

Appendices

Appendix 1: Factors obtained for primary and secondary learners

1a. Factor Analysis

Factor analysis is a statistical technique which can be used to explore the relationship between individual questionnaire items and combine together those which are strongly related and, hence, appear to be measuring the same thing, into 'factors'. Factors are thought to reflect underlying latent traits which have caused the relationship between the items. The result is a smaller number of more reliable measures, which can then be used in further analysis more meaningfully.

For the learner survey, all of the questions which were considered to be related to the key themes of e-access, e-maturity and e-safety were entered into the factor analysis. These analyses were performed separately for the primary and secondary questionnaires. As a result of the analyses, some groups of items were found to be related to each other, and these were designated as factors. Some items were not found to be very strongly related to any other items and, as a result, were not included in any of the factors. Once factors were identified, composite scores were derived from the values of the original variables, and re-scored on a scale from 0 to 10. Though simple, this approach has the advantage that it is possible to compare each scale's mean value with the other scales, and hence evaluate the relative strength of feeling about each. Tables 1.1 and 1.2 set out the factors obtained for each of the questionnaires.

Table 1.1 Primary questionnaire factors

Factor	Name	Items	Reliability	Mean	Std.dev	Min	Max
1	e-skills/confidence	Q14a_ok (sum of behaviours not considered to be risky) q15a,q16b,q16d,q16e,q16f,q16g,q16h,q16i,q16j,q16k,q16l, q17_tech (sum of uses of technology for these tasks)	0.817	6.03	2.33	0.14	10
2	Attitude towards using technology for learning	Q3a,q3c(neg),q3d,q4a,q4b(neg),q4c,q4e,q4f,q4g(neg), q4h,q4j,q4k	0.781	8.09	1.27	1.04	10
3	Use of technology for learning at home	Q10a,q10b,q10c,q10d,q10e,q10f,q10g,q10h,q10i,q10j,q10k, q10l	0.808	3.99	2.07	0	10
4	Technology use in school	Q5b,q5c,q5d,q5e,q5f,q5i,q6b,q6d,q6e,q6f,q6g	0.768	2.12	1.68	0	10
5	Home access to technology	Q3f,q8a, q9a_own (indicator of whether participant owns their own computer, a computer is owned by a family member, or there is no computer in the home), q9b, q12a_b (indicator of having internet access and being allowed to use it, having access but not being allowed to use it, or not having access in the home)	0.695	8.77	1.58	0	10
6	e-safety*	Q14a_risky (sum of behaviours considered to be risky), q14b3,q14b4,q14b6	0.531	8.85	1.66	0	10
7	Exposure to technologies used for leisure	Q8d,q8f,q8g,q8h,q15c,q15d	0.595	8.34	1.79	0	10

* The direction of the e-safety measure has been reversed so that a high score indicates being more 'safe' and a low score indicates being unsafe.

Table 1.2 Secondary questionnaire factors

Factor	Name	Items	Reliability	Mean	Std.Dev	Min	Max
1	e-skills/confidence	Q15a_ok (sum of behaviours not considered to be risky), q16a,q16d,q17a,q17c,q17d,q17f,q18a,q18b,q18c,q18d,q18e,q18f,q18i,q18h,q18j,q18k,q18l	0.868	8.60	1.43	1.11	10
2	Attitude towards using technology for learning	Q3a1,q3a3(neg),q3a4,q3a5(neg),q4a,q4b(neg),q4c,q4d(neg), q4e,q4f,q4g(neg),q4h,q4i(neg), q4j,q4k	0.844	7.58	1.34	0	10
3	Technology use in school	Q5a3,q5a5,q5a7,q5a9,q5a10, q5a12,q5a13,q5a14,q5a15,q7b, q7c,q7d,q7e,q7f,q7i,q8c,q8d, q8e,q8f,q8g,q8h	0.819	2.47	1.38	0	10
4	e-safety*	Q11i, q15a_risky (sum of behaviours considered to be risky), q15b1,q15b2(neg),q15b3, q15b4,q15b5,q15b6,q18g,q18m	0.735	5.92	1.67	0	10
5	Use of technology for learning at home	Q8b,q11a,q11b,q11c,q11d, q11e,q11f,q11g,q11h,q11j, q11k,q11l	0.794	5.78	1.90	0	10
6	Use of advanced strategies	Q17b,q17e,q19d,q19e,q19f, q19g,q19h,q19i,q19j	0.753	4.89	2.42	0	10
7	Home access to technology	Q10a1,q10a3,q10a4,q10a8, q10d, q13a_b (indicator of having internet access and being allowed to use it, having access but not being allowed to use it, or not having access in the home)	0.723	9.45	1.34	0	10

**The direction of the e-safety measure has been reversed so that a high score indicates being more 'safe' and a low score indicates being unsafe.*

The reliability values indicate the internal consistency within each of the measures: that is, how far the scores on different parts of the factors are related. A measure with perfect reliability would have a value of 1. The values for most of the factors are above 0.7, which is reasonable. Some of the factors from the primary questionnaire have smaller values: since these are factors comprised of fewer items this is unsurprising, but should be borne in mind when interpreting analysis based on these factors.

1b.Factors for e-skills and e-confidence

The results of the factor analysis showed that the items designed to measure e-confidence and e-skills loaded on the same factor, indicating that they are measuring the same latent trait.

This could be taken to suggest that e-confidence and e-skills are very strongly related. However, it might also indicate that although the items are intended to measure two distinct traits of skills and confidence, they are actually only measuring pupils' e-confidence, since e-confidence is likely to have a strong bearing on pupils' self-reporting of their skills in using different types of technology.

Although the results of the factor analysis indicated that measures of e-skills and e-confidence could not be separated, composite scores were produced in order to investigate this relationship more closely. Questions 16 and 17 were considered to measure e-confidence, and pupils' responses to each of the items in these questions were added together to produce an overall composite e-confidence score. Similarly, question 18 was considered to measure e-skills, and pupils' responses to each of the items in this question were added together to produce an overall composite e-skills score. The correlation between these measures of e-confidence and e-skills was 0.52, which is highly significant ($p < 0.001$) and indicates that there is a strong relationship between the two. However, it is still impossible to distinguish whether this is an effect of the true relationship between e-skills and e-confidence, or simply an artefact of the association between e-confidence and pupils' self-reporting of their e-skills.

Appendix 2: Variables used in multi-level modelling for primary learners

Multilevel Modelling

Multilevel modelling is a development of regression analysis, a common statistical technique which attempts to find a straight line relationship to predict the value of some outcome variable of interest based on the values of various other independent variables. Multilevel modelling takes account of the hierarchical nature of data which is grouped into similar clusters at different levels: for example, where learners are clustered within schools and it is expected that there will be more similarity between learners in the same school than between learners in different schools. Taking account of this structure allows more accurate predictions to be made, as well as estimates of differences between learners and between schools.

Two multilevel models were run for each of the questionnaires in order to predict scores on the factors considered to be measuring e-skills/confidence and e-safety. A number of both learner-level and school-level variables were added to the model in order to assess whether or not they had a significant difference on the scores obtained on each of the factors. The variables that were used in each of the models developed for this data are listed below.

For the primary multilevel model predicting e-skills/confidence the following variables were included:

- Score on factor 2: attitude towards using technology for learning
- Score on factor 3: use of technology for learning at home
- Score on factor 4: technology use in school
- Score on factor 5: home access to technology
- Score on factor 7: exposure to technologies used for leisure
- Gender
- Response to question 2A: Do you like being at school?
- Response to question 2B: Do you enjoy the work in class?
- Books in the home
- Percentage of pupils in school eligible for free school meals
- Percentage of pupils in school with English as an additional language
- School achievement band (derived from overall Key Stage 2 results in 2007)
- Pupil teacher ratio in the school.

