.000
Likelihood Ratio	63.267	3	.000
Linear-by-Linear Association	1.078	1	.299
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.14.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.411	.000
	Cramer's V	.411	.000
	N of Valid Cases	364	

Q2c * SUPFACILITIES/AVAIL/SCIENTIFIC INVEST

Crosstab

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			NO SUPPORT
Q2c	Disagree	Count	106
		% within Q2c	54.9%
	Agree	Count	45
		% within Q2c	26.9%
	Total	Count	151
		% within Q2c	41.9%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	58.205 ^a	3	.000
Likelihood Ratio	59.737	3	.000
Linear-by-Linear Association	1.290	1	.256
N of Valid Cases	360		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.56.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.402	.000
	Cramer's V	.402	.000
	N of Valid Cases	360	

Q2c * SUPFACILITIES/AVAIL/FIELD STUDY ACTIV

Crosstab

			NO SUPPORT
Q2c	Disagree	Count	102
		% within Q2c	52.8%

Agree	Count	58
	% within Q2c	34.3%
Total	Count	160
	% within Q2c	44.2%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.690 ^a	3	.000
Likelihood Ratio	32.173	3	.000
Linear-by-Linear Association	.032	1	.857
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.41.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.296	.000
Cramer's V	.296	.000
N of Valid Cases	362	

Q2c * SUPFACILITIES/AVAIL/VIRTUAL LABORATORY

Crosstab

			SU
			NO SUPPORT
Q2c	Disagree	Count	114
		% within Q2c	59.1%
	Agree	Count	72
		% within Q2c	43.1%
	Total	Count	186
		% within Q2c	51.7%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.139 ^a	3	.000
Likelihood Ratio	31.840	3	.000
Linear-by-Linear Association	.003	1	.954
N of Valid Cases	360		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.21.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.294	.000
Cramer's V	.294	.000
N of Valid Cases	360	

Q2c * SUPFACILITIES/AVAIL/PRACTICE SKILLS

Crosstab

			NO SUPPORT
Q2c	Disagree	Count	96
		% within Q2c	50.3%
	Agree	Count	38
		% within Q2c	22.8%
	Total	Count	134
		% within Q2c	37.4%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
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Pearson Chi-Square	58.671 ^a	3	.000
Likelihood Ratio	60.272	3	.000
Linear-by-Linear Association	1.278	1	.258
N of Valid Cases	358		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.99.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.405	.000
	Cramer's V	.405	.000
	N of Valid Cases	358	

Q2c * SUPFACILITIES/AVAIL/LABORATORY EXP

Crosstab

			NO SUPPORT
Q2c	Disagree	Count	103
		% within Q2c	52.8%
	Agree	Count	53
		% within Q2c	31.7%
	Total	Count	156
		% within Q2c	43.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.915 ^a	3	.000
Likelihood Ratio	42.733	3	.000
Linear-by-Linear Association	1.125	1	.289
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 26.30.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.340	.000
	Cramer's V	.340	.000
	N of Valid Cases	362	

Q2c * SUPFACILITIES/AVAIL/NATURAL PHENOMENA

Crosstab

			NO SUPPORT
Q2c	Disagree	Count	109
		% within Q2c	55.9%
	Agree	Count	62
		% within Q2c	36.9%
	Total	Count	171
		% within Q2c	47.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.523 ^a	3	.000
Likelihood Ratio	34.019	3	.000
Linear-by-Linear Association	.096	1	.756
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.35.

Symmetric Measures

	Value	Approx. Sig.
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Nominal by Nominal	Phi	.304	.000
	Cramer's V	.304	.000
	N of Valid Cases	363	

Q2c * SUPFACILITIES/AVAIL/ANALYZING DATA

			Crosstab
			NO SUPPORT
Q2c	Disagree	Count	99
		% within Q2c	50.8%
	Agree	Count	45
		% within Q2c	26.6%
	Total	Count	144
		% within Q2c	39.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.690 ^a	3	.000
Likelihood Ratio	46.618	3	.000
Linear-by-Linear Association	1.937	1	.164
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.68.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.354	.000
	Cramer's V	.354	.000
	N of Valid Cases	364	

Q2c * OBST/INSUFFICIENT TECHNICAL PERSONNEL

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	28
		% within Q2c	14.4%
	Agree	Count	16
		% within Q2c	9.6%
	Total	Count	44
		% within Q2c	12.2%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.507 ^a	4	.006
Likelihood Ratio	14.915	4	.005
Linear-by-Linear Association	.660	1	.417
N of Valid Cases	361		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.65.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.200	.006
	Cramer's V	.200	.006
	N of Valid Cases	361	

Q2c * OBST/INSUFFICIENT COMP CONNECTED TO WWW

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	33
		% within Q2c	17.0%
	Agree	Count	32
		% within Q2c	18.9%
	Total	Count	65
		% within Q2c	17.9%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.055 ^a	4	.000
Likelihood Ratio	42.179	4	.000
Linear-by-Linear Association	8.656	1	.003
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.31.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.328	.000
	Cramer's V	.328	.000
	N of Valid Cases	363	

Q2c * OBST/INSUFFICIENT INTERNET BANDWIDTH

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	36

	% within Q2c	18.4%
Agree	Count	37
	% within Q2c	22.0%
Total	Count	73
	% within Q2c	20.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.926 ^a	4	.000
Likelihood Ratio	30.807	4	.000
Linear-by-Linear Association	12.426	1	.000
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.46.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.287	.000
Cramer's V	.287	.000
N of Valid Cases	364	

Q2c * OBST/LACK OF SPECIAL ICT EQUIPMENT

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	46
		% within Q2c	23.6%
	Agree	Count	45
		% within Q2c	26.6%
	Total	Count	91

% within Q2c

25.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.587 ^a	4	.006
Likelihood Ratio	15.433	4	.004
Linear-by-Linear Association	.817	1	.366
N of Valid Cases	364		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 4.18.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.200	.006
Cramer's V	.200	.006
N of Valid Cases	364	

Q2c * OBST/INSUFFICIENT ICT FOR INSTRUCTIONS

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	36
		% within Q2c	18.4%
	Agree	Count	28
		% within Q2c	16.8%
	Total	Count	64
		% within Q2c	17.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.742 ^a	4	.000
Likelihood Ratio	30.037	4	.000
Linear-by-Linear Association	3.343	1	.068
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.80.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.281	.000
Cramer's V	.281	.000
N of Valid Cases	363	

Q2c * OBST/COMPUTERS ARE OUT OF DATE

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	44
		% within Q2c	22.9%
	Agree	Count	46
		% within Q2c	27.7%
	Total	Count	90
		% within Q2c	25.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.926 ^a	4	.008
Likelihood Ratio	14.254	4	.007

Linear-by-Linear Association	9.266	1	.002
N of Valid Cases	358		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 25.97.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.197	.008
	Cramer's V	.197	.008
	N of Valid Cases	358	

Q2c * OBST/NOT ENOUGH DIGITAL EDU RESOURCES

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	36
		% within Q2c	18.6%
	Agree	Count	22
		% within Q2c	13.1%
	Total	Count	58
		% within Q2c	16.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.144 ^a	4	.001
Likelihood Ratio	19.504	4	.001
Linear-by-Linear Association	.719	1	.397
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.07.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.230	.001
	Cramer's V	.230	.001
	N of Valid Cases	362	

Q2c * OBST/LACK OF ICT TOOLS FOR LAB WORK

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	28
		% within Q2c	14.4%
	Agree	Count	23
		% within Q2c	13.7%
Total		Count	51
		% within Q2c	14.1%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.871 ^a	4	.005
Likelihood Ratio	15.371	4	.004
Linear-by-Linear Association	3.563	1	.059
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.14.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.203	.005
	Cramer's V	.203	.005

