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Questionnaire for Students

Personal Information

1. Age (years):

2. Gender: Male ☐   Female ☐

3. Parental Education:

	Father	Mother
(i) Below Ordinary level	☐	☐
(ii) Ordinary Level	☐	☐
(iii) Advanced Level	☐	☐
(iv) Degree or Higher Degree	☐	☐
(v) Professional	☐	☐
(vi) Other (Specify)	- - - - - - - - - -	- - - - - - - - - -

4. Parental Occupation:

Father: ....   Mother: ....

Tick the relevant box.

	Father	Mother
(i) No employment	☐	☐
(ii) Self-employment	☐	☐
(iii) Business	☐	☐
(iv) Clerical or Technical	☐	☐
(v) Teacher or Lecturer	☐	☐
(vi) Executive (Managerial)	☐	☐
(vii) Other (Specify)	- - - - - - - - - -	- - - - - - - - - -

5. (a) Place of living: ....

(b) Distance to the school: ....

6. Mode of transport:

(i) On foot ☐

(ii) Private vehicle ☐

(iii) Public transport ☐

(iv) Bicycle ☐

7. Marks obtained for Mathematics in the last exam: ....

8. How often do you use the following libraries?

SL = School Library, **PL** = Public Library, **BL** = British Council Library

OL = Other Library

	SL	**PL**	**BL**	**OL**
(i) Everyday	☐	☐	☐	☐
(ii) Once a week	☐	☐	☐	☐
(iii) Twice a week	☐	☐	☐	☐
(iv) Three times a week	☐	☐	☐	☐
(v) More than three times a week	☐	☐	☐	☐
(vi) Never	☐	☐	☐	☐

Purpose: .... Duration: ....

9. What type of co-curricular activities did you undertake?

	Yes	No
(i) Sports	☐	☐
(ii) Clubs	☐	☐
(iii) Associations	☐	☐
(iv) Scouting/Guiding	☐	☐
(v) Others (Specify)	- - - - - - - - - - - - - - - - - -	

Learner-related factors

10. How easily do you pick the explanations given by your teacher in the Mathematics class?

(i) very quickly ☐

(ii) moderately ☐

(iii) slowly ☐

11. Three approaches to learning are given below. State your order of preference indicating 1, 2 and 3 in the boxes given.

(i) Learning by listening to the teacher ☐

(ii) Learning by visual experience ☐

    (Seeing pictures, Diagrams, Objects, Power- Point presentation etc.)

(iii) Learning by doing things ☐

12. (a) Do you enjoy learning Mathematics?

yes ☐   no ☐

(b) Give reasons for your answer.

....

....

School-related factors

13. (a) Do you think that the time allocated for Mathematics in the class timetable was using fully?

yes ☐   no ☐

(b) Give reasons for your answer.

....

....

14. Do you undertake the following Mathematics- related activities?

If 'yes' write in order of preference by indicating 1, 2, 3, ... in the boxes given below.

	Yes	No	Order of preference
(i) Clubs	☐	☐	☐
(ii) Camps	☐	☐	☐
(iii) Excursions	☐	☐	☐
(iv) Competitions	☐	☐	☐
(v) Exhibitions	☐	☐	☐

Explain the activities briefly with results obtained:
....

If 'no' give reasons: ....

15. Which of the following persons supported you to improve your performance in Mathematics? Indicate the priority order by writing 1,2,3,4 in the boxes.

(i)   Teacher at school   ☐

(ii) Tuition teacher   ☐

(iii) Friends   ☐

(iv) Family members   ☐

16. (a) Did you like the way in which your teacher taught you Mathematics?

yes ☐   no ☐

(b) Give reasons for your answer.

....

17. What support did you get from your Mathematics Teacher

(a) to overcome your weaknesses in learning Mathematics

....

(b) to develop your abilities further in Mathematics

....

(c) When did you get this support?

(i) Within the school time ☐   (ii) Outside the school time ☐

18. What encouragement did the management of the school provide you for better learning in Mathematics? Tick the relevant cages given below.

Strongly Agree = **SA**   Agree = **A**   No Idea = **NI**   Disagree = **D**
Strongly Disagree = **SD**

	SA	**A**	**NI**	**D**	**SD**
(i) Getting the teacher to the class in time	☐	☐	☐	☐	☐
(ii) Making sure that the students were there in the class for learning	☐	☐	☐	☐	☐
(iii) Getting teachers to conduct school tests and release marks without delay	☐	☐	☐	☐	☐
(iv) Encouraging the students to participate in co-curricular programmes.	☐	☐	☐	☐	☐
(v) Supervising the teachers in their day to day teaching	☐	☐	☐	☐	☐
(vi) Encouraging the students to use school facilities such as library and computers	☐	☐	☐	☐	☐

(vii) Others (specify) --

Home-related factors

19. What support did you get from your parents in improving your standard in Mathematics? Tick the relevant cages given below.

   (i)   Persuading me to attend school regularly ☐

   (ii) Assisting in homework ☐

   (iii) Purchasing text books, past papers and any other audio, video

        and electronic facilities ☐

   (iv) Providing time, adequate space, furniture and quiet environment for

        learning at home ☐

   (v)   Meeting expenses for Mathematics-related school activities ☐

   (vi) Participating in parent-teacher meetings convened by the school ☐

   (vii) Providing encouragement on the basis of test results ☐

   (viii) Organising extra school support (tuition) where necessary ☐

20. What support did you get from the following groups?

   (a)   Elder brother(s) and sister(s)

        ....

   (b)   Friends

        ....

Questionnaire for Teachers

Personal Information

1. Gender:　　　　　Male ☐　　　　Female ☐

2. Experience:

	Local Syllabus	International Syllabus
Subjects taught		
Course taught		

3. (a)　Are you interested in co-curricular activities?

　　　yes ☐　　　　　no ☐

　　(b)　If 'yes' tick the relevant cages given below.