For the primary multilevel model predicting e-safety the following variables were included:

- Score on factor 1: e-skills/confidence
- Score on factor 2: attitude towards using technology for learning
- Score on factor 3: use of technology for learning at home
- Score on factor 4: technology use in school
- Score on factor 5: home access to technology
- Score on factor 7: exposure to technologies used for leisure
- Gender
- Response to question 2A: Do you like being at school?
- Response to question 2B: Do you enjoy the work in class?
- Books in the home
- Percentage of pupils in school eligible for free school meals
- Percentage of pupils in school with English as an additional language
- School achievement band (derived from overall Key Stage 2 results in 2007)
- Pupil teacher ratio in the school.

Appendix 3: Variables used in multi-level modelling for secondary learners

For the secondary multilevel model predicting e-skills/confidence the following variables were included:

- Score on factor 2: attitude towards using technology for learning
- Score on factor 3: technology use in school
- Score on factor 5: use of technology for learning at home
- Score on factor 6: use of advanced strategies
- Score on factor 7: home access to technology
- Gender
- Response to question 2A: Do you like being at school?
- Response to question 2B: Do you enjoy the work in class?
- Books in the home
- Percentage of pupils in school eligible for free school meals
- Percentage of pupils in school with English as an additional language
- School achievement band (derived from overall GCSE results in 2007)
- Pupil teacher ratio in the school.

For the secondary multilevel model predicting e-safety the following variables were included:

- Score on factor 1: e-skills/confidence
- Score on factor 2: attitude towards using technology for learning
- Score on factor 3: technology use in school
- Score on factor 5: use of technology for learning at home
- Score on factor 6: use of advanced strategies
- Score on factor 7: home access to technology
- Gender
- Response to question 2A: Do you like being at school?
- Response to question 2B: Do you enjoy the work in class?
- Books in the home
- Percentage of pupils in school eligible for free school meals
- Percentage of pupils in school with English as an additional language
- School achievement band (derived from overall GCSE results in 2007)
- Pupil teacher ratio in the school.

Appendix 4: Cross tab results by gender

Chapter 2

Table 2.1 Cross-tab: frequency of use of technology at school (in lessons) by gender (primary)

Kinds of technology and how often		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Computers	1 More than once a week	380	39%	369	37%
	2 About once a week	525	53%	558	57%
	3 About once a month	39	4%	34	3%
	4 Less often or never	28	3%	21	2%
	100 No Response	10	1%	5	1%
Handheld	1 More than once a week	77	8%	41	4%
	2 About once a week	85	9%	83	8%
	3 About once a month	41	4%	47	5%
	4 Less often or never	754	77%	796	81%
	100 No Response	25	3%	20	2%
Digital video camera	1 More than once a week	52	5%	58	6%
	2 About once a week	97	10%	91	9%
	3 About once a month	361	37%	372	38%
	4 Less often or never	460	47%	449	45%
	100 No Response	12	1%	17	2%

Table 2.1 (continued)

Kinds of technology and how often		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Mobile phones	1 More than once a week	92	9%	58	6%
	2 About once a week	26	3%	20	2%
	3 About once a month	22	2%	17	2%
	4 Less often or never	824	84%	878	89%
	100 No Response	18	2%	14	1%
Voting pads	1 More than once a week	10	1%	8	1%
	2 About once a week	12	1%	13	1%
	3 About once a month	58	6%	36	4%
	4 Less often or never	869	88%	907	92%
	100 No Response	33	3%	23	2%
Sound devices	1 More than once a week	99	10%	66	7%
	2 About once a week	64	7%	72	7%
	3 About once a month	174	18%	186	19%
	4 Less often or never	620	63%	643	65%
	100 No Response	25	3%	20	2%

Table 2.1 (continued)

Kinds of technology and how often		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
School online areas	1 More than once a week	213	22%	219	22%
	2 About once a week	272	28%	314	32%
	3 About once a month	185	19%	178	18%
	4 Less often or never	288	29%	249	25%
	100 No Response	24	2%	27	3%
Interactive Whiteboard	1 More than once a week	747	76%	808	82%
	2 About once a week	66	7%	68	7%
	3 About once a month	45	5%	23	2%
	4 Less often or never	108	11%	77	8%
	100 No Response	16	2%	11	1%
Webcam	1 More than once a week	37	4%	25	3%
	2 About once a week	47	5%	39	4%
	3 About once a month	86	9%	100	10%
	4 Less often or never	786	80%	806	82%
	100 No Response	26	3%	17	2%
N		982	100%	987	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 2.2 Cross-tab: frequency of use of technology at school (in lessons) by gender (secondary)

Kinds of technology and how often		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Computers	1 More than once a week	674	63%	576	60%
	2 About once a week	205	19%	226	24%
	3 About once a month	97	9%	101	11%
	4 Less often or never	57	5%	34	4%
	5 Not sure	20	2%	12	1%
	100 No Response	19	2%	5	1%
Handhelds	1 More than once a week	46	4%	37	4%
	2 About once a week	53	5%	41	4%
	3 About once a month	57	5%	51	5%
	4 Less often or never	725	68%	636	67%
	5 Not sure	158	15%	176	18%
	100 No Response	33	3%	13	1%
Digital video camera	1 More than once a week	35	3%	28	3%
	2 About once a week	56	5%	46	5%
	3 About once a month	136	13%	123	13%
	4 Less often or never	725	68%	664	70%
	5 Not sure	94	9%	82	9%
	100 No Response	26	2%	11	1%

Table 2.2 (continued)

Kinds of technology and how often		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Mobile phones	1 More than once a week	170	16%	132	14%
	2 About once a week	43	4%	23	2%
	3 About once a month	47	4%	52	5%
	4 Less often or never	699	65%	654	69%
	5 Not sure	84	8%	80	8%
	100 No Response	29	3%	13	1%
Voting pads	1 More than once a week	19	2%	5	1%
	2 About once a week	19	2%	10	1%
	3 About once a month	62	6%	44	5%
	4 Less often or never	780	73%	731	77%
	5 Not sure	163	15%	155	16%
	100 No Response	29	3%	9	1%
Sound devices	1 More than once a week	124	12%	84	9%
	2 About once a week	52	5%	47	5%
	3 About once a month	95	9%	87	9%
	4 Less often or never	691	64%	646	68%
	5 Not sure	88	8%	80	8%
	100 No Response	22	2%	10	1%

Table 2.2 (continued)

Kinds of technology and how often		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
School's website	1 More than once a week	211	20%	179	19%
	2 About once a week	274	26%	252	26%
	3 About once a month	233	22%	219	23%
	4 Less often or never	261	24%	233	24%
	5 Not sure	71	7%	59	6%
	100 No Response	22	2%	12	1%
Interactive whiteboard	1 More than once a week	660	62%	616	65%
	2 About once a week	144	13%	117	12%
	3 About once a month	80	7%	68	7%
	4 Less often or never	132	12%	117	12%
	5 Not sure	35	3%	27	3%
	100 No Response	21	2%	9	1%

Table 2.2 (continued)

Kinds of technology and how often		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Webcam	1 More than once a week	28	3%	7	1%
	2 About once a week	16	1%	8	1%
	3 About once a month	23	2%	21	2%
	4 Less often or never	842	79%	828	87%
	5 Not sure	140	13%	80	8%
	100 No Response	23	2%	10	1%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 2.3 Cross-tab: teacher encouragement to use technology by gender (secondary)

Do your teachers encourage use of...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Online discussion groups	1 Yes	93	9%	64	7%
	2 No	727	68%	646	68%
	3 Not heard of this	232	22%	236	25%
	100 No Response	20	2%	8	1%
Email	1 Yes	383	36%	400	42%
	2 No	636	59%	519	54%
	3 Not heard of this	34	3%	23	2%
	100 No Response	19	2%	12	1%
Blogs	1 Yes	108	10%	91	10%
	2 No	858	80%	780	82%
	3 Not heard of this	83	8%	72	8%
	100 No Response	23	2%	11	1%
Wikis	1 Yes	209	19%	97	10%
	2 No	593	55%	443	46%
	3 Not heard of this	242	23%	403	42%
	100 No Response	28	3%	11	1%
Online encyclopaedias	1 Yes	656	61%	627	66%
	2 No	353	33%	278	29%
	3 Not heard of this	44	4%	36	4%
	100 No Response	19	2%	13	1%