N of Valid Cases

362

Q2c * OBST/TEACHER'S LACK OF ICT SKILLS**Crosstab**

			NOT AT ALL
Q2c	Disagree	Count	27
		% within Q2c	13.8%
	Agree	Count	18
		% within Q2c	10.6%
	Total	Count	45
		% within Q2c	12.3%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.885 ^a	4	.000
Likelihood Ratio	23.151	4	.000
Linear-by-Linear Association	2.254	1	.133
N of Valid Cases	365		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.25.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.250	.000
	Cramer's V	.250	.000
	N of Valid Cases	365	

Q2c * OBST/INSUFFICIENT TIME TO USE ICT

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	31
		% within Q2c	16.0%
	Agree	Count	19
		% within Q2c	11.2%
	Total	Count	50
		% within Q2c	13.7%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.376 ^a	4	.006
Likelihood Ratio	14.602	4	.006
Linear-by-Linear Association	.784	1	.376
N of Valid Cases	364		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.08.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.199	.006
	Cramer's V	.199	.006
	N of Valid Cases	364	

Q2c * OBST/PRESSURE TO SCORE HIGHLY

Crosstab

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			NOT AT ALL
Q2c	Disagree	Count	41
		% within Q2c	21.4%
	Agree	Count	15
		% within Q2c	9.0%
	Total	Count	56
		% within Q2c	15.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.477 ^a	4	.002
Likelihood Ratio	17.941	4	.001
Linear-by-Linear Association	.287	1	.592
N of Valid Cases	359		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.79.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.221	.002
	Cramer's V	.221	.002
	N of Valid Cases	359	

Q2c * OBST/PREScribed CURRICULA TOO STRICT

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	52
		% within Q2c	26.9%

Agree	Count	22
	% within Q2c	13.1%
Total	Count	74
	% within Q2c	20.5%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.966 ^a	4	.000
Likelihood Ratio	28.604	4	.000
Linear-by-Linear Association	.008	1	.929
N of Valid Cases	361		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.27.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.278	.000
Cramer's V	.278	.000
N of Valid Cases	361	

Q2c * OBST/INSUFFICIENT SPACE FOR PED APPROACH

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	42
		% within Q2c	21.8%
	Agree	Count	18
		% within Q2c	10.8%
	Total	Count	60
		% within Q2c	16.7%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.098 ^a	4	.000
Likelihood Ratio	29.601	4	.000
Linear-by-Linear Association	.045	1	.832
N of Valid Cases	360		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.41.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.284	.000
	Cramer's V	.284	.000
	N of Valid Cases	360	

Q2c * OBST/INSUFF BUDGET FOR NON ICT SUPPL

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	38
		% within Q2c	20.0%
	Agree	Count	33
		% within Q2c	19.5%
	Total	Count	71
		% within Q2c	19.8%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
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Pearson Chi-Square	13.845 ^a	4	.008
Likelihood Ratio	13.962	4	.007
Linear-by-Linear Association	2.750	1	.097
N of Valid Cases	359		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.89.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.196	.008
	Cramer's V	.196	.008
	N of Valid Cases	359	

Q2c * OBST/USING ICT IS NOT A GOAL

Crosstab

			NOT AT ALL
Q2c	Disagree	Count	75
		% within Q2c	39.9%
	Agree	Count	57
		% within Q2c	33.7%
	Total	Count	132
		% within Q2c	37.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.640 ^a	4	.000
Likelihood Ratio	21.507	4	.000
Linear-by-Linear Association	1.098	1	.295
N of Valid Cases	357		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.68.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.240	.000
	Cramer's V	.240	.000
	N of Valid Cases	357	

```
T-TEST GROUPS=Q2c(1 2)
/MISSING=ANALYSIS
/VARIABLES=BCT07B1 BCT07A1 BCT07C1 BCT07D1
/CRITERIA=CI(.9500).
```

```
T-TEST GROUPS=Q2c(1 2)
/MISSING=ANALYSIS
/VARIABLES=BCT07A1 BCT07B1 BCT07C1 BCT07D1
/CRITERIA=CI(.9500).
```

T-Test

Notes

Output Created		2008-10-08T16:21:50.812
Comments		
Input	Data	Q:\V\James\Technical.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	451
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.

Syntax	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis. T-TEST GROUPS=Q2c(1 2) /MISSING=ANALYSIS /VARIABLES=BCT07A1 BCT07B1 BCT07C1 BCT07D1 /CRITERIA=C(/ .9500)
Resources	Processor Time	0:00:00.063
	Elapsed Time	0:00:00.031

[DataSet1] Q:\V\James\Technical.sav

Group Statistics

Q2c		N	Mean
HW/HOW MANY TECH/PDA	Disagree	192	.01
	Agree	168	.30
HW/HOW MANY TECH/GRAPHICAL CALCULATORS	Disagree	190	.50
	Agree	167	.34
HW/HOW MANY TECH/SMARTBOARDS	Disagree	191	.16
	Agree	168	.55
HW/HOW MANY TECH/PROJECTORS FOR DIG MAT	Disagree	190	.38
	Agree	169	1.44

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
HW/HOW MANY TECH/PDA	Equal variances assumed	6.422	.012

	Equal variances not assumed		
HW/HOW MANY TECH/GRAPHICAL CALCULATORS	Equal variances assumed	.958	.328
	Equal variances not assumed		
HW/HOW MANY TECH/SMARTBOARDS	Equal variances assumed	17.995	.000
	Equal variances not assumed		
HW/HOW MANY TECH/PROJECTORS FOR DIG MAT	Equal variances assumed	16.431	.000
	Equal variances not assumed		

BCT11D1 BCT

7M1 BCT17N1

Total		
Percent	N	Percent
18.8%	451	100.0%

19.3%	451	100.0%
20.2%	451	100.0%
20.8%	451	100.0%
20.4%	451	100.0%
20.4%	451	100.0%
21.1%	451	100.0%
20.8%	451	100.0%
20.4%	451	100.0%
21.1%	451	100.0%
18.8%	451	100.0%
18.6%	451	100.0%
18.6%	451	100.0%
18.8%	451	100.0%
19.3%	451	100.0%
18.6%	451	100.0%

19.1%

451

100.0%

19.1%

451

100.0%

18.8%

451

100.0%

18.8%

451

100.0%

19.5%

451

100.0%

19.3%

451

100.0%

19.7%

451

100.0%

19.3%

451

100.0%

20.2%

451

100.0%

19.7%

451

100.0%

20.2%

451

100.0%

20.6%

451

100.0%

19.7%

451

100.0%

19.5%

451

100.0%

19.3%	451	100.0%
20.0%	451	100.0%
19.5%	451	100.0%
19.3%	451	100.0%
19.3%	451	100.0%
19.5%	451	100.0%
20.6%	451	100.0%
19.7%	451	100.0%
19.7%	451	100.0%
19.1%	451	100.0%
19.3%	451	100.0%
20.4%	451	100.0%
20.0%	451	100.0%
20.2%	451	100.0%
20.4%	451	100.0%

20.8%	451	100.0%
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/TECHAPP/HANDS ON MATERIAL		
NEEDED BUT NOT AVAILABLE	NOT NEEDED AND NOT AVAILABLE	Total
171 86.8%	1 .5%	197 100.0%
106 62.7%	0 .0%	169 100.0%
277 75.7%	1 .3%	366 100.0%

/TECHAPP/LEARNING MANAGEM		
NEEDED BUT NOT AVAILABLE	NOT NEEDED AND NOT AVAILABLE	Total
180 91.8%	7 3.6%	196 100.0%
129 76.8%	11 6.5%	168 100.0%
309 84.9%	18 4.9%	364 100.0%