　　　　(i)　Sports　　　　　　　☐
　　　　(ii)　Clubs　　　　　　　☐
　　　　(iii)　Associations　　　　☐
　　　　(iv)　Scouting　　　　　　☐
　　　　(v)　Others (Specify)　　- - - - - - - - - - - -

Interview Schedule:

4. (a)　Do you enjoy teaching Cambridge (Ordinary Level) Mathematics?

　　　yes ☐　　　　　no ☐

　　(b)　If 'no' give reasons for your answer.

　　　...

5. How have you identified the learners in terms of Mathematics performance?

State answers as a percentage.

Percentage %

(i) High achiever ☐

(ii) Average achiever ☐

(iii) Low achiever ☐

6. Out of the three types of the learners given below to which type do you cater to?

State your responses in priority order by indicating 1, 2 and 3 in the given boxes.

(i) Auditory learner (those who learn by listening) ☐

(ii) Visual learner (those who learn by seeing) ☐

(iii) Tactile learner (those who learn by doing) ☐

7. (a) Do you think that the time allocated in the class timetable is adequate to cover the Cambridge (Ordinary Level) Mathematics syllabus?

yes ☐   no ☐

8. (a) Do you think that you make optimal use of the time allocated?

yes ☐   no ☐

(b) Give reasons for your answer.

....

9. What co-curricular activities (clubs, camps, Mathematics games, puzzles, etc.) have you undertaken to make learning of Mathematics interesting to your students? Present your answer below in order of preference.

....

10. How have the co-curricular activities mention in (5) above facilitated your students' performance in mathematics?

....

11. What method(s) do you apply to teach Mathematics?

                                                      Yes   No

(i)   Lecture   ☐ ☐

(ii) Lecture discussion   ☐ ☐

(iii) Lecture demonstration   ☐ ☐

(iv) Use of charts and graphs   ☐ ☐

(v) Activities where the students have to explore and find ☐ ☐
out for themselves.

(vi) Problem solving exercises   ☐ ☐

(vii) Cross word puzzles   ☐ ☐

(viii)Others (specify) --.

12.   (a) Are you happy with the teaching methods you have used?

        yes ☐   no ☐

(b) Give reasons for your answer.

    ....

(c) What suggestions would you make to improve your current methods?

    ....

13. (a) What type of remedial approaches do you adopt to improve Cambridge (Ordinary Level) Mathematics Examination results?

    ....

(b) Have you found them effective?

    yes ☐   no ☐

(c) Give reasons for your answer.

    ....

14. (a) Do you think that your students like the remedial measures you used?

yes ☐   no ☐

(b) Give reasons for your answer.

....

....

15. What types of test were given to evaluate the performance in Mathematics?

(e.g. Unit tests, Activity based tests, term tests, homework, etc.)

....

16. (a) What support did you get from the school management to improve the performance in Mathematics?

....

....

(b) Are you happy with the support you received?

yes ☐   no ☐

(c) Give reasons for your answer.

....

17. What additional resources you expect from the management to improve the performance of Mathematics?

....

18. (a) What type of encouragement did you received from your parents to improve performance in Mathematics of your students?

....

(b) Are you happy with the encouragement you received from the parents?

yes ☐   no ☐

(c) Give reasons for your answer.

....

19. (a) Do you pay individual attention to the students?

yes ☐   no ☐

(b) If 'no' the reason(s) could be

(i) Lack of time   ☐

(ii) Broadness of the syllabus   ☐

(iii) Too many students   ☐

(iv) Others (Specify)   _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Questionnaire for School Management

Personal Information

1. Gender: Male ☐ Female ☐

2. Designation:

3. Experience as a school head:

(Principal/Deputy principal/Sectional head/Supervisor)

4. Experience as a school teacher:

Interview Schedule:

5. What support did you provide the students to perform better in Cambridge (Ordinary Level) Mathematics? State your priority order by indicating 1,2,3,... in the boxes given below. (use the same rank where necessary)

(a) In case of teacher absenteeism assigning relief work ☐

(b) Getting the teacher to the class in time ☐

(c) Making sure that the students were there in the class for learning ☐

(d) Providing facilities (library, computer laboratory, etc.) and to use the facilities ☐

(e) Encouraging the students to participate in co-curricular activities ☐

(f) Getting the teachers to conduct school tests and release marks without delay ☐

(g) Giving feedback of the test to the students ☐

(h) Attending to the welfare of the students in instances such as illness and family problems ☐

(i) Others (specify): ....

6. What support did you provide the teachers to improve the results of Cambridge (Ordinary Level) Mathematics Examination?

State your order of preference inserting 1, 2, 3, ...

(a) Providing teachers curricular materials (Syllabus, Text books, Past papers, etc.) to help them preparing for their classes ☐

(b) Making provisions to teachers to develop learning-teaching material ☐

(c) Helping teachers to plan and implement Mathematics-related co-curricular activities. ☐

(d) Suggesting improvements to the test items prepared by the teachers ☐

(e) Supervise the teachers in their day to day teaching ☐

(f) Providing teachers with feedback to minimize their weaknesses and to

improve their strengths ☐

(g) Organizing staff development programmes ☐

(h) To improve the motivation of teachers by organizing teacher-welfare activities ☐

(i) Others (specify)...

Questionnaire for Parents

1. What support did you give the child to improve his/her attendance?

   (i)   Confirming the importance of education ☐

   (ii) Providing better transport facilities ☐

   (iii) Providing opportunities for the child to take
       part in   school events that interest him/her ☐

   (iv) Minimizing the home events that disturb the
       learning of the child ☐

   (v) Finding accommodation near the school ☐

   (vi) Others:
   ....

2. Who checks the homework assignments completed by your child?

   (i)   You yourself ☐

   (ii) Family members assigned by you ☐

   (iii) Outsider assigned by you ☐

3. How often do you check the homework?

   (i)   Everyday ☐

   (ii) Once a month ☐

   (iii) Occasionally ☐

   (iv) Never ☐

   (v) Others (specify)   ----------------------------------

4. What support did you give your child to be successful in the following Mathematics related activities?

   (i)   Making equipments to facilitate the learning of Mathematics:

       ....

   (ii) Clubs and Associations for Mathematics:

       ....

   (iii) Educational excursions planned for Mathematics:

       ....