Table 2.3 (continued)

Do your teachers encourage use of...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Online newspapers	1 Yes	221	21%	232	24%
	2 No	744	69%	614	64%
	3 Not heard of this	87	8%	93	10%
	100 No Response	20	2%	15	2%
School's online area	1 Yes	746	70%	708	74%
	2 No	265	25%	206	22%
	3 Not heard of this	35	3%	21	2%
	100 No Response	26	2%	19	2%
Instant messaging	1 Yes	163	15%	103	11%
	2 No	849	79%	823	86%
	3 Not heard of this	38	4%	16	2%
	100 No Response	22	2%	12	1%
Social networking	1 Yes	118	11%	84	9%
	2 No	898	84%	837	88%
	3 Not heard of this	33	3%	19	2%
	100 No Response	23	2%	14	1%

Table 2.3 (continued)

Do your teachers encourage use of...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Social bookmarking	1 Yes	47	4%	27	3%
	2 No	713	67%	511	54%
	3 Not heard of this	288	27%	404	42%
	100 No Response	24	2%	12	1%
Online virtual worlds	1 Yes	66	6%	32	3%
	2 No	766	71%	583	61%
	3 Not heard of this	213	20%	330	35%
	100 No Response	27	3%	9	1%
Video and picture sharing sites	1 Yes	229	21%	197	21%
	2 No	759	71%	706	74%
	3 Not heard of this	58	5%	42	4%
	100 No Response	26	2%	9	1%
Podcasting	1 Yes	84	8%	53	6%
	2 No	802	75%	669	70%
	3 Not heard of this	155	14%	222	23%
	100 No Response	31	3%	10	1%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 2.4 Cross-tab: main reasons learners use technology by gender (secondary)

Main reason that you use technology for learning	Gender			
	1 Boy		2 Girl	
	Frequency	%	Frequency	%
1 Teacher tells me	173	16%	200	21%
2 Parent/carer tells me	4	<1%	1	<1%
3 Subjects interest me	193	18%	153	16%
4 Info online is more up-to-date	253	24%	192	20%
5 Info online is more interesting	341	32%	296	31%
6 Other	63	6%	70	7%
100 No Response	45	4%	42	4%
N	1,072	100%	954	100%
<i>A single response item. Due to rounding, percentages may not sum to 100.</i>				

Table 2.5 Cross-tab: frequency of using technology to complete tasks (in lessons) by gender (primary)

How often do you use technology in lessons to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Find new information on the internet	1 More than once a week	276	28%	257	26%
	2 About once a week	459	47%	509	52%
	3 About once a month	174	18%	164	17%
	4 Less often or never	64	7%	51	5%
	100 No Response	9	1%	6	1%
Write things	1 More than once a week	167	17%	175	18%
	2 About once a week	299	30%	339	34%
	3 About once a month	340	35%	337	34%
	4 Less often or never	158	16%	129	13%
	100 No Response	18	2%	7	1%
Prepare a presentation	1 More than once a week	125	13%	127	13%
	2 About once a week	294	30%	338	34%
	3 About once a month	394	40%	364	37%
	4 Less often or never	154	16%	146	15%
	100 No Response	15	2%	12	1%

Table 2.5 (continued)

How often do you use technology in lessons to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Communicate with other pupils	1 More than once a week	187	19%	186	19%
	2 About once a week	93	9%	95	10%
	3 About once a month	82	8%	98	10%
	4 Less often or never	596	61%	588	60%
	100 No Response	24	2%	20	2%
Communicate with pupils in other schools	1 More than once a week	67	7%	45	5%
	2 About once a week	50	5%	59	6%
	3 About once a month	78	8%	104	11%
	4 Less often or never	767	78%	761	77%
	100 No Response	20	2%	18	2%
Communicate with teacher	1 More than once a week	158	16%	158	16%
	2 About once a week	85	9%	83	8%
	3 About once a month	69	7%	83	8%
	4 Less often or never	645	66%	641	65%
	100 No Response	25	3%	22	2%
Do tests	1 More than once a week	99	10%	79	8%
	2 About once a week	102	10%	117	12%
	3 About once a month	258	26%	281	28%
	4 Less often or never	502	51%	499	51%
	100 No Response	21	2%	11	1%

Table 2.5 (continued)

How often do you use technology in lessons to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Create films/animations	1 More than once a week	50	5%	42	4%
	2 About once a week	85	9%	80	8%
	3 About once a month	254	26%	256	26%
	4 Less often or never	577	59%	591	60%
	100 No Response	16	2%	18	2%
N		982	100%	987	100%
<p><i>A series of single response items. Due to rounding, percentages may not sum to 100.</i></p>					

Table 2.6 Cross-tab: frequency of using technology to complete tasks (in lessons) by gender (secondary)

How often do you use technology in lessons to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Find new information on the internet	1 More than once a week	349	33%	269	28%
	2 About once a week	384	36%	388	41%
	3 About once a month	205	19%	204	21%
	4 Less often or never	109	10%	83	9%
	100 No Response	25	2%	10	1%
Write a classroom assignment	1 More than once a week	172	16%	168	18%
	2 About once a week	303	28%	290	30%
	3 About once a month	411	38%	370	39%
	4 Less often or never	156	15%	116	12%
	100 No Response	30	3%	10	1%
Prepare a presentation	1 More than once a week	120	11%	91	10%
	2 About once a week	218	20%	173	18%
	3 About once a month	480	45%	466	49%
	4 Less often or never	230	21%	216	23%
	100 No Response	24	2%	8	1%
Communicate with other pupils	1 More than once a week	186	17%	211	22%
	2 About once a week	152	14%	119	12%
	3 About once a month	144	13%	133	14%
	4 Less often or never	557	52%	483	51%
	100 No Response	33	3%	8	1%

Table 2.6 (continued)

How often do you use technology in lessons to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Communicate with pupils in other schools	1 More than once a week	128	12%	118	12%
	2 About once a week	66	6%	46	5%
	3 About once a month	89	8%	62	6%
	4 Less often or never	760	71%	713	75%
	100 No Response	29	3%	15	2%
Communicate with teacher	1 More than once a week	75	7%	67	7%
	2 About once a week	99	9%	89	9%
	3 About once a month	159	15%	121	13%
	4 Less often or never	709	66%	666	70%
	100 No Response	30	3%	11	1%
Do tests	1 More than once a week	53	5%	37	4%
	2 About once a week	129	12%	111	12%
	3 About once a month	378	35%	329	34%
	4 Less often or never	485	45%	469	49%
	100 No Response	27	3%	8	1%

Table 2.6 (continued)

How often do you use technology in lessons to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Create films or animations	1 More than once a week	58	5%	20	2%
	2 About once a week	85	8%	54	6%
	3 About once a month	224	21%	178	19%
	4 Less often or never	673	63%	693	73%
	100 No Response	32	3%	9	1%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 2.7 Cross-tab: equipment in learners' homes by gender (primary)

Equipment in your home		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Computers	1 Yes	925	94%	927	94%
	2 No	39	4%	43	4%
	3 Don't know	9	1%	9	1%
	100 No Response	9	1%	8	1%
Handheld computers	1 Yes	403	41%	338	34%
	2 No	446	45%	487	49%
	3 Don't know	113	12%	155	16%
	100 No Response	20	2%	7	1%
Digital video	1 Yes	794	81%	811	82%
	2 No	117	12%	94	10%
	3 Don't know	60	6%	73	7%
	100 No Response	11	1%	9	1%
Mobile phones	1 Yes	878	89%	908	92%
	2 No	78	8%	49	5%
	3 Don't know	12	1%	16	2%
	100 No Response	14	1%	14	1%

Table 2.7 (continued)