SCHOOLS OWN STAFF	
YES	Total
68 35.6%	191 100.0%
102 61.8%	165 100.0%
170 47.8%	356 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

DIFF FROM OTHER SCHOOL	
YES	Total
5 2.6%	191 100.0%
1 .6%	166 100.0%
6 1.7%	357 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.222	.144

INTERNAL COMPANY HIRED	
YES	Total

73 37.8%	193 100.0%
76 45.8%	166 100.0%
149 41.5%	359 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.134	.078

T UNIT ARR BY MINISTRY	
YES	Total
15 7.9%	191 100.0%

33	165
20.0%	100.0%
48	356
13.5%	100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.001	.001

VL/VIA INFORMAL CONTACTS	
YES	Total
79	197
40.1%	100.0%
108	169

63.9%	100.0%
187	366
51.1%	100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

W/L/VIA ICT COORDINATOR	
YES	Total
35	197
17.8%	100.0%
85	170
50.0%	100.0%
120	367

32.7%	100.0%
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Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

VL/VIA IN SCHOOL COURSES	
YES	Total
39 19.7%	198 100.0%
94 55.6%	169 100.0%
133 36.2%	367 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

L/TRAINING FROM TEACHERS	
YES	Total
55 28.1%	196 100.0%
114 67.1%	170 100.0%
169 46.2%	366 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

./SCHOOL'S WORKING GROUP	
YES	Total
22 11.2%	196 100.0%
45 26.8%	168 100.0%
67 18.4%	364 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.000	.000

OWL/MEETINGS OF STAFF	
YES	Total
14 7.1%	197 100.0%
46 27.1%	170 100.0%
60 16.3%	367 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
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.000	.000
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WL/REGULAR NEWSLETTER	
YES	Total
17 8.6%	197 100.0%
25 14.9%	168 100.0%
42 11.5%	365 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)

.071	.045
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L/COURSES BY EXTERNAL AG	
YES	Total
50 25.6%	195 100.0%
77 45.3%	170 100.0%
127 34.8%	365 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)

.000	.000
------	------

ML/DISC WITH COLLEAGUES	
YES	Total
76 38.8%	196 100.0%
114 67.1%	170 100.0%
190 51.9%	366 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)

.000	.000
------	------

/L/READING PROF JOURNALS	
YES	Total
38 19.3%	197 100.0%
58 34.3%	169 100.0%
96 26.2%	366 100.0%

Exact Sig. (2-sided)	Exact Sig. (1-sided)
.001	.001

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JPFACILITIES/AVAIL/EXTENDED RESEARCH			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
34 17.5%	12 6.2%	45 23.2%	194 100.0%
86 50.9%	25 14.8%	13 7.7%	169 100.0%
120 33.1%	37 10.2%	58 16.0%	363 100.0%

PFACILITIES/AVAIL/SHORT TASK PROJECTS			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
43 21.9%	13 6.6%	42 21.4%	196 100.0%
92 54.8%	27 16.1%	10 6.0%	168 100.0%
135 37.1%	40 11.0%	52 14.3%	364 100.0%

PFACILITIES/AVAIL/PRODUCTION PROJECTS			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
39 20.1%	14 7.2%	41 21.1%	194 100.0%
68 40.5%	37 22.0%	15 8.9%	168 100.0%
107 29.6%	51 14.1%	56 15.5%	362 100.0%

PFACILITIES/AVAIL/SELF ACCESSED COURSE			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
35 17.9%	15 7.7%	43 22.1%	195 100.0%
75 44.4%	37 21.9%	13 7.7%	169 100.0%
110 30.2%	52 14.3%	56 15.4%	364 100.0%

SUPFACILITIES/AVAIL/SCIENTIFIC INVEST

SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
32 16.6%	14 7.3%	41 21.2%	193 100.0%
80 47.9%	26 15.6%	16 9.6%	167 100.0%
112 31.1%	40 11.1%	57 15.8%	360 100.0%

SUPFACILITIES/AVAIL/FIELD STUDY ACTIV			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
39 20.2%	15 7.8%	37 19.2%	193 100.0%

77	18	16	169
45.6%	10.7%	9.5%	100.0%
116	33	53	362
32.0%	9.1%	14.6%	100.0%

JPFACILITIES/AVAIL/VIRTUAL LABORATORY			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
21	11	47	193
10.9%	5.7%	24.4%	100.0%
58	11	26	167
34.7%	6.6%	15.6%	100.0%
79	22	73	360
21.9%	6.1%	20.3%	100.0%

SUPFACILITIES/AVAIL/PRACTICE SKILLS			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
38 19.9%	14 7.3%	43 22.5%	191 100.0%
82 49.1%	31 18.6%	16 9.6%	167 100.0%
120 33.5%	45 12.6%	59 16.5%	358 100.0%

SUPFACILITIES/AVAIL/LABORATORY EXP			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
33 16.9%	17 8.7%	42 21.5%	195 100.0%
58 34.7%	40 24.0%	16 9.6%	167 100.0%
91 25.1%	57 15.7%	58 16.0%	362 100.0%

JPFACILITIES/AVAIL/NATURAL PHENOMENA			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
32 16.4%	13 6.7%	41 21.0%	195 100.0%
69 41.1%	18 10.7%	19 11.3%	168 100.0%
101 27.8%	31 8.5%	60 16.5%	363 100.0%

SUPFACILITIES/AVAIL/ANALYZING DATA			
SOME SUPPORT	EXTENSIVE SUPPORT	NOT APPLICABLE	Total
39 20.0%	15 7.7%	42 21.5%	195 100.0%
70 41.4%	36 21.3%	18 10.7%	169 100.0%
109 29.9%	51 14.0%	60 16.5%	364 100.0%

OBST/INSUFFICIENT TECHNICAL PERSONNEL				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
29 14.9%	23 11.9%	87 44.8%	27 13.9%	194 100.0%
30 18.0%	37 22.2%	75 44.9%	9 5.4%	167 100.0%
59 16.3%	60 16.6%	162 44.9%	36 10.0%	361 100.0%

OBST/INSUFFICIENT COMP CONNECTED TO WWW				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
8 4.1%	5 2.6%	116 59.8%	32 16.5%	194 100.0%
12 7.1%	35 20.7%	79 46.7%	11 6.5%	169 100.0%
20 5.5%	40 11.0%	195 53.7%	43 11.8%	363 100.0%

OBST/INSUFFICIENT INTERNET BANDWIDTH				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
6	11	101	42	196

3.1%	5.6%	51.5%	21.4%	100.0%
21	26	67	17	168
12.5%	15.5%	39.9%	10.1%	100.0%
27	37	168	59	364
7.4%	10.2%	46.2%	16.2%	100.0%

OBST/LACK OF SPECIAL ICT EQUIPMENT				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
5	1	69	74	195
2.6%	.5%	35.4%	37.9%	100.0%
9	8	37	70	169
5.3%	4.7%	21.9%	41.4%	100.0%
14	9	106	144	364

3.8%	2.5%	29.1%	39.6%	100.0%
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OBST/INSUFFICIENT ICT FOR INSTRUCTIONS				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
13 6.6%	8 4.1%	110 56.1%	29 14.8%	196 100.0%
17 10.2%	35 21.0%	72 43.1%	15 9.0%	167 100.0%
30 8.3%	43 11.8%	182 50.1%	44 12.1%	363 100.0%

OBST/COMPUTERS ARE OUT OF DATE				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
24 12.5%	35 18.2%	44 22.9%	45 23.4%	192 100.0%
32 19.3%	40 24.1%	30 18.1%	18 10.8%	166 100.0%
56 15.6%	75 20.9%	74 20.7%	63 17.6%	358 100.0%