   (iv) Competitions: ....

   (v) Exhibitions: ....

   (vi) School projects: ....

   (vii) School magazines: ....

   (viii) Others (specify): ....

5. What additional support did you give your child on the basis of his/her test results?

   (i)   By providing relevant reading materials   ☐

   (ii) By providing audio/video materials   ☐

   (iii) By providing relevant electronic materials   ☐

   (iv) By organising extra help from tutors   ☐

   (v) By organising assistance from family members neighbours and peers ☐

   (vi) By accommodating elders and peers who can provide support for

      the child   ☐

   (vii) Waking up the child for studies and providing of suitable food items ☐

   (viii) Others (specify): ....

6. What support did you give the child to facilitate his/her studies at home?

   (i)   By providing a quiet environment   ☐

   (ii) By providing a separate room   ☐

   (iii) By providing suitable furniture   ☐

   (iv) By ensuring adequate ventilation and light   ☐

   (v) Opportunities to telephone others in need of assistance ☐

   (vi) Opportunities to listen to/watch relevant educational programmes

       on radio/television   ☐

7. How often do you attend the parent-teacher meetings organised by the school?

   (i)   Regularly   ☐

   (ii) Occasionally   ☐

   (iii) Never   ☐

8. How do you make use of the parent-teacher meetings you attend?

   (i)   By making the teacher aware of the academic difficulties faced by

       the child   ☐

   (ii) By talking to the teacher to find out the progress of the child ☐

   (iii) Finding out the extra support that the school can provide to improve

       the progress the child   ☐

   (iv) Making arrangement for out of school help when necessary ☐

   (v) Others (specify): ....

Public Library Utilisation

Public Library Non Utilisation vs Utilisation

Dotplot of Q7(marks) vs Q8(PLCOM)
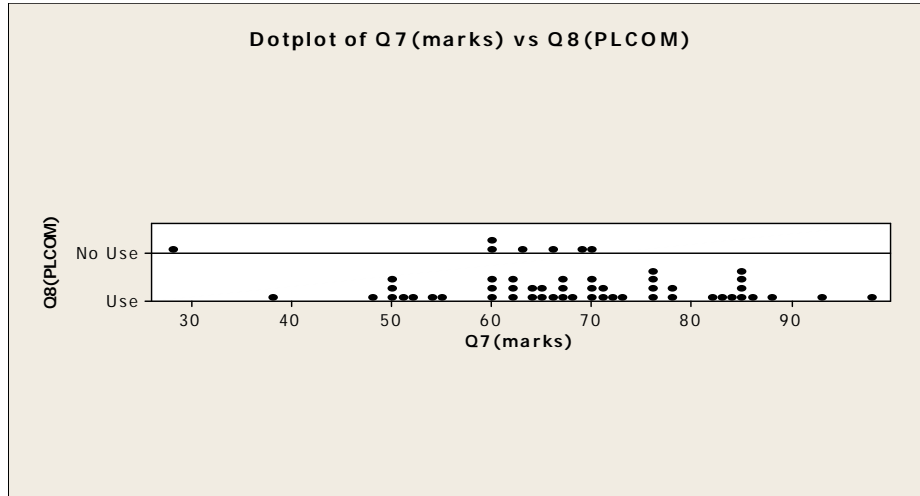
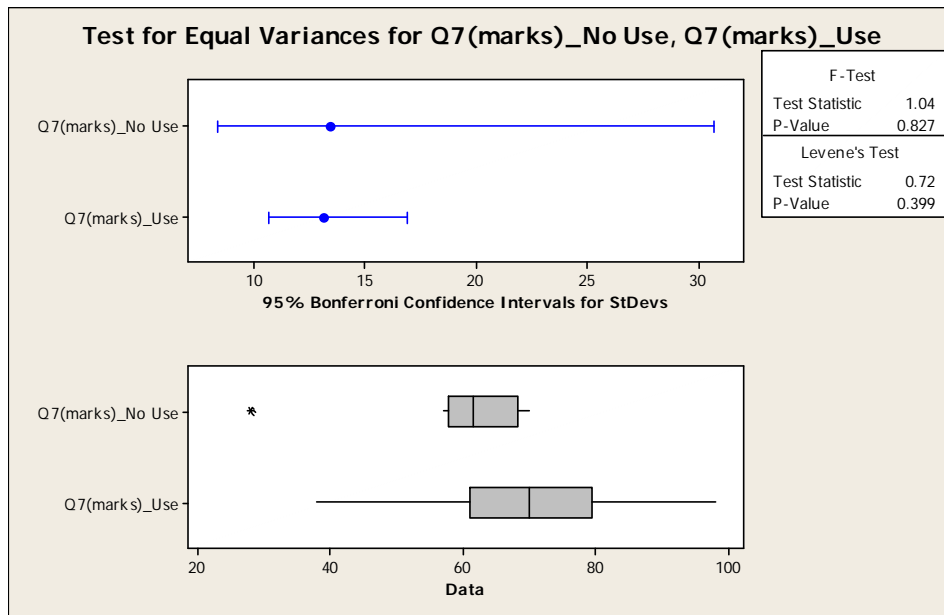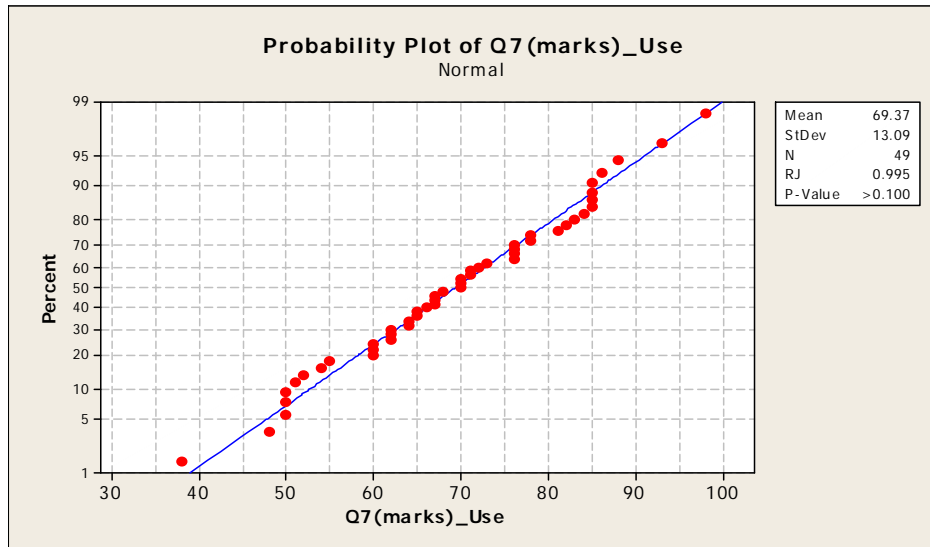## Descriptive Statistics: Q7(marks)

```
Variable    Q8(PLCOM)    N   N*    Mean   StDev   Minimum     Q1   Median      Q3
Q7(marks)   No Use       8   0    59.13   13.38     28.00   57.75   61.50   68.25
            Use         49   0    69.37   13.09     38.00   61.00   70.00   79.50

Variable    Q8(PLCOM)   Maximum
Q7(marks)   No Use        70.00
            Use           98.00
```