Equipment in your home		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Webcam	1 Yes	468	48%	457	46%
	2 No	400	41%	404	41%
	3 Don't know	91	9%	114	12%
	100 No Response	23	2%	12	1%
Games consoles	1 Yes	917	93%	863	87%
	2 No	45	5%	93	9%
	3 Don't know	11	1%	22	2%
	100 No Response	9	1%	9	1%
Set top box	1 Yes	750	76%	728	74%
	2 No	165	17%	157	16%
	3 Don't know	54	5%	91	9%
	100 No Response	13	1%	11	1%
Digital audio players	1 Yes	797	81%	823	83%
	2 No	125	13%	112	11%
	3 Don't know	49	5%	46	5%
	100 No Response	11	1%	6	1%
N		982	100%	987	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 2.8 Cross-tab: equipment in learners' homes by gender (secondary)

Equipment in your home		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Computers	1 Yes	1,021	95%	924	97%
	2 No	26	2%	14	1%
	3 Don't know	6	1%	5	1%
	100 No Response	19	2%	11	1%
Handheld computers	1 Yes	454	42%	298	31%
	2 No	548	51%	557	58%
	3 Don't know	39	4%	81	8%
	100 No Response	31	3%	18	2%
Digital video	1 Yes	939	88%	850	89%
	2 No	83	8%	70	7%
	3 Don't know	23	2%	19	2%
	100 No Response	27	3%	15	2%
Mobile phones	1 Yes	1,009	94%	924	97%
	2 No	28	3%	9	1%
	3 Don't know	12	1%	7	1%
	100 No Response	23	2%	14	1%

Table 2.8 (continued)

Equipment in your home		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Webcam	1 Yes	696	65%	675	71%
	2 No	313	29%	253	27%
	3 Don't know	20	2%	12	1%
	100 No Response	43	4%	14	1%
Games consoles	1 Yes	994	93%	808	85%
	2 No	46	4%	123	13%
	3 Don't know	10	1%	10	1%
	100 No Response	22	2%	13	1%
Set top box	1 Yes	914	85%	803	84%
	2 No	114	11%	125	13%
	3 Don't know	23	2%	17	2%
	100 No Response	21	2%	9	1%
Digital audio players	1 Yes	975	91%	899	94%
	2 No	61	6%	36	4%
	3 Don't know	13	1%	9	1%
	100 No Response	23	2%	10	1%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 2.9 Cross-tab: technology use in learners' homes by gender (primary)

Frequency of use of computer at home to help with learning		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Write your homework	1 More than once a week	150	16%	178	19%
	2 About once a week	243	26%	301	32%
	3 About once a month	237	25%	238	25%
	4 Less often or never	306	33%	224	24%
	100 No Response	5	1%	7	1%
Revise for tests	1 More than once a week	120	13%	151	16%
	2 About once a week	143	15%	177	19%
	3 About once a month	156	17%	197	21%
	4 Less often or never	505	54%	413	44%
	100 No Response	17	2%	10	1%
Send emails to friends	1 More than once a week	298	32%	422	45%
	2 About once a week	147	16%	170	18%
	3 About once a month	108	11%	92	10%
	4 Less often or never	380	40%	258	27%
	100 No Response	8	1%	6	1%

Table 2.9 (continued)

Frequency of use of computer at home to help with learning		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Find new information on the internet	1 More than once a week	428	45%	420	44%
	2 About once a week	225	24%	295	31%
	3 About once a month	173	18%	137	14%
	4 Less often or never	103	11%	84	9%
	100 No Response	12	1%	12	1%
Find photographs images or videos	1 More than once a week	225	24%	262	28%
	2 About once a week	176	19%	223	24%
	3 About once a month	208	22%	223	24%
	4 Less often or never	324	34%	230	24%
	100 No Response	8	1%	10	1%
Send emails to teachers	1 More than once a week	9	1%	10	1%
	2 About once a week	18	2%	11	1%
	3 About once a month	19	2%	27	3%
	4 Less often or never	882	94%	888	94%
	100 No Response	13	1%	12	1%

Table 2.9 (continued)

Frequency of use of computer at home to help with learning		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Send an instant message	1 More than once a week	185	20%	259	27%
	2 About once a week	71	8%	115	12%
	3 About once a month	87	9%	86	9%
	4 Less often or never	585	62%	475	50%
	100 No Response	13	1%	13	1%
Write blogs	1 More than once a week	91	10%	91	10%
	2 About once a week	77	8%	70	7%
	3 About once a month	86	9%	108	11%
	4 Less often or never	667	71%	664	70%
	100 No Response	20	2%	15	2%
Visit chat rooms	1 More than once a week	182	19%	164	17%
	2 About once a week	80	9%	90	9%
	3 About once a month	95	10%	86	9%
	4 Less often or never	564	60%	590	62%
	100 No Response	20	2%	18	2%
Download or watch video clips	1 More than once a week	386	41%	304	32%
	2 About once a week	165	18%	182	19%
	3 About once a month	153	16%	163	17%
	4 Less often or never	222	24%	283	30%
	100 No Response	15	2%	16	2%

Table 2.9 (continued)

Frequency of use of computer at home to help with learning		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Word process	1 More than once a week	136	14%	168	18%
	2 About once a week	117	12%	150	16%
	3 About once a month	199	21%	229	24%
	4 Less often or never	467	50%	381	40%
	100 No Response	22	2%	20	2%
Use CD-ROMS or DVDs	1 More than once a week	346	37%	307	32%
	2 About once a week	179	19%	194	20%
	3 About once a month	184	20%	230	24%
	4 Less often or never	218	23%	207	22%
	100 No Response	14	1%	10	1%
N		941	100%	948	100%

Table 2.10 Cross-tab: technology use in learners' homes by gender (secondary)

Frequency of use of computer at home to help with learning		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Write your homework	1 More than once a week	459	44%	482	52%
	2 About once a week	373	36%	311	33%
	3 About once a month	115	11%	88	9%
	4 Less often or never	83	8%	48	5%
	100 No Response	6	1%	4	<1%
Revise for tests	1 More than once a week	224	22%	183	20%
	2 About once a week	230	22%	241	26%
	3 About once a month	329	32%	329	35%
	4 Less often or never	240	23%	178	19%
	100 No Response	13	1%	2	<1%
Send emails to friends	1 More than once a week	560	54%	616	66%
	2 About once a week	186	18%	126	14%
	3 About once a month	105	10%	76	8%
	4 Less often or never	173	17%	111	12%
	100 No Response	12	1%	4	<1%

Table 2.10 (continued)

Frequency of use of computer at home to help with learning		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Find new information on the internet	1 More than once a week	547	53%	456	49%
	2 About once a week	308	30%	280	30%
	3 About once a month	94	9%	127	14%
	4 Less often or never	77	7%	65	7%
	100 No Response	10	1%	5	1%
Find photographs images or videos	1 More than once a week	443	43%	457	49%
	2 About once a week	306	30%	265	28%
	3 About once a month	174	17%	149	16%
	4 Less often or never	106	10%	59	6%
	100 No Response	7	1%	3	<1%
Send emails to teachers	1 More than once a week	51	5%	28	3%
	2 About once a week	62	6%	43	5%
	3 About once a month	118	11%	135	14%
	4 Less often or never	792	76%	720	77%
	100 No Response	13	1%	7	1%
Send an instant message	1 More than once a week	553	53%	611	65%
	2 About once a week	117	11%	103	11%
	3 About once a month	98	9%	80	9%
	4 Less often or never	254	25%	132	14%
	100 No Response	14	1%	7	1%

Table 2.10 (continued)

Frequency of use of computer at home to help with learning		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Write blogs	1 More than once a week	107	10%	173	19%
	2 About once a week	92	9%	92	10%
	3 About once a month	146	14%	100	11%
	4 Less often or never	677	65%	561	60%
	100 No Response	14	1%	7	1%
Visit chat rooms	1 More than once a week	152	15%	138	15%
	2 About once a week	80	8%	47	5%
	3 About once a month	114	11%	75	8%
	4 Less often or never	675	65%	666	71%
	100 No Response	15	1%	7	1%
Download or watch video chips	1 More than once a week	586	57%	424	45%
	2 About once a week	183	18%	181	19%
	3 About once a month	100	10%	113	12%
	4 Less often or never	147	14%	204	22%
	100 No Response	20	2%	11	1%
Word process	1 More than once a week	389	38%	459	49%
	2 About once a week	287	28%	243	26%
	3 About once a month	193	19%	138	15%
	4 Less often or never	148	14%	85	9%
	100 No Response	19	2%	8	1%