OBST/NOT ENOUGH DIGITAL EDU RESOURCES				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
10 5.2%	12 6.2%	107 55.2%	29 14.9%	194 100.0%
16 9.5%	31 18.5%	85 50.6%	14 8.3%	168 100.0%
26 7.2%	43 11.9%	192 53.0%	43 11.9%	362 100.0%

OBST/LACK OF ICT TOOLS FOR LAB WORK				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
8 4.1%	12 6.2%	113 58.2%	33 17.0%	194 100.0%
16 9.5%	19 11.3%	99 58.9%	11 6.5%	168 100.0%
24 6.6%	31 8.6%	212 58.6%	44 12.2%	362 100.0%

OBST/TEACHER'S LACK OF ICT SKILLS

VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
22 11.3%	31 15.9%	100 51.3%	15 7.7%	195 100.0%
22 12.9%	62 36.5%	61 35.9%	7 4.1%	170 100.0%
44 12.1%	93 25.5%	161 44.1%	22 6.0%	365 100.0%

OBST/INSUFFICIENT TIME TO USE ICT				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
20 10.3%	20 10.3%	89 45.9%	34 17.5%	194 100.0%
23 13.5%	36 21.2%	77 45.3%	15 8.8%	170 100.0%
43 11.8%	56 15.4%	166 45.6%	49 13.5%	364 100.0%

OBST/PRESSURE TO SCORE HIGHLY

VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
18 9.4%	42 21.9%	58 30.2%	33 17.2%	192 100.0%
31 18.6%	47 28.1%	54 32.3%	20 12.0%	167 100.0%
49 13.6%	89 24.8%	112 31.2%	53 14.8%	359 100.0%

OBST/PREScribed CURRICULA TOO STRICT				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
23 11.9%	34 17.6%	48 24.9%	36 18.7%	193 100.0%

31 18.5%	58 34.5%	43 25.6%	14 8.3%	168 100.0%
54 15.0%	92 25.5%	91 25.2%	50 13.9%	361 100.0%

OBST/INSUFFICIENT SPACE FOR PED APPROACH				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
22 11.4%	28 14.5%	72 37.3%	29 15.0%	193 100.0%
26 15.6%	60 35.9%	48 28.7%	15 9.0%	167 100.0%
48 13.3%	88 24.4%	120 33.3%	44 12.2%	360 100.0%

OBST/INSUFF BUDGET FOR NON ICT SUPPL				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
21 11.1%	22 11.6%	85 44.7%	24 12.6%	190 100.0%
25 14.8%	41 24.3%	56 33.1%	14 8.3%	169 100.0%
46 12.8%	63 17.5%	141 39.3%	38 10.6%	359 100.0%

OBST/USING ICT IS NOT A GOAL				
VERY LITTLE	SOMEWHAT	TO A GREAT EXTENT	NOT APPLICABLE	Total
6 3.2%	20 10.6%	45 23.9%	42 22.3%	188 100.0%
25 14.8%	29 17.2%	31 18.3%	27 16.0%	169 100.0%
31 8.7%	49 13.7%	76 21.3%	69 19.3%	357 100.0%

Std. Deviation	Std. Error Mean
.144	.010
3.120	.241
4.023	.292
2.314	.179
.792	.057
1.856	.143
1.931	.140
3.677	.283

Effect size
-0.09
0.04
-0.21
-0.29

t-test for Equality of Means						
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
-1.301	358	.194	-.293	.225	-.736	.150

-1.217	167.626	.225	-.293	.241	-.769	.182
.465	355	.642	.165	.354	-.531	.860
.481	308.341	.631	.165	.342	-.509	.839
-2.687	357	.008	-.397	.148	-.687	-.106
-2.570	219.847	.011	-.397	.154	-.701	-.092
-3.470	357	.001	-1.060	.305	-1.660	-.459
-3.357	247.317	.001	-1.060	.316	-1.681	-.438

Placeholder for identification label
(105 x 35 mm)

SITES 2006

Second Information Technology in Education Study
--- Main Study ---



Teacher Questionnaire

[International English Version]

This questionnaire comprises the following parts:

- Part I: Information about the Target Class
- Part II: Curriculum Goals
- Part III: Teacher Practice
- Part IV: Student Practice
- Part V: Learning Resources and Technology Infrastructure
- Part VI: Impact of ICT Use
- Part VII: Information about You and Your School
- Part VIII: Specific Pedagogical Practice that Uses ICT



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Educational Achievement
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[Put national center logo, references and credit here]

Instructions for NRCs

- Please check the introduction carefully for changes, insertions and deletions if you want to re-use parts of the FT translation.
- Refer to the accompanied list of changes from FT → MS to identify changed and adapted questions if you want to re-use parts of the FT translation.
- Text passages that are highlighted in yellow and enclosed in these [brackets] need to be adapted for your country in this document, but do not require documentation on NAF.
- Some areas (text passages highlighted in yellow without brackets) require special attention. We expect slightly different terms to be used in national contexts. Adapt the following terms to your cultural context – if necessary – and document on the corresponding National Adaptation Form (NAF).
 - Question 7, dimension I: “Data-logging tools”;
 - Question 14, dimension L: “guardians/caretakers”;
 - Question 17, dimension E: “Data-logging tools”;
 - Question 17, dimension I: “cell phone”;
 - Question 17, dimension K: “web-based learning environments”;
 - Section VIII Heading, Question 37-41: “pedagogical practice”;
- Question 33. Remove category “Post-secondary education (e.g., teachers college)” (international option) if not applicable in your context. Adapt if necessary and document on NAF!
- Section 8 (VIII) is an international option. If you do not want to use this option remove questions 37 to 41, including the section heading VIII AND the “Part VIII...” line on the cover page. Retain the passage “This is the end of the questionnaire...” and ensure that it appears directly after question 36.
- Page breaks in this document have been inserted to ensure that no question/table breaks across pages. After translation you may need to adjust page breaks again. Retain section headings as first element on new pages. Do not change order of questions.
- Remove all highlights from questionnaire after adaptation/translation.
- Delete this page including the page break after adaptation/translation.

Introduction

The Second Information Technology in Education Study (SITES 2006) is an international assessment of teaching and learning practices and of how Information and Communication Technologies (ICT) support these in secondary schools around the world. Approximately 20 countries will provide information from representative samples of teachers on how they organize their teaching and learning, the ICT facilities they have available at school, how they use ICT for teaching and learning, and the obstacles or difficulties they experience in relation to these technologies. This information will give better insight into the current state of pedagogical approaches and of how technologies support them. It will also allow educational practitioners and policy-makers to gain a better understanding of areas needing intervention and additional support.

[Name of country], along with about 20 other countries, is taking part in this international study of pedagogical practices and the way that ICT supports these. This questionnaire is being administered to representative samples of teachers in these countries. The study is being conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA).

We are asking you for your help in order to determine the current state of pedagogical approaches to and the use of ICT in [Name of country]. Please try to answer each question as accurately as you can.

Confidentiality

All information that is collected in this study will be treated confidentially. At no time will the name of any school or individual be identified. While results will be made available by country and by type of school within a country, you are guaranteed that neither your school nor any of its personnel will be identified in any report of the results of the study. *[For countries which have ethical survey guidelines which emphasize voluntary participation: Participation in this survey is voluntary and any individual may withdraw at any time.]*

About this Questionnaire

- This questionnaire asks for information from teachers about education and policy matters related to pedagogical practices and computers. The questionnaire will take you approximately 30 minutes to complete.
- The words computers and ICT (Information and Communication Technologies) are used interchangeably in this questionnaire.
- Guidelines for answering the questions are typed in *italics*.
- Most questions can be answered by marking the one most appropriate answer. A few questions (9, 14, 15, and 16) require responses to two parts, (a) and (b). Mark one most appropriate answer for each of the two parts in each row.
- If you are completing a paper version of this questionnaire, please use a writing pen or ballpoint to write your answers.
- When you have completed this questionnaire, please [National Return Procedures and Return Date].