Probability Plot of Q7(marks)_No Use
Normal

Mean	59.13
StDev	13.38
N	8
RJ	0.850
P-Value	<0.010

Probability Plot of Q7(marks)_Use
Normal

Mean	69.37
StDev	13.09
N	49
RJ	0.995
P-Value	>0.100

Test for Equal Variances for Q7(marks)_No Use, Q7(marks)_Use

F-Test	
Test Statistic	1.04
P-Value	0.827
Levene's Test	
Test Statistic	0.72
P-Value	0.399

95% Bonferroni Confidence Intervals for StDevs
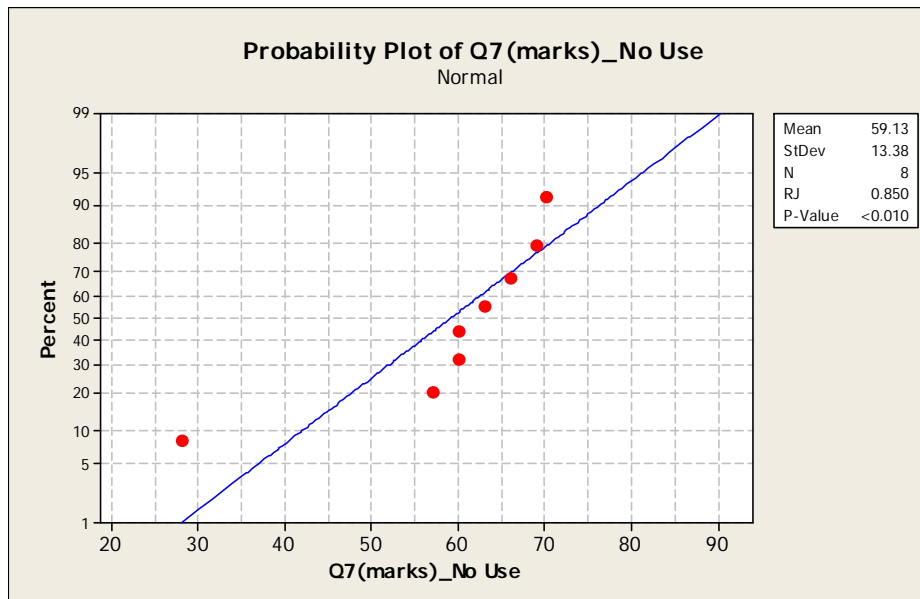
Two-Sample T-Test and CI: Q7(marks)_No Use, Q7(marks)_Use

Two-sample T for Q7(marks)_No Use vs Q7(marks)_Use

```
                    N   Mean  StDev  SE Mean
Q7(marks)_No Use    8   59.1   13.4      4.7
Q7(marks)_Use      49   69.4   13.1      1.9


Difference = mu (Q7(marks)_No Use) - mu (Q7(marks)_Use)
Estimate for difference:  -10.2423
95% CI for difference:  (-20.2743, -0.2104)
T-Test of difference = 0 (vs not =): T-Value = -2.05 P-Value = 0.046 DF = 55
Both use Pooled StDev = 13.1275
```
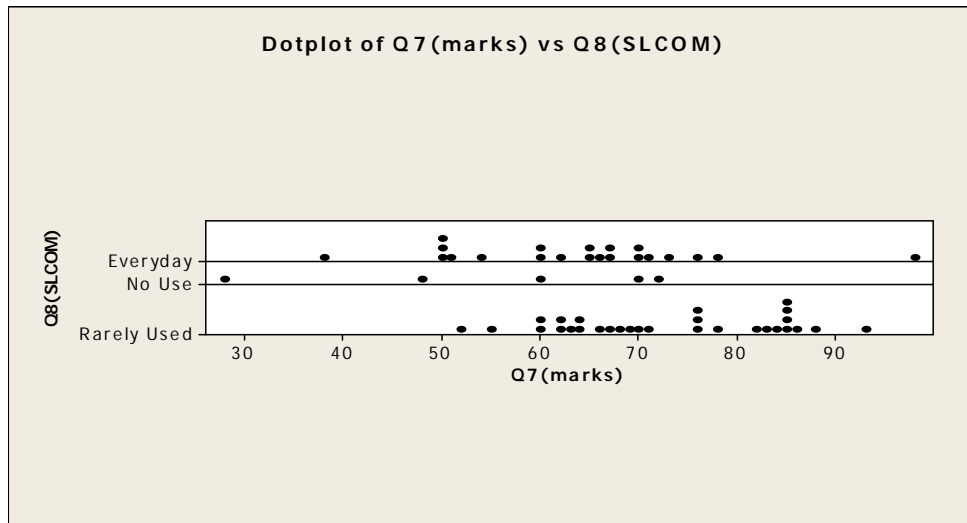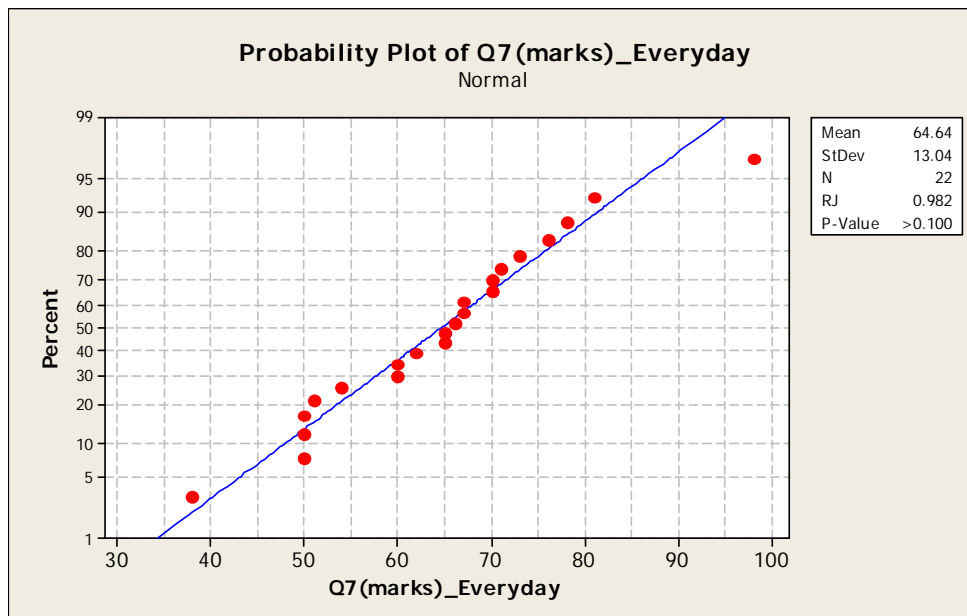
School Library Utilisation