Table 2.10 (continued)

Frequency of use of computer at home to help with learning		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Use CD_ROMS or DVDs	1 More than once a week	478	46%	383	41%
	2 About once a week	207	20%	165	18%
	3 About once a month	146	14%	170	18%
	4 Less often or never	189	18%	211	23%
	100 No Response	16	2%	4	<1%
N		1,036	100%	933	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 2.11 Cross-tab: technology in learners' homes by number of books in learners' homes (primary)

Equipment in your home		Books in your home									
		None or very few		One shelf		One bookcase		Two bookcases		Three or more bookcases	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Computers	1 Yes	206	90%	436	92%	426	95%	333	95%	442	97%
	2 No	14	6%	29	6%	15	3%	13	4%	9	2%
	100 No Response	9	4%	8	2%	6	1%	4	1%	7	2%
Handheld computers	1 Yes	78	34%	159	34%	172	38%	137	39%	191	42%
	2 No	105	46%	249	53%	202	45%	165	47%	208	45%
	100 No Response	46	20%	65	14%	73	16%	48	14%	59	13%
Digital video	1 Yes	161	70%	375	79%	369	83%	298	85%	396	86%
	2 No	35	15%	59	12%	50	11%	31	9%	35	8%
	100 No Response	33	14%	39	8%	28	6%	21	6%	27	6%
Mobile phones	1 Yes	201	88%	439	93%	412	92%	319	91%	410	90%
	2 No	15	7%	22	5%	28	6%	23	7%	36	8%
	100 No Response	13	6%	12	3%	7	2%	8	2%	12	3%
Webcam	1 Yes	97	42%	224	47%	214	48%	159	45%	234	51%
	2 No	89	39%	193	41%	187	42%	155	44%	174	38%
	100 No Response	43	19%	56	12%	46	10%	36	10%	50	11%
Games consoles	1 Yes	192	84%	430	91%	410	92%	326	93%	415	91%
	2 No	22	10%	35	7%	30	7%	18	5%	32	7%
	100 No Response	15	7%	8	2%	7	2%	6	2%	11	2%

Table 2.11 (continued)

Equipment in your home		Books in your home									
		None or very few		One shelf		One bookcase		Two bookcases		Three or more bookcases	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Set top box	1 Yes	167	73%	347	73%	352	79%	269	77%	334	73%
	2 No	37	16%	78	16%	72	16%	55	16%	84	18%
	100 No Response	25	11%	48	10%	23	5%	26	7%	40	9%
Digital audio players	1 Yes	168	73%	374	79%	379	85%	306	87%	387	84%
	2 No	38	17%	77	16%	42	9%	33	9%	47	10%
	100 No Response	23	10%	22	5%	26	6%	11	3%	24	5%
N		229	100%	473	100%	447	100%	350	100%	458	100%
<p><i>A series of single response items.</i> <i>Due to rounding, percentages may not sum to 100.</i></p>											

Table 2.12 Cross-tab: technology in learners' homes by number of books in learners' homes (secondary)

Equipment in your home		Books in your home									
		None or very few		One shelf		One bookcase		Two bookcases		Three or more bookcases	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Computers	1 Yes	293	94%	393	97%	390	99%	333	99%	530	97%
	2 No	15	5%	8	2%	4	1%	3	1%	8	1%
	100 No Response	4	1%	4	1%	1	<1%	1	<1%	9	2%
Handheld computers	1 Yes	119	38%	156	39%	155	39%	113	34%	207	38%
	2 No	164	53%	217	54%	212	54%	201	60%	300	55%
	100 No Response	29	9%	32	8%	28	7%	23	7%	40	7%
Digital video	1 Yes	247	79%	363	90%	359	91%	319	95%	496	91%
	2 No	46	15%	31	8%	24	6%	14	4%	34	6%
	100 No Response	19	6%	11	3%	12	3%	4	1%	17	3%
Mobile phones	1 Yes	286	92%	391	97%	390	99%	331	98%	530	97%
	2 No	19	6%	7	2%	3	1%	3	1%	2	<1%
	100 No Response	7	2%	7	2%	2	1%	3	1%	15	3%
Webcam	1 Yes	214	69%	269	66%	272	69%	239	71%	376	69%
	2 No	84	27%	120	30%	114	29%	90	27%	151	28%
	100 No Response	14	4%	16	4%	9	2%	8	2%	20	4%
Games consoles	1 Yes	274	88%	366	90%	367	93%	315	93%	473	86%
	2 No	29	9%	30	7%	26	7%	19	6%	63	12%
	100 No Response	9	3%	9	2%	2	1%	3	1%	11	2%

Table 2.12 (continued)

Equipment in your home		Books in your home									
		None or very few		One shelf		One bookcase		Two bookcases		Three or more bookcases	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Set top box	1 Yes	257	82%	350	86%	351	89%	301	89%	448	82%
	2 No	41	13%	46	11%	36	9%	29	9%	84	15%
	100 No Response	14	4%	9	2%	8	2%	7	2%	15	3%
Digital audio players	1 Yes	269	86%	374	92%	378	96%	328	97%	518	95%
	2 No	35	11%	23	6%	13	3%	6	2%	19	3%
	100 No Response	8	3%	8	2%	4	1%	3	1%	10	2%
N		312	100%	405	100%	395	100%	337	100%	547	100%

A series of single response items.

Due to rounding, percentages may not sum to 100.

Chapter 3

Table 3.1 Cross-tab: attitudes towards using technology for learning by gender (primary)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
I enjoy learning more when I use technology	1 Strongly agree	431	44%	319	32%
	2 Agree	375	38%	466	47%
	3 Neither	141	14%	169	17%
	4 Disagree	20	2%	15	2%
	5 Strongly disagree	13	1%	11	1%
	100 No Response	2	<1%	7	1%
Technology distracts me	1 Strongly agree	37	4%	25	3%
	2 Agree	57	6%	41	4%
	3 Neither	150	15%	133	13%
	4 Disagree	324	33%	434	44%
	5 Strongly disagree	400	41%	348	35%
	100 No Response	14	1%	6	1%
Technology helps me to present my work	1 Strongly agree	490	50%	386	39%
	2 Agree	294	30%	344	35%
	3 Neither	136	14%	185	19%
	4 Disagree	30	3%	39	4%
	5 Strongly disagree	24	2%	14	1%
	100 No Response	8	1%	19	2%

Table 3.1 (continued)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Technology makes no difference	1 Strongly agree	123	13%	94	10%
	2 Agree	143	15%	182	18%
	3 Neither	200	20%	223	23%
	4 Disagree	259	26%	319	32%
	5 Strongly disagree	243	25%	152	15%
	100 No Response	14	1%	17	2%
I am better at using computers now	1 Strongly agree	644	66%	589	60%
	2 Agree	241	25%	293	30%
	3 Neither	54	5%	81	8%
	4 Disagree	18	2%	11	1%
	5 Strongly disagree	18	2%	5	1%
	100 No Response	7	1%	8	1%
Computers help me to get better grades	1 Strongly agree	302	31%	206	21%
	2 Agree	289	29%	291	29%
	3 Neither	291	30%	374	38%
	4 Disagree	55	6%	86	9%
	5 Strongly disagree	28	3%	13	1%
	100 No Response	17	2%	17	2%

Table 3.1 (continued)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
I learn better when not using a computer	1 Strongly agree	36	4%	44	4%
	2 Agree	65	7%	72	7%
	3 Neither	243	25%	320	32%
	4 Disagree	269	27%	316	32%
	5 Strongly disagree	356	36%	225	23%
	100 No Response	13	1%	10	1%
Computer makes it easier to do homework	1 Strongly agree	532	54%	429	43%
	2 Agree	257	26%	343	35%
	3 Neither	120	12%	140	14%
	4 Disagree	38	4%	48	5%
	5 Strongly disagree	27	3%	15	2%
	100 No Response	8	1%	12	1%
I waste too much time on computer	1 Strongly agree	92	9%	64	6%
	2 Agree	92	9%	90	9%
	3 Neither	184	19%	213	22%
	4 Disagree	285	29%	371	38%
	5 Strongly disagree	315	32%	236	24%
	100 No Response	14	1%	13	1%