Further information

- When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can reach us by phone at the following numbers: [National Center Contact Information]

Thank you very much for your cooperation!

Subject and Target Class References

When a question refers to the “target class”, please think only about the class/course you are teaching in this school year that is specified on the cover page. You will answer all questions with reference to the teaching of the subject (domain) that is specified on the cover page in this class.

Part I: Information about the Target Class

1. How many students are there in the target class?

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2. What is the gender mix of this class?

All boys	All girls	Both boys and girls
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Which curriculum track is the target class in?

Academic	Vocational	No tracking
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Approximately what percentage of students are absent in the target class on a typical school day?

Less than 5%	5–10%	11–20%	More than 20%
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Approximately what percentage of students in the target class are native speakers of the language of instruction?

More than 90%	76–90%	50–75%	Less than 50%
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How many hours of scheduled class time do you spend with the target class on Mathematics/Science lessons per week?

Please answer this questions with reference to the subject (domain) that is specified on the cover page.

Less than two hours	2– 4 hrs	5– 6 hrs	7– 8 hrs	More than 8 hrs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What proportion of students in your class has competence in the following?

Please mark only one choice in each row.

Operation skills		Nearly none	Some students	Majority of students	Nearly all students	Don't know
A	Word-processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Database software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Spreadsheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Presentation software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Application of multimedia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Graphic calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Data-logging tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: Curriculum Goals

8. In your teaching of the target class in this school year, how important is it for you to achieve the following goals?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	Very much
A	To prepare students for the world of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	To prepare students for upper secondary education and beyond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	To provide opportunities for students to learn from experts and peers from other schools/countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	To provide activities which incorporate real-world examples/settings/applications for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	To improve students' performance in assessments/examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	To increase learning motivation and make learning more interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	To individualize student learning experiences in order to address different learning needs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	To foster students' ability and readiness to set their own learning goals and to plan, monitor and evaluate their own progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	To foster students' collaborative and organizational skills for working in teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	To foster students' communication skills in face-to-face and/or online situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	To satisfy parents' and the community's expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	To prepare students for competent ICT use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	To prepare students for responsible Internet behavior (e.g., not to commit mail-bombing, etc.) and/or to cope with cybercrime (e.g., Internet fraud, illegal access to secure information, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part III: Teacher Practice

9. In your teaching of the target class in this school year,

(a) How often is the scheduled learning time of the class used for the following activities?

(b) Has ICT been used when these activities took place?

Please mark only one choice for each of the two parts in each row.

		(a) How often is the scheduled learning time used for the following activities?				(b) ICT used?	
		Never	Sometimes	Often	Nearly always	No	Yes
A	Extended projects (2 weeks or longer) ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Short-task projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Product creation (e.g., making a model or a report)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Self-accessed courses and/or learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Scientific investigations (open-ended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Field study activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Teacher's lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Exercises to practice skills and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Laboratory experiments with clear instructions and well-defined outcomes ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Discovering mathematics principles and concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Studying natural phenomena through simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Looking up ideas and information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Processing and analyzing data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. When I am instructing students in the target class (excluding field trips), they are:

Please mark only one choice.

Always in the same location
with me

Sometimes in locations away
from me

Often in locations away from
me

Always in locations away from
me

11. When students in the target class participate in planned learning activities, they:

Please mark only one choice.

Always work in the same
location

Sometimes work in different
locations

Often work in different
locations

Always work in different
locations

12. The learning activities for students in the target class are planned so that these take place:

Please mark only one choice.

Always during scheduled
school hours

Sometimes outside scheduled
school hours

Often outside scheduled
school hours

At any time (no scheduled
school hours)

13. I provide feedback to students in the target class:

Please mark only one choice.

Always during school hours

Sometimes outside scheduled
school hours

Often outside scheduled
school hours

At any time (no scheduled
school hours)

14. In your teaching of the target class in this school year:

(a) How often do you conduct the following?

(b) Do you use ICT for these activities?

Please mark only one choice for each of the two parts in each row.

	(a) How often do you conduct the following?				(b) ICT used?	
	Never	Sometimes	Often	Nearly always	No	Yes
A Present information/demonstrations and/or give class instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Provide remedial or enrichment instruction to individual students and/or small groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Help/advice students in exploratory and inquiry activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Organize, observe or monitor student-led whole-class discussions, demonstrations, presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Assess students' learning through tests/quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Provide feedback to individuals and/or small groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Use classroom management to ensure an orderly, attentive classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Organize, monitor and support team-building and collaboration among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Organize and/or mediate communication between students and experts/external mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Liaise with collaborators (within or outside school) for student collaborative activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Provide counseling to individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Collaborate with parents/guardians/ caretakers in supporting/monitoring students' learning and/or in providing counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. In your teaching of the target class in this school year:

(a) Do you use the following methods of assessing student performance?

(b) Do you use ICT to carry out these assessments?

Please mark only one choice for each of the two parts in each row.

		(a) Assessment method used?		(b) ICT used?	
		No	Yes	No	Yes
A	Written test/examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Written task/exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Individual oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Group presentation (oral/written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Project report and/or (multimedia) product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Students' peer evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Portfolio/learning log	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Assessment of group performance on collaborative tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part IV: Student Practice

16. In your teaching of the target class in this school year

(a) How often do your students engage in the following activities?

(b) Do your students use ICT for these activities?

Please mark only one choice for each of the two parts in each row.

Students' Activities	(a) How often do your students engage in the following?				(b) ICT used?	
	Never	Sometimes	Often	Nearly always	No	Yes
A Students working on the same learning materials at the same pace and/or sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Students learning and/or working during lessons at their own pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Complete worksheets, exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Give presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Determine own content goals for learning (e.g., theme/topic for project)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Explain and discuss own ideas with teacher and peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Collaborate with peers from other schools within and/or outside the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Answer tests or respond to evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Self and/or peer evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Reflect on own learning experience review (e.g., writing a learning log) and adjust own learning strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Communicate with outside parties (e.g., with experts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Contribute to the community through their own learning activities (e.g., by conducting an environmental protection project)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part V: Learning Resources and Tools

17. How often do you incorporate the following in your teaching of the target class in this school year?

Please mark only one choice in each row.

	Never	Sometimes	Often	Nearly always
A Equipment and hands-on materials (e.g., laboratory equipment, musical instruments, art materials, overhead projectors, slide projectors, electronic calculators)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Tutorial/exercise software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C General office suite (e.g., word-processing, database, spreadsheet, presentation software) ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Multimedia production tools (e.g., media capture and editing equipment, drawing programs, webpage/multimedia production tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Data-logging tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Simulations/modeling software/digital learning games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Communication software (e.g., e-mail, chat, discussion forum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Digital resources (e.g., portal, dictionaries, encyclopedia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Mobile devices (e.g., Personal Digital Assistant (PDA), cell phone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Smart board/interactive whiteboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Learning management system (e.g., web-based learning environments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part VI: Impact of ICT Use

18. Do you use ICT in the teaching and learning activities of the target class?

- No → *Please go to question 21.*
- Yes → *Please continue.*

19. To what extent do you agree that the use of ICT has had the following impacts on you?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	A lot
A	My ICT skills have improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I incorporate new teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I provide more individualized feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I incorporate new ways of organizing student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	I monitor more easily students' learning progress. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	I access more diverse/higher quality learning resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	I collaborate more with colleagues within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	I collaborate more with peers and experts outside my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	I complete my administrative tasks more easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	My workload has increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	There is increased work pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	I have become less effective as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. To what extent has the use of ICT impacted your students in the target class in the following areas?