School Library Daily use vs Non Utilisation vs Rarely Used

Dotplot of Q7(marks) vs Q8(SLCOM)

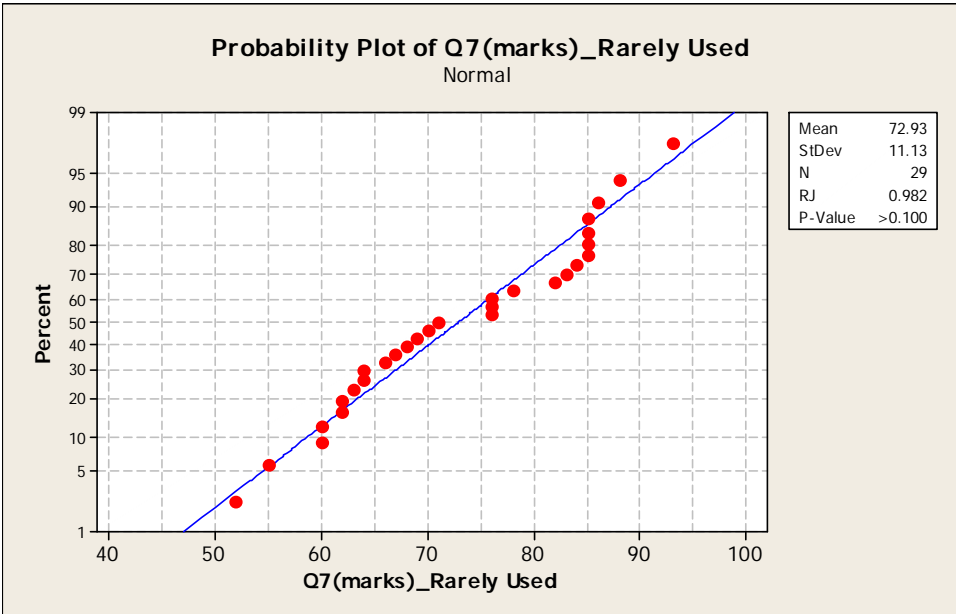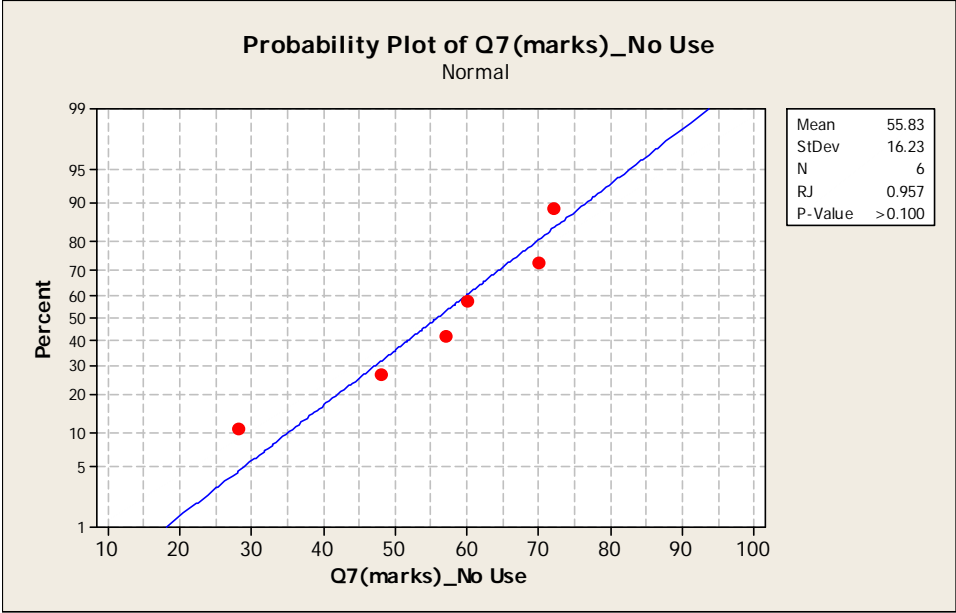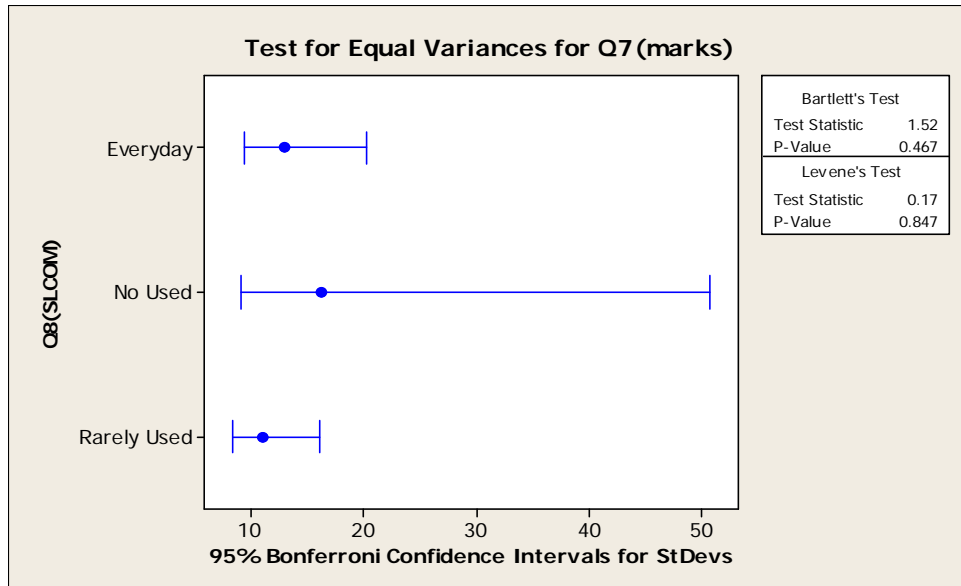## Descriptive Statistics: Q7(marks)

```
Variable     Q8(SLCOM)      N   N*    Mean   StDev   Minimum      Q1   Median      Q3
Q7(marks)    Everyday      22    0   64.64   13.04     38.00   53.25    65.50   71.50
             No Use         6    0   55.83   16.23     28.00   43.00    58.50   70.50
             Rarely Used   29    0   72.93   11.13     52.00   63.50    71.00   84.50

Variable     Q8(SLCOM)   Maximum
Q7(marks)    Everyday      98.00
             No Use        72.00
             Rarely Used   93.00
```