Table 3.1 (continued)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Technology helps to learn at my own speed	1 Strongly agree	403	41%	320	32%
	2 Agree	349	36%	392	40%
	3 Neither	154	16%	209	21%
	4 Disagree	42	4%	43	4%
	5 Strongly disagree	19	2%	10	1%
	100 No Response	15	2%	13	1%
Technology makes learning more interesting	1 Strongly agree	577	59%	523	53%
	2 Agree	265	27%	314	32%
	3 Neither	97	10%	106	11%
	4 Disagree	20	2%	24	2%
	5 Strongly disagree	15	2%	10	1%
	100 No Response	8	1%	10	1%
N		982	100%	987	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 3.2 Cross-tab: attitudes towards using technology for learning by gender (secondary)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
I enjoy learning more when I use technology	1 Strongly agree	372	35%	157	16%
	2 Agree	480	45%	477	50%
	3 Neither	181	17%	242	25%
	4 Disagree	28	3%	61	6%
	5 Strongly disagree	6	1%	12	1%
	100 No Response	5	<1%	5	1%
Technology distracts me	1 Strongly agree	16	1%	11	1%
	2 Agree	84	8%	95	10%
	3 Neither	229	21%	252	26%
	4 Disagree	481	45%	475	50%
	5 Strongly disagree	259	24%	117	12%
	100 No Response	3	<1%	4	<1%
Technology helps me to present my work better	1 Strongly agree	633	59%	456	48%
	2 Agree	361	34%	395	41%
	3 Neither	51	5%	67	7%
	4 Disagree	18	2%	28	3%
	5 Strongly disagree	6	1%	5	1%
	100 No Response	3	<1%	3	<1%

Table 3.2 (continued)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Technology makes no difference	1 Strongly agree	38	4%	26	3%
	2 Agree	59	6%	83	9%
	3 Neither	269	25%	320	34%
	4 Disagree	491	46%	434	45%
	5 Strongly disagree	210	20%	87	9%
	100 No Response	5	<1%	4	<1%
I am better at using computers now	1 Strongly agree	516	48%	343	36%
	2 Agree	409	38%	443	46%
	3 Neither	87	8%	120	13%
	4 Disagree	40	4%	27	3%
	5 Strongly disagree	13	1%	13	1%
	100 No Response	7	1%	8	1%
Computers help me to get better grades	1 Strongly agree	262	24%	127	13%
	2 Agree	378	35%	243	25%
	3 Neither	348	32%	462	48%
	4 Disagree	69	6%	93	10%
	5 Strongly disagree	11	1%	25	3%
	100 No Response	4	<1%	4	<1%

Table 3.2 (continued)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
I learn better when not using a computer	1 Strongly agree	13	1%	22	2%
	2 Agree	49	5%	73	8%
	3 Neither	337	31%	398	42%
	4 Disagree	425	40%	330	35%
	5 Strongly disagree	244	23%	124	13%
	100 No Response	4	<1%	7	1%
Computer makes it easier to do my homework	1 Strongly agree	518	48%	370	39%
	2 Agree	416	39%	429	45%
	3 Neither	95	9%	118	12%
	4 Disagree	31	3%	27	3%
	5 Strongly disagree	8	1%	7	1%
	100 No Response	4	<1%	3	<1%
I waste too much time on computer	1 Strongly agree	98	9%	96	10%
	2 Agree	171	16%	214	22%
	3 Neither	309	29%	275	29%
	4 Disagree	327	31%	284	30%
	5 Strongly disagree	160	15%	79	8%
	100 No Response	7	1%	6	1%

Table 3.2 (continued)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Technology helps learn at my own speed	1 Strongly agree	282	26%	160	17%
	2 Agree	507	47%	419	44%
	3 Neither	211	20%	283	30%
	4 Disagree	57	5%	75	8%
	5 Strongly disagree	9	1%	14	1%
	100 No Response	6	1%	3	<1%
Technology makes learning more interesting	1 Strongly agree	442	41%	268	28%
	2 Agree	431	40%	414	43%
	3 Neither	143	13%	194	20%
	4 Disagree	42	4%	57	6%
	5 Strongly disagree	10	1%	15	2%
	100 No Response	4	<1%	6	1%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 3.3 Cross-tab: attitudes towards computers by gender (primary)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
I like using computers at school	1 Yes	882	90%	901	91%
	2 No	36	4%	22	2%
	3 Not sure	56	6%	59	6%
	100 No Response	8	1%	5	1%
You can find lots of info	1 Yes	880	90%	887	90%
	2 No	27	3%	21	2%
	3 Not sure	61	6%	70	7%
	100 No Response	14	1%	9	1%
computers are boring	1 Yes	24	2%	16	2%
	2 No	893	91%	914	93%
	3 Not sure	52	5%	48	5%
	100 No Response	13	1%	9	1%
Computers help me to learn	1 Yes	795	81%	791	80%
	2 No	57	6%	38	4%
	3 Not sure	118	12%	144	15%
	100 No Response	12	1%	14	1%

Table 3.3 (continued)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Computers are difficult to use	1 Yes	62	6%	48	5%
	2 No	798	81%	793	80%
	3 Not sure	105	11%	132	13%
	100 No Response	17	2%	14	1%
I like using computers at home	1 Yes	915	93%	928	94%
	2 No	33	3%	18	2%
	3 Not sure	24	2%	33	3%
	100 No Response	10	1%	8	1%
N		982	100%	987	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 3.4 Cross-tab: attitudes towards computers by gender (secondary)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
I like using computers at school	1 Yes	948	88%	783	82%
	2 No	45	4%	62	6%
	3 Not sure	73	7%	105	11%
	100 No Response	6	1%	4	<1%
You can find lots of info	1 Yes	924	86%	826	87%
	2 No	100	9%	74	8%
	3 Not sure	39	4%	50	5%
	100 No Response	9	1%	4	<1%
Computers are boring	1 Yes	40	4%	59	6%
	2 No	967	90%	792	83%
	3 Not sure	57	5%	98	10%
	100 No Response	8	1%	5	1%
Computers help me to learn	1 Yes	843	79%	635	67%
	2 No	63	6%	87	9%
	3 Not sure	156	15%	225	24%
	100 No Response	10	1%	7	1%

Table 3.4 (continued)

Attitude statements		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Computers are difficult to use	1 Yes	57	5%	45	5%
	2 No	915	85%	820	86%
	3 Not sure	88	8%	85	9%
	100 No Response	12	1%	4	<1%
I like using computers at home	1 Yes	1,028	96%	918	96%
	2 No	19	2%	17	2%
	3 Not sure	20	2%	17	2%
	100 No Response	5	<1%	2	<1%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 3.5 Cross-tab: confidence in using technological equipment by gender (primary)

Good at using technologies		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Computers	1 Very good	591	60%	533	54%
	2 Good	335	34%	393	40%
	3 Not very good	36	4%	46	5%
	4 I don't use this	13	1%	9	1%
	100 No Response	7	1%	6	1%
Handheld computers	1 Very good	320	33%	196	20%
	2 Good	183	19%	215	22%
	3 Not very good	68	7%	55	6%
	4 I don't use this	397	40%	509	52%
	100 No Response	14	1%	12	1%
Gaming systems	1 Very good	830	85%	493	50%
	2 Good	94	10%	317	32%
	3 Not very good	20	2%	91	9%
	4 I don't use this	22	2%	81	8%
	100 No Response	16	2%	5	1%

Table 3.5 (continued)

Good at using technologies		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Set-top box	1 Very good	561	57%	470	48%
	2 Good	208	21%	231	23%
	3 Not very good	60	6%	102	10%
	4 I don't use this	133	14%	177	18%
	100 No Response	20	2%	7	1%
N		982	100%	987	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 3.6 Cross-tab: confidence in using technological equipment by gender (secondary)