Please mark only one choice in each row.

		Decreased a lot	Decreased a little	No impact	Increased a little	Increased a lot
A	Subject matter knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Learning motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Information-handling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Self-directed learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Collaborative skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	ICT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Ability to learn at their own pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Self esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Achievement gap among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Time spent on learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	School attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Assessment results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	Digital divide (i.e., inequity between students from different socioeconomic backgrounds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part VII: Information about You and Your School

21. To what extent are you confident in accomplishing the following?

Please mark only one choice in each row.

General use of ICT		Not at all	A little	Somewhat	A lot
A	I can produce a letter using a word-processing program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I can e-mail a file (e.g., the notes of a meeting) to a colleague.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I can take photos and show them on the computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I can file electronic documents in folders and sub-folders on the computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	I can use a spreadsheet program for budgeting or student administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	I can share knowledge and experiences with others in a discussion forum/user group on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	I can produce presentations with simple animation functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	I can use the Internet for online purchases and payments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogical Use of ICT					
I	I can prepare lessons that involve the use of ICT by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	I know which teaching/learning situations are suitable for ICT use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	I can find useful curriculum resources on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	I can use ICT for monitoring students' progress and evaluating learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	I can use ICT to give effective presentations/ explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	I can use ICT for collaboration with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	I can install educational software on my computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P	I can use the Internet (e.g., select suitable websites, user groups/discussion forums) to support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Looking ahead to the coming two years, what priority will you give to the use of ICT in enhancing your teaching practice in the following areas?

Please mark only one choice in each row.

		Not at all	Low priority	Medium priority	High priority
A	To monitor more effectively the progress of my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	To provide exercises to students in order to practice skills and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	To provide better and more interesting lectures/presentations to my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	To engage students in multimedia production projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	To provide more activities that address the individual differences among my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	To involve students in collaborative, short projects (2 weeks or shorter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	To involve students in extended collaborative projects (longer than 2 weeks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	To involve my students in scientific investigations (involving laboratory work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	To provide more opportunities for my students to collaborate with or learn from people outside of their classroom, including peers and external experts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	To collaborate more with fellow teachers and others within and outside my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	To provide more opportunities for my students to collaborate with their classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	To arrange self-accessed activities for my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Do you experience the following obstacles in using ICT in your teaching?

Please mark only one choice in each row.

		No	Yes
A	ICT is not considered to be useful in my school.	<input type="checkbox"/>	<input type="checkbox"/>
B	My school does not have the required ICT infrastructure.	<input type="checkbox"/>	<input type="checkbox"/>
C	I do not have the required ICT-related skills.	<input type="checkbox"/>	<input type="checkbox"/>
D	I do not have the necessary ICT-related pedagogical skills.	<input type="checkbox"/>	<input type="checkbox"/>
E	I do not have sufficient confidence to try new approaches alone.	<input type="checkbox"/>	<input type="checkbox"/>
F	My students do not possess the required ICT skills.	<input type="checkbox"/>	<input type="checkbox"/>
G	My students do not have access to the required ICT tools outside of the school premises.	<input type="checkbox"/>	<input type="checkbox"/>
H	I do not have the time necessary to develop and implement the activities.	<input type="checkbox"/>	<input type="checkbox"/>
I	I do not know how to identify which ICT tools will be useful.	<input type="checkbox"/>	<input type="checkbox"/>
J	My school lacks digital learning resources.	<input type="checkbox"/>	<input type="checkbox"/>
K	I do not have the flexibility to make my own decisions when planning lessons with ICT.	<input type="checkbox"/>	<input type="checkbox"/>
L	I do not have access to ICT outside of the school.	<input type="checkbox"/>	<input type="checkbox"/>

24. Have you participated in any of the following professional development activities? If no, would you wish to attend?

Please mark only one choice in each row.

		No, I do not wish to attend	No, I would like to attend if available	Yes, I have
A	Introductory course for Internet use and general applications (e.g., basic word-processing, spreadsheets, databases, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Technical course for operating and maintaining computer systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Advanced course for applications/standard tools (e.g., advanced word-processing, complex relational databases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Advanced course for Internet use (e.g., creating websites/developing a home page, advanced use of the Internet, video conferencing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Course on pedagogical issues related to integrating ICT into teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Subject-specific training with learning software for specific content goals (e.g., tutorials, simulation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Course on multimedia operations (e.g., using digital video and/or audio equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. To what extent do the following statements about school vision apply to the staff in your school?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	A lot
A	We discuss what we want to achieve through our lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Teachers are constantly motivated to critically assess their own educational practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Teachers are expected to think about the school's vision and strategies with regard to educational practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. To what extent do the following statements about teachers' participation in decision-making apply to you?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	A lot
A	I can influence the development of the school's innovation implementation plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	When implementing innovations, our school considers teachers' opinions and adjusts its action plan as needed. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I am able to implement innovations in my classroom according to my own judgment and insights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. To what extent do the following statements about professional collaboration among teachers apply to you?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	A lot
A	I co-teach with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I discuss the problems that I experience at work with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I work with teachers in other schools on collaborative activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I work with teachers in other countries on collaborative activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. To what extent do the following statements about support to teachers apply to you?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	A lot
A	When necessary, I receive sufficient technical support from my school/region/state (e.g., by having a technician in my classes) to support my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	My students can access computers easily outside scheduled class time without my help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	The administrative work arising from the use of ICT in my teaching (e.g., booking computer laboratories, changing class schedules) is easy to do in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Do you have access to a computer at home?

No → *Please go to question 31.*

Yes → *Please continue.*

30. Do you use this computer for the following activities?

Please mark only one choice in each row.

		No	Yes
A	Teaching related activities	<input type="checkbox"/>	<input type="checkbox"/>
B	Connecting to the internet	<input type="checkbox"/>	<input type="checkbox"/>

31. To what age group do you belong?

Below 25	25–29	30–39	40–49	50–59	60 or above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. What is your gender?

Male Female

33. What is your highest level of education?

Please mark only one choice.

Secondary or high school	Post-secondary education (e.g., teachers college)	Bachelor's degree	Master's degree or above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. Do you have a Bachelor's degree in Science or Mathematics?

Please mark only one choice.

No	Degree in Mathematics only	Degree in Science only	Degree in both Mathematics and Science
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Do you have a teaching license or certificate?

No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

36. How many years of experience do you have in teaching Mathematics or Science?

Less than 2 years	2-4 years	5- 9 years	10-19 years	20 years or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part VIII: Specific Pedagogical Practice that Uses ICT

37. Which of the following description is applicable to you?

Please mark only one choice.

- I use ICT once a week or more in the target class. → *Please continue.*
- I use ICT extensively in the target class during a limited period during the year (e.g., in a project or a theme) → *Please continue.*
- None of the above → *Please go to the end of the questionnaire.*

38. Please describe the one most satisfying pedagogical practice (that you applied in the target class) in this school year, in which you and/or your students used ICT extensively with specific content related to mathematics/science.

Please describe the pedagogical practice (e.g., a research project or a multimedia production), the ICT used (e.g., data logging tools, spreadsheets or web search) and its content (e.g., curricular goals; topic) in a maximum of 20 words.

39. Has the use of ICT in this pedagogical practice contributed to changes in the following students' outcomes in the target class:

Please mark only one choice in each row.