Probability Plot of Q7(marks)_Everyday
Normal

Mean	64.64
StDev	13.04
N	22
RJ	0.982
P-Value	>0.100

Probability Plot of Q7(marks)_No Use
Normal

Mean	55.83
StDev	16.23
N	6
RJ	0.957
P-Value	>0.100

Probability Plot of Q7(marks)_Rarely Used
Normal

Mean	72.93
StDev	11.13
N	29
RJ	0.982
P-Value	>0.100

Test for Equal Variances for Q7(marks)

Bartlett's Test	
Test Statistic	1.52
P-Value	0.467
Levene's Test	
Test Statistic	0.17
P-Value	0.847

95% Bonferroni Confidence Intervals for StDevs

One-way ANOVA: Q7(marks) versus Q8(SLCOM)

```
Source      DF     SS    MS     F      P
Q8(SLCOM)    2   1842   921  5.95  0.005
Error       54   8358   155
Total       56  10200
```

```
S = 12.44   R-Sq = 18.06%   R-Sq(adj) = 15.02%
```

```
                              Individual 95% CIs For Mean Based on
                              Pooled StDev
Level          N   Mean  StDev  ---+---------+---------+---------+------
Everyday      22  64.64  13.04                   (------*-----)
No Used        6  55.83  16.23  (------------*------------)
Rarely Used   29  72.93  11.13                              (-----*-----)
                               ---+---------+---------+---------+------
                               48.0      56.0      64.0      72.0
```

Pooled StDev = 12.44

```
Tukey 95% Simultaneous Confidence Intervals
All Pairwise Comparisons among Levels of Q8(SLCOM)
```

```
Individual confidence level = 98.07%
```
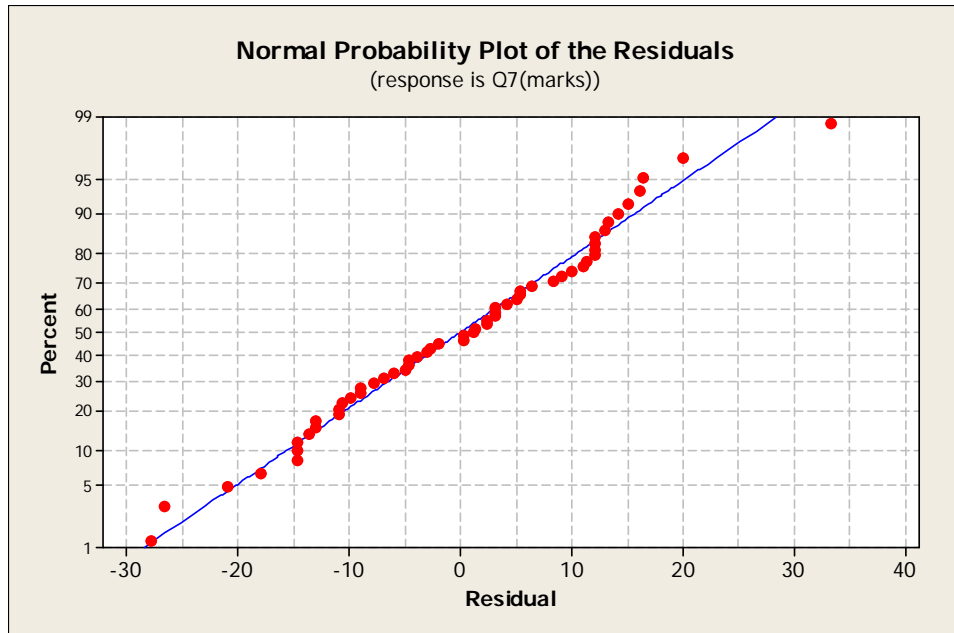
```
Q8(SLCOM) = Everyday subtracted from:
```

```
Q8(SLCOM)    Lower  Center  Upper  ---------+---------+---------+---------+
No Used     -22.62   -8.80   5.01      (-------*--------)
Rarely Used  -0.19    8.29  16.78                   (----*----)
                                   ---------+---------+---------+---------+
                                        -16        0        16       32
Q8(SLCOM) = No Used subtracted from:
```

```
Q8(SLCOM)    Lower  Center  Upper  ---------+---------+---------+---------+
Rarely Used   3.64   17.10  30.55                   (--------*-------)
                                   ---------+---------+---------+---------+
                                        -16        0        16       32
```