Good at using technologies		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Computers	1 Very good	688	64%	577	60%
	2 Good	308	29%	330	35%
	3 Not very good	30	3%	25	3%
	4 I don't use this	6	1%		
	100 No Response	40	4%	22	2%
Handheld computers	1 Very good	363	34%	184	19%
	2 Good	264	25%	215	23%
	3 Not very good	74	7%	79	8%
	4 I don't use this	326	30%	451	47%
	100 No Response	45	4%	25	3%
Gaming systems	1 Very good	820	76%	329	34%
	2 Good	163	15%	359	38%
	3 Not very good	32	3%	143	15%
	4 I don't use this	15	1%	99	10%
	100 No Response	42	4%	24	3%

Table 3.6 (continued)

Good at using technologies		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Set-top box	1 Very good	681	64%	513	54%
	2 Good	246	23%	285	30%
	3 Not very good	31	3%	46	5%
	4 I don't use this	70	7%	86	9%
	100 No Response	44	4%	24	3%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 3.7 Cross-tab: confidence in using software applications by gender (secondary)

Confidence in using technologies		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Presentation software	1 Very confident	662	62%	516	54%
	2 Confident	320	30%	365	38%
	3 Not very or not at all confident	34	3%	42	4%
	100 No Response	56	5%	31	3%
Spreadsheets	1 Very confident	404	38%	242	25%
	2 Confident	404	38%	413	43%
	3 Not very or not at all confident	201	19%	255	27%
	100 No Response	63	6%	44	5%
Word programs	1 Very confident	731	68%	663	69%
	2 Confident	247	23%	243	25%
	3 Not very or not at all confident	43	4%	21	2%
	100 No Response	51	5%	27	3%
Search engines	1 Very confident	802	75%	697	73%
	2 Confident	183	17%	210	22%
	3 Not very or not at all confident	36	3%	21	2%
	100 No Response	51	5%	26	3%

Table 3.7 (continued)

Confidence in using technologies		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Databases	1 Very confident	308	29%	178	19%
	2 Confident	328	31%	320	34%
	3 Not very or not at all confident	301	28%	339	36%
	100 No Response	135	13%	117	12%
Media sharing websites	1 Very confident	715	67%	588	62%
	2 Confident	226	21%	249	26%
	3 Not very or not at all confident	64	6%	72	8%
	100 No Response	67	6%	45	5%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 3.8 Cross-tab: knowledge of technology activities by gender (primary)

Do you know how to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Save a file	1 Yes	897	91%	919	93%
	2 No	28	3%	21	2%
	3 Not sure	45	5%	42	4%
	100 No Response	12	1%	5	1%
Open a new word document	1 Yes	797	81%	812	82%
	2 No	79	8%	61	6%
	3 Not sure	90	9%	105	11%
	100 No Response	16	2%	9	1%
Find information online	1 Yes	900	92%	902	91%
	2 No	26	3%	22	2%
	3 Not sure	39	4%	49	5%
	100 No Response	17	2%	14	1%
Download music pictures and/or videos	1 Yes	635	65%	558	57%
	2 No	211	21%	227	23%
	3 Not sure	117	12%	194	20%
	100 No Response	19	2%	8	1%

Table 3.8 (continued)

Do you know how to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Send an email	1 Yes	719	73%	781	79%
	2 No	166	17%	102	10%
	3 Not sure	79	8%	90	9%
	100 No Response	18	2%	14	1%
Use instant messaging	1 Yes	579	59%	650	66%
	2 No	265	27%	186	19%
	3 Not sure	119	12%	141	14%
	100 No Response	19	2%	10	1%
Create a webpage wiki or blog	1 Yes	358	36%	303	31%
	2 No	406	41%	426	43%
	3 Not sure	203	21%	249	25%
	100 No Response	15	2%	9	1%
Post a message on a discussion board	1 Yes	312	32%	261	26%
	2 No	418	43%	384	39%
	3 Not sure	230	23%	328	33%
	100 No Response	22	2%	14	1%

Table 3.8 (continued)

Do you know how to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Upload a video picture or a recording	1 Yes	454	46%	360	36%
	2 No	351	36%	392	40%
	3 Not sure	158	16%	223	23%
	100 No Response	19	2%	12	1%
Send and download an attachment	1 Yes	356	36%	317	32%
	2 No	407	41%	376	38%
	3 Not sure	197	20%	281	28%
	100 No Response	22	2%	13	1%
Save a website to bookmarks	1 Yes	611	62%	598	61%
	2 No	234	24%	214	22%
	3 Not sure	117	12%	164	17%
	100 No Response	20	2%	11	1%
Create a podcast	1 Yes	263	27%	174	18%
	2 No	469	48%	471	48%
	3 Not sure	233	24%	332	34%
	100 No Response	17	2%	10	1%
N		982	100%	987	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 3.9 Cross-tab: knowledge of technology activities by gender (secondary)

Do you know how to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Save a file	1 Yes	1,008	94%	921	97%
	2 No	10	1%	5	1%
	3 Not sure	17	2%	2	<1%
	100 No Response	37	3%	26	3%
Open a new word document	1 Yes	976	91%	904	95%
	2 No	42	4%	14	1%
	3 Not sure	14	1%	9	1%
	100 No Response	40	4%	27	3%
Find information online	1 Yes	985	92%	898	94%
	2 No	19	2%	11	1%
	3 Not sure	30	3%	18	2%
	100 No Response	38	4%	27	3%
Download music pictures or videos	1 Yes	917	86%	814	85%
	2 No	64	6%	62	6%
	3 Not sure	51	5%	50	5%
	100 No Response	40	4%	28	3%

Table 3.9 (continued)

Do you know how to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Send an email	1 Yes	987	92%	910	95%
	2 No	29	3%	12	1%
	3 Not sure	19	2%	6	1%
	100 No Response	37	3%	26	3%
Use instant messaging	1 Yes	946	88%	885	93%
	2 No	53	5%	25	3%
	3 Not sure	34	3%	16	2%
	100 No Response	39	4%	28	3%
Contribute to a wiki or blog	1 Yes	628	59%	405	42%
	2 No	218	20%	253	27%
	3 Not sure	183	17%	268	28%
	100 No Response	43	4%	28	3%
Create a webpage wiki or blog	1 Yes	606	57%	443	46%
	2 No	252	24%	245	26%
	3 Not sure	173	16%	237	25%
	100 No Response	41	4%	29	3%

Table 3.9 (continued)

Do you know how to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Post a message on a discussion board	1 Yes	749	70%	558	58%
	2 No	162	15%	187	20%
	3 Not sure	119	11%	178	19%
	100 No Response	42	4%	31	3%
Upload a video picture or sound recording	1 Yes	832	78%	718	75%
	2 No	122	11%	119	12%
	3 Not sure	80	7%	89	9%
	100 No Response	38	4%	28	3%
Do you know how to - Send and download an attachment	1 Yes	872	81%	786	82%
	2 No	83	8%	64	7%
	3 Not sure	74	7%	76	8%
	100 No Response	43	4%	28	3%
Bookmark a website	1 Yes	917	86%	782	82%
	2 No	72	7%	81	8%
	3 Not sure	44	4%	58	6%
	100 No Response	39	4%	33	3%

Table 3.9 (continued)

Do you know how to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Create a podcast	1 Yes	372	35%	177	19%
	2 No	407	38%	434	45%
	3 Not sure	254	24%	313	33%
	100 No Response	39	4%	30	3%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Chapter 4

Table 4.1 Cross-tab: supervision on internet at home by gender (primary)

Are you supervised?	Gender			
	1 Boy		2 Girl	
	Frequency	%	Frequency	%
1 Yes	109	12%	121	13%
2 No	427	49%	355	40%
3 Sometimes	340	39%	417	46%
100 No Response	2	<1%	5	1%
N	878	100%	898	100%

A series of single response items.

Due to rounding, percentages may not sum to 100.