		Decreased	Made no difference	Increased
A	Subject-matter knowledge mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	ICT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Learning motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Ability to learn at own pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Information-handling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Collaborative skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Self-directed learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Achievement gap among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Self esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Has the use of ICT in this pedagogical practice contributed to changes in the following aspects of your teaching of the target class:

Please mark only one choice in each row.

	Decreased	Made no difference	Increased
A Quality of coaching students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Time available to help individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Time needed to solve technical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Time needed for preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Quality of instructions given to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Time needed for classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Quality of classroom discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Collaboration between students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Communication with the outside world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Availability of new learning content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Variety of learning resources/materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Variety of learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Adaptation to individual needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N Amount of effort needed to motivate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O Insight into the progress of student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. In this pedagogical practice, who was the main actor in initiating the following aspects of teaching and learning:

Please mark only one choice in each row.

NA: Not applicable for this specific pedagogical practice

		Teacher	Students	NA
A	Determining content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Determining learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Getting started	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Organizing grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Choosing learning resources/materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Deciding on the location of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Planning of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Deciding on the time needed for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Deciding on when to take a test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Demonstrating learning achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Monitoring progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Providing feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Choosing learning activities/ strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**This is the end of the questionnaire.
Thank you very much for your time and effort!**

[Return Instructions].

Placeholder for identification label
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SITES 2006

Second Information Technology in Education Study
--- Main Study ---



Technical Questionnaire

[International English Version]



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Educational Achievement
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here]

Instructions for NRCs

- Please check the introduction carefully for changes, insertions and deletions if you want to re-use parts of the FT translation.
- Refer to the accompanied list of changes from FT → MS to identify changed and adapted questions if you want to re-use parts of the FT translation.
- Text passages that are highlighted in yellow and enclosed in these <brackets> need to be adapted and documented on NAF for your country.
 - Where in the questionnaire <target grade> is written, insert here the grade level that is defined in your national sampling plan.
 - In the introduction, insert <national school definition> if needed. Follow instructions there. Consult Olaf Zuehlke (DPC) or Christian Monseur for further advice, if needed.
 - With regard to <grade range>: In Module 1 the grade range was generally defined as ranging from target grade minus 1 until target grade plus 1. This range was used for questions that were too general to ask at the target grade level, but for which it was expected (sometimes evidence-based) that the answers might differ between for instance upper- and lower secondary levels in a school. Special cases consisted of countries where there was a school level boundary somewhere within this grade range. In general it is advised to use the same translation as in Module-1 for Population 2. When in doubt, please contact the ICC.
- Text passages that are highlighted in yellow and enclosed in these [brackets] need to be adapted for your country in this document, but do not require documentation on NAF.
- Some areas (text passages highlighted in yellow without brackets) require special attention. We expect slightly different terms to be used in national contexts. Adapt the following terms to your cultural context – if necessary – and document on the corresponding National Adaptation Form (NAF).
 - Question 3, add more national subjects after dimension F by inserting new rows, if necessary;
 - Question 4, dimension E: “Data-logging tools”;
 - Question 4, dimension I, “cell phone”;
 - Question 4, dimension I, “web-based learning environments”;
 - Question 10, dimension D, “ministry/local/regional authorities”;
- Page breaks in this document have been inserted to ensure that no question/table breaks across pages. After translation you may need to adjust page breaks again. Retain section headings as first element on new pages. Do not change order of questions.
- Remove all highlights from questionnaire after adaptation/translation.
- Delete this page including the page break after adaptation/translation.

Introduction

The Second Information Technology in Education Study (SITES 2006) is an international assessment of teaching and learning practices and of how Information and Communication Technologies (ICT) support these in secondary schools around the world. Approximately 20 countries will provide information from representative samples of teachers on how they organize their teaching and learning, the ICT facilities they have available at school, how they use ICT for teaching and learning, and the obstacles or difficulties they experience in relation to these technologies. This information will give better insight into the current state of pedagogical approaches and of how technologies support them. It will also allow educational practitioners and policy-makers to gain a better understanding of areas needing intervention and additional support.

[Name of country], along with about 20 other countries, is taking part in this international study of pedagogical practices and the way that ICT supports these. The study is being conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA).

We are asking you for your help in order to determine the current state of pedagogical approaches to and the use of ICT. Please try to answer each question as accurately as you can.

Confidentiality

All information that is collected in this study will be treated confidentially. At no time will the name of any school or individual be identified. While results will be made available by country and by type of school within a country, you are guaranteed that neither your school nor any of its personnel will be identified in any report of the results of the study. [For countries which have ethical survey guidelines which emphasize voluntary participation: Participation in this survey is voluntary and any individual may withdraw at any time.]

About this Questionnaire

- This questionnaire asks for information from schools about education and policy matters related to pedagogical practices and ICT. **If you are the person answering this questionnaire, it is important that you are someone who knows about the ICT facilities in your school and about practices regarding their use in your school.** If you do not have the information to answer particular questions, then please consult other persons in your school. The questionnaire will take you approximately 30 minutes to complete.
- The words computers and ICT (Information and Communication Technologies) are used interchangeably in this questionnaire.
- Please note that some questions refer to the entire school, other questions refer to Grades <grade range>, while some questions pertain to Grade <target grade> only. [For countries, in which the definition of 'school' is not obvious to respondents add appropriate description depending on how sampling units were defined in the national sampling plan: When questions refer to 'your school' we mean by 'school': <national school definition>.]
- Guidelines for answering the questions are typed in *italics*. Most questions can be answered by marking the one most appropriate answer. When a question states, "*Please mark all that apply*", you may give more than one answer.
- If you are completing the paper version of this questionnaire, please use a writing pen or ballpoint to write your answers.
- When you have completed this questionnaire, please [National Return Procedures and Date].

Further information

- When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can reach us by phone at the following numbers: [National Center Contact Information]

Thank you very much for your cooperation!

ICT in Your School

1. How many years has your school been using ICT for teaching and/or learning purposes for students in Grades **<grade range>**?

Please mark only one choice.

- 0–2 years
 3–5 years
 6–10 years
 11–15 years
 More than 15 years
 Don't know

2. To what extent do you agree with each of the following statements about the use of ICT in your school?

Please mark only one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
A	ICT is considered relevant in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Our school has integrated ICT in most of our teaching and learning practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	We have started to use ICT in the teaching and learning of school subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	We still do not know which ICT applications are useful for our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Constraints rule out the use of ICT in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. **Approximately how often during this school year will students in Grade <target grade> be using ICT for learning in the following subject domains?**

Please mark only one choice in each row.

		Never	Sometimes	Often	Nearly always
A	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Natural Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Language of instruction (mother tongue)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	ICT as separate subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resource Materials

4. For each of the following technology applications, indicate whether it is available and whether you need it in your school for teaching and/or learning in Grade <target grade>.

Please mark only one choice in each row.

	Available	Needed but not available	Not needed and not available
A Equipment and hands-on materials (e.g., laboratory equipment, musical instruments, art materials, overhead projectors, slide projectors, electronic calculators)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Tutorial/exercise software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C General office suite (e.g., word-processing, database, spreadsheet, presentation software)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Multimedia production tools (e.g., media capture and editing equipment, drawing programs, webpage/multimedia production tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Data-logging tools.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Simulations/modeling software/digital learning games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Communication software (e.g., e-mail, chat, discussion forum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Digital resources (e.g., portal, dictionaries, encyclopedia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Mobile devices (e.g., Personal Digital Assistant (PDA), cell phone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Smart board/interactive whiteboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Learning management system (e.g., web-based learning environments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Mail accounts for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Mail accounts for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hardware

5. In your school, about how many computers (including laptops) are:

Count terminals (if they have a keyboard and a screen) as computers

Count laptops as computers

Exclude computers which are not in use

Exclude computers which are only used as servers

Exclude graphical calculators and Personal Digital Assistants (PDAs), hand-held computers and smartphones (phone integrated with PDA)

Please write a whole number. Write 0 (zero), if none

Available in the school altogether?