62

Normal Probability Plot of the Residuals

(response is Q7(marks))
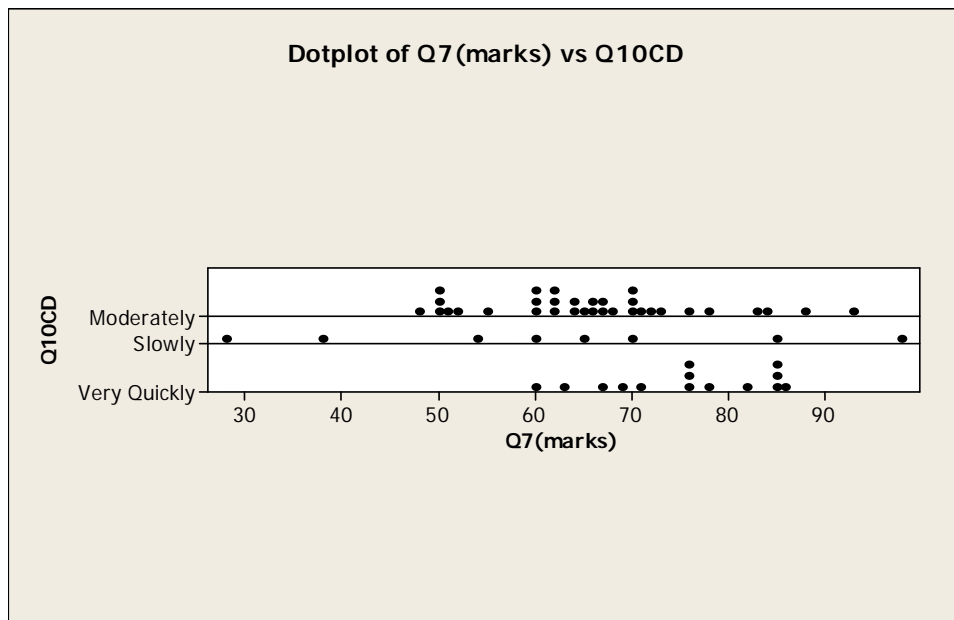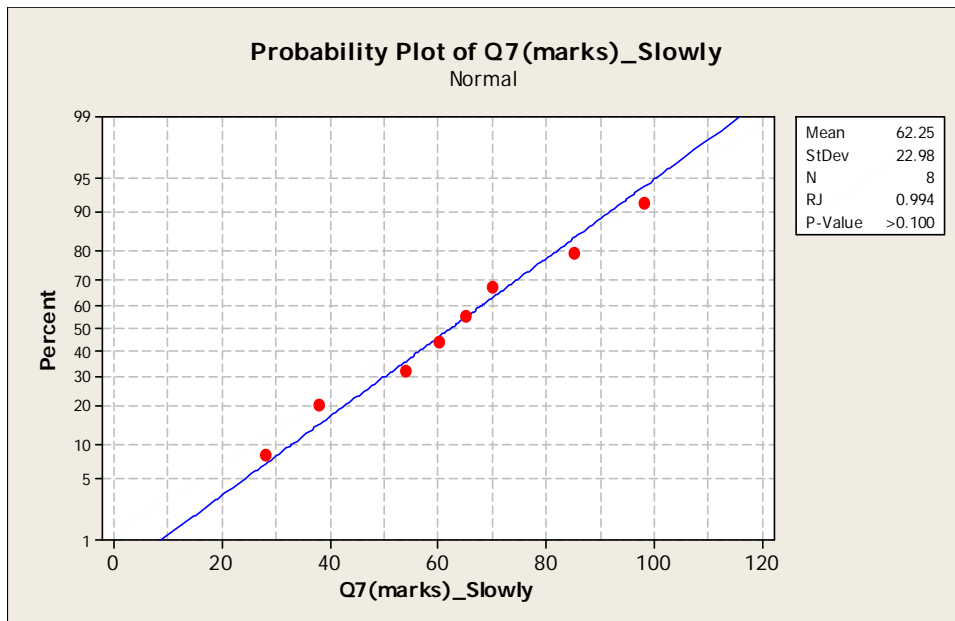

Appendix (vi)