Table 4.2 Cross-tab: supervision on internet at home by gender (secondary)

Are you supervised?	Gender			
	1 Boy		2 Girl	
	Frequency	%	Frequency	%
1 Yes	45	5%	43	5%
2 No	810	82%	693	77%
3 Sometimes	128	13%	163	18%
100 No Response	8	1%		
N	991	100%	899	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>				

Table 4.3 Cross-tab: e-safety information sources by gender (primary)

Who told you how to keep safe?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Teachers	1 Yes	687	70%	753	76%
	2 No	234	24%	171	17%
	100 No Response	61	6%	63	6%
Parent or carer	1 Yes	747	76%	864	88%
	2 No	194	20%	101	10%
	100 No Response	41	4%	22	2%
Sister or brother	1 Yes	250	25%	295	30%
	2 No	629	64%	589	60%
	100 No Response	103	10%	103	10%
Friends	1 Yes	220	22%	301	30%
	2 No	656	67%	587	59%
	100 No Response	106	11%	99	10%
TV or magazines	1 Yes	373	38%	460	47%
	2 No	509	52%	434	44%
	100 No Response	100	10%	93	9%
N		982	100%	987	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 4.4 Cross-tab: e-safety information sources by gender (secondary)

Who told you how to keep safe?	Gender			
	1 Boy		2 Girl	
	Frequency	% of N	Frequency	% of N
1 Teachers	632	59%	681	71%
2 Parent or carer	701	65%	740	78%
3 Sister or brother	155	14%	176	18%
4 TV or magazines	360	34%	506	53%
5 Friends	239	22%	251	26%
6 No Response	111	10%	40	4%
N	1,072	100%	954	100%
<i>More than one answer could be given so percentages do not sum to 100.</i>				

Table 4.5 Cross-tab: unsafe or unethical behaviours by gender (primary)

Have you ever used computers to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Download music or videos	1 Yes	625	64%	592	60%
	2 No	344	35%	386	39%
	100 No Response	13	1%	9	1%
Download music or videos illegally	1 Yes	137	14%	103	10%
	2 No	827	84%	870	88%
	100 No Response	18	2%	14	1%
Copy games and CDs	1 Yes	318	32%	265	27%
	2 No	644	66%	708	72%
	100 No Response	20	2%	14	1%
Meet new people online	1 Yes	305	31%	225	23%
	2 No	657	67%	754	76%
	100 No Response	20	2%	8	1%
Keep in touch with friends	1 Yes	540	55%	671	68%
	2 No	427	43%	305	31%
	100 No Response	15	2%	11	1%
Post your personal info	1 Yes	111	11%	70	7%
	2 No	853	87%	902	91%
	100 No Response	18	2%	15	2%

Table 4.5 (continued)

Have you ever used computers to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Pretend information is your own work	1 Yes	140	14%	97	10%
	2 No	823	84%	878	89%
	100 No Response	19	2%	12	1%
N		982	100%	987	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 4.6 Cross-tab: unsafe or unethical behaviours by gender (secondary)

Have you ever used computers to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Download music or videos	1 Yes	896	84%	828	87%
	2 No	141	13%	114	12%
	100 No Response	35	3%	12	1%
Download music or videos illegally	1 Yes	573	53%	446	47%
	2 No	458	43%	494	52%
	100 No Response	41	4%	14	1%
Copy games and CDs	1 Yes	573	53%	477	50%
	2 No	464	43%	462	48%
	100 No Response	35	3%	15	2%
Meet new people online	1 Yes	596	56%	519	54%
	2 No	439	41%	414	43%
	100 No Response	37	3%	21	2%
Keep in touch with friends	1 Yes	841	78%	859	90%
	2 No	195	18%	78	8%
	100 No Response	36	3%	17	2%
Post your personal info online	1 Yes	350	33%	322	34%
	2 No	685	64%	611	64%
	100 No Response	37	3%	21	2%

Table 4.6 (continued)

Have you ever used computers to...?		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
Pretend online information is your own work	1 Yes	340	32%	198	21%
	2 No	691	64%	730	77%
	100 No Response	41	4%	26	3%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 4.7 Cross-tab: attitudes towards e-safety practices by gender (primary)

Statements about using the internet		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
It's okay to copy games and CDs	1 Yes	335	34%	238	24%
	2 No	336	34%	313	32%
	3 Not sure	290	30%	426	43%
	100 No Response	21	2%	10	1%
It's wrong to download music or videos illegally	1 Yes	657	67%	704	71%
	2 No	197	20%	141	14%
	3 Not sure	108	11%	134	14%
	100 No Response	20	2%	8	1%
It's safe to chat to people I don't know	1 Yes	83	8%	43	4%
	2 No	765	78%	856	87%
	3 Not sure	115	12%	77	8%
	100 No Response	19	2%	11	1%
It's safe to send photos or personal info	1 Yes	38	4%	24	2%
	2 No	876	89%	919	93%
	3 Not sure	49	5%	34	3%
	100 No Response	19	2%	10	1%
Statements about using the internet - Being mean to someone online	1 Yes	261	27%	206	21%
	2 No	453	46%	479	49%
	3 Not sure	244	25%	291	29%
	100 No Response	24	2%	11	1%

Table 4.7 (continued)

Statements about using the internet		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
It's okay to post personal info about other people	1 Yes	61	6%	26	3%
	2 No	821	84%	879	89%
	3 Not sure	76	8%	72	7%
	100 No Response	24	2%	10	1%
It's wrong pretend it's my own work	1 Yes	519	53%	629	64%
	2 No	302	31%	195	20%
	3 Not sure	138	14%	154	16%
	100 No Response	23	2%	9	1%
N		982	100%	987	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					

Table 4.8 Cross-tab: attitudes towards e-safety practices by gender (secondary)

Statements about using the internet		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
It's okay to copy games and CDs	1 Strongly agree	259	24%	166	17%
	2 Agree	346	32%	375	39%
	3 Neither agree or disagree	262	24%	280	29%
	4 Disagree	123	11%	72	8%
	5 Strongly disagree	50	5%	36	4%
	100 No Response	32	3%	25	3%
It's wrong to download music or video illegally	1 Strongly agree	140	13%	119	12%
	2 Agree	269	25%	259	27%
	3 Neither agree or disagree	284	26%	300	31%
	4 Disagree	189	18%	173	18%
	5 Strongly disagree	159	15%	81	8%
	100 No Response	31	3%	22	2%
It's safe to chat to people I don't know	1 Strongly agree	79	7%	32	3%
	2 Agree	172	16%	92	10%
	3 Neither agree or disagree	287	27%	259	27%
	4 Disagree	291	27%	326	34%
	5 Strongly disagree	206	19%	223	23%
	100 No Response	37	3%	22	2%

Table 4.8 (continued)

Statements about using the internet		Gender			
		1 Boy		2 Girl	
		Frequency	%	Frequency	%
It's safe to send photos or personal info	1 Strongly agree	52	5%	23	2%
	2 Agree	68	6%	30	3%
	3 Neither agree or disagree	150	14%	97	10%
	4 Disagree	352	33%	359	38%
	5 Strongly disagree	415	39%	422	44%
	100 No Response	35	3%	23	2%
Being nasty to someone online is not as bad	1 Strongly agree	106	10%	38	4%
	2 Agree	151	14%	73	8%
	3 Neither agree or disagree	246	23%	192	20%
	4 Disagree	307	29%	335	35%
	5 Strongly disagree	223	21%	294	31%
	100 No Response	39	4%	22	2%
It's okay to post personal info about other people	1 Strongly agree	47	4%	15	2%
	2 Agree	60	6%	28	3%
	3 Neither agree or disagree	158	15%	100	10%
	4 Disagree	413	39%	387	41%
	5 Strongly disagree	360	34%	403	42%
	100 No Response	34	3%	21	2%

Table 4.8 (continued)

It's wrong pretend online info is my own work	1 Strongly agree	216	20%	202	21%
	2 Agree	251	23%	272	29%
	3 Neither agree or disagree	248	23%	204	21%
	4 Disagree	180	17%	126	13%
	5 Strongly disagree	137	13%	123	13%
	100 No Response	40	4%	27	3%
N		1,072	100%	954	100%
<i>A series of single response items. Due to rounding, percentages may not sum to 100.</i>					