Available to students in Grades <grade range>?

Available only to teachers?

Available only to administrative staff?

Connected to the Internet/World Wide Web?

Connected to a local area network (LAN)?

Multimedia computers (equipped with a CD-ROM and/or DVD)?

6. How many of the computers in your school are laptops?

Please write a whole number. Write 0 (zero), if none

Laptops

7. In your school, about how many of the following (school-owned) technologies are available?

A Personal Digital Assistant (PDA) is a palmtop with roughly the same functionalities as a PC.

Please write a whole number. Write 0 (zero), if none.

PDAs and smartphones (phone integrated with PDA)

Graphic calculators

Smartboards (interactive whiteboard system)

Projectors for presentation of digital materials

8. In your school, about what percentage of students bring any of the following to school?

Please mark only one choice in each row.

	Less than 10%	10–24%	25–49%	50–75%	More than 75%
PDA/smartphones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laptops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Where are the computers for teaching and learning in Grade <target grade> located?

Please mark only one choice in each row.

	No	Yes
A Most classrooms	<input type="checkbox"/>	<input type="checkbox"/>
B Some classrooms	<input type="checkbox"/>	<input type="checkbox"/>
C Computer laboratories	<input type="checkbox"/>	<input type="checkbox"/>
D Library	<input type="checkbox"/>	<input type="checkbox"/>
E Other places	<input type="checkbox"/>	<input type="checkbox"/>

10. Who is involved in the maintenance of computers in your school?

Please mark only one choice in each row.

	No	Yes
A The school's own staff.....	<input type="checkbox"/>	<input type="checkbox"/>
B Staff from other schools	<input type="checkbox"/>	<input type="checkbox"/>
C An external company hired by the school	<input type="checkbox"/>	<input type="checkbox"/>
D An external unit arranged by the ministry/local/regional authorities	<input type="checkbox"/>	<input type="checkbox"/>

Staff Development

11. Have teachers in your school acquired knowledge and skills in using ICT for teaching and learning in any of the following ways?

Please mark only one choice in each row.

	No	Yes
A Via informal contacts/communication	<input type="checkbox"/>	<input type="checkbox"/>
B Via the ICT coordinator or technical assistant	<input type="checkbox"/>	<input type="checkbox"/>
C Via in-school courses	<input type="checkbox"/>	<input type="checkbox"/>
D Via training from a teacher who has attended a course	<input type="checkbox"/>	<input type="checkbox"/>
E Via the school's working group or committee for ICT in education	<input type="checkbox"/>	<input type="checkbox"/>
F During meetings of the teaching staff where the use of ICT/computers in education is a regular item for discussion	<input type="checkbox"/>	<input type="checkbox"/>
G Via a regular newsletter (printed or electronic)	<input type="checkbox"/>	<input type="checkbox"/>
H Via courses conducted by an external agency or expert (in the school or on distance)	<input type="checkbox"/>	<input type="checkbox"/>
I Via observation of and discussion with colleagues	<input type="checkbox"/>	<input type="checkbox"/>
J Via reading professional journals and similar publications	<input type="checkbox"/>	<input type="checkbox"/>

12. For each of the following ICT-related courses, please indicate whether it is available to teachers in your school and who provides the course (inside or outside the school).

Please mark all that apply in each row.

		Not available	Available provider is school-based	Available provider is an external organization
A	Introductory course for Internet use and general applications (basic word-processing, spreadsheet, databases, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Technical course for operating and maintaining computer systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Advanced course for applications/standard tools (e.g., advanced word-processing, complex relational databases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Advanced course for Internet use (e.g., creating websites/developing a home page, advanced use of Internet, video conferencing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Course on pedagogical issues related to integrating ICT into teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Subject-specific training with learning software for specific content goals (e.g., tutorials, simulation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Course on multimedia use (e.g., digital video and/or audio equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support Facilities for ICT

13. Do you hold any of the following positions at your school?

Please mark only one choice in each row.

	No	Yes
A Principal	<input type="checkbox"/>	<input type="checkbox"/>
B Deputy principal	<input type="checkbox"/>	<input type="checkbox"/>
C Head of department	<input type="checkbox"/>	<input type="checkbox"/>
D Teacher	<input type="checkbox"/>	<input type="checkbox"/>
E Librarian	<input type="checkbox"/>	<input type="checkbox"/>
F Other than above	<input type="checkbox"/>	<input type="checkbox"/>

14. Which of the following duties do you have?

Please mark only one choice in each row.

	No	Yes
A I teach ICT courses to students.	<input type="checkbox"/>	<input type="checkbox"/>
B I teach ICT courses to teachers and other school staff.	<input type="checkbox"/>	<input type="checkbox"/>
C I teach Mathematics and/or Science.	<input type="checkbox"/>	<input type="checkbox"/>
D I teach other subjects.	<input type="checkbox"/>	<input type="checkbox"/>
E I formally serve as ICT coordinator.	<input type="checkbox"/>	<input type="checkbox"/>
F I informally serve as ICT coordinator.	<input type="checkbox"/>	<input type="checkbox"/>

15. Approximately how many 60 minute periods, on average per week, do the following persons spend on providing ICT support to teachers and students at your school?

Note: "Support" includes any services (formal or informal, technical or pedagogical) that help teachers and students use ICT.

Please write a whole number. Write 0 (zero) if none.

- Yourself
- ICT staff (not including yourself)
- Other administrators and staff (e.g., media specialist)
- Teachers
- Students from own school who are assigned to provide this service
- Volunteers from outside the school (e.g., parents)
- Personnel from external companies
- Others

16. To what extent is technical support available in your school if teachers want to use ICT for the following activities?

Please mark only one choice in each row.

		No support	Some support	Extensive support	Not applicable
A	Assigning extended projects (2 weeks or longer) ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Assigning short-task projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Assigning production projects (e.g. making models or reports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Involving students in self-accessed courses and/or learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Involving students in scientific investigations (open-ended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Undertaking field study activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Using virtual laboratories, simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Applying exercises to practice skills and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Involving students in laboratory experiments with clear instructions and well-defined outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Involving students in studying natural phenomena through simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Involving students in processing and analyzing data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Obstacles

17. To what extent is your school's capacity to realize its pedagogical goals hindered by each of the following obstacles?

Please mark only one choice in each row.

		Not at all	Very little	Somewhat	To a great extent	Not applicable
A	Insufficient qualified technical personnel to support the use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Insufficient number of computers connected to the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Insufficient Internet bandwidth or speed ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Lack of special ICT equipment for disabled students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Insufficient ICT equipment for instruction .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Computers are out of date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Not enough digital educational resources for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Lack of ICT tools for science laboratory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Teachers' lack of ICT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Insufficient time for teachers to use ICT ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other obstacles						
K	Pressure to score highly on standardized tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Prescribed curricula are too strict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Insufficient or inappropriate space to accommodate the school's pedagogical approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Insufficient budget for non ICT-supplies (e.g., paper, pencils)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	Using ICT for teaching and learning is not a goal of our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Do you have access to a computer at home?

No → *Please proceed to the end of the questionnaire.*

Yes → *Please continue.*

19. Do you use this computer for the following activities?

Please mark only one choice in each row.

	No	Yes
A School related activities	<input type="checkbox"/>	<input type="checkbox"/>
B Connecting to the internet	<input type="checkbox"/>	<input type="checkbox"/>

**This is the end of the questionnaire.
Thank you very much for your cooperation!**

[Return Instructions]