Grasping Speed

Very quickly vs Slowly **and** Very quickly vs Moderately

Dotplot of Q7(marks) vs Q10CD

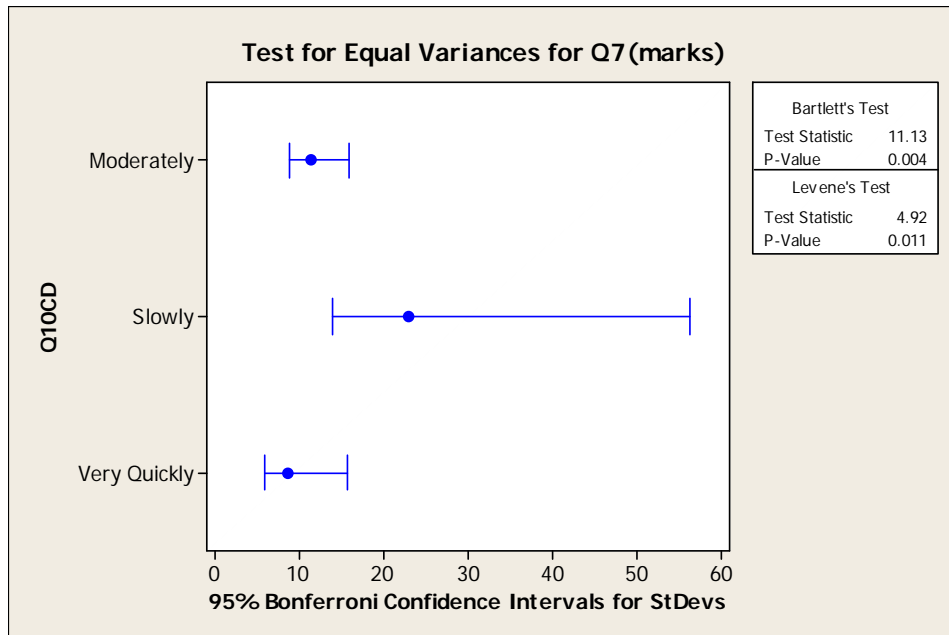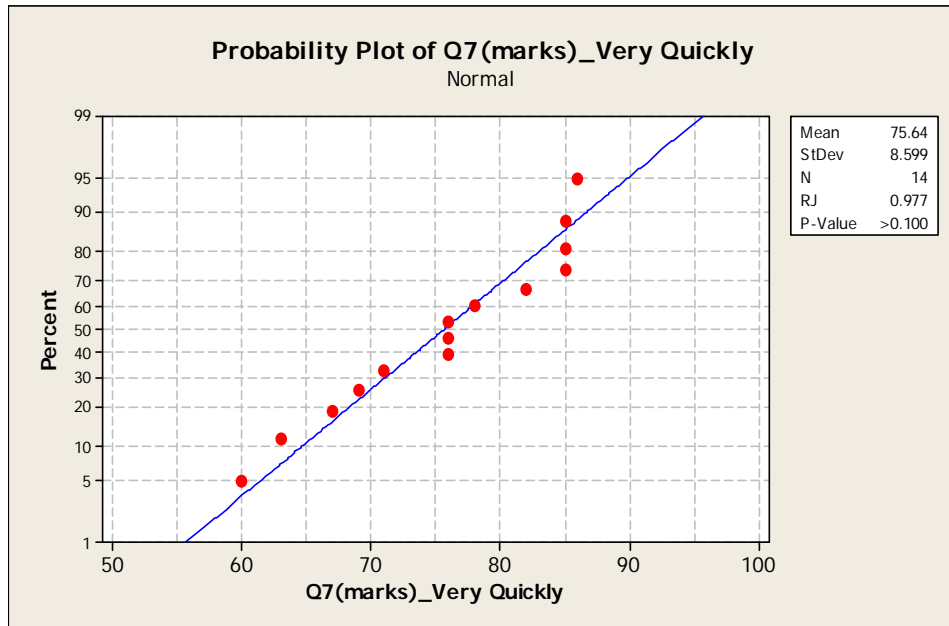## Descriptive Statistics: Q7(marks)

```
Variable     Q10CD         N   N*    Mean   StDev   Minimum     Q1  Median     Q3
Q7(marks)    Moderately   35    0   66.14   11.30     48.00  60.00   66.00  72.00
             Slowly        8    0   62.25   22.98     28.00  42.00   62.50  81.25
             Very Quickly 14    0   75.64    8.60     60.00  68.50   76.00  85.00

Variable     Q10CD       Maximum
Q7(marks)    Moderately    93.00
             Slowly        98.00
             Very Quickly  86.00
```
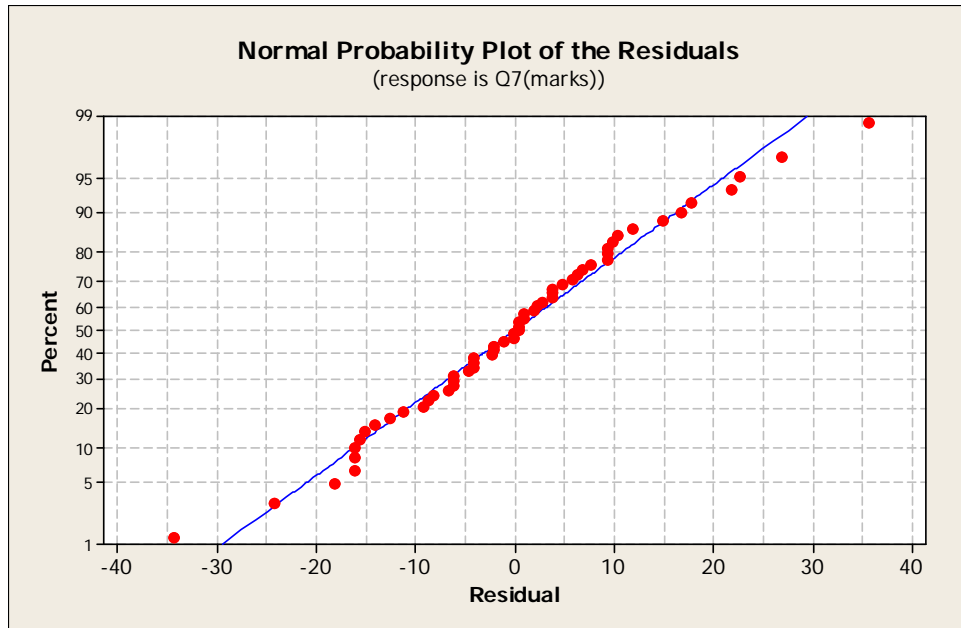

Probability Plot of Q7(marks)_Moderately — Normal

Mean 66.14, StDev 11.30, N 35, RJ 0.988, P-Value >0.100

Probability Plot of Q7(marks)_Slowly — Normal

Mean 62.25, StDev 22.98, N 8, RJ 0.994, P-Value >0.100

Probability Plot of Q7(marks)_Very Quickly
Normal

Mean	75.64
StDev	8.599
N	14
RJ	0.977
P-Value	>0.100

Test for Equal Variances for Q7(marks)

Bartlett's Test	
Test Statistic	11.13
P-Value	0.004

Levene's Test	
Test Statistic	4.92
P-Value	0.011

95% Bonferroni Confidence Intervals for StDevs

Kruskal-Wallis Test: Q7(marks) versus Q10CD

```
Kruskal-Wallis Test on Q7(marks)

Q10CD           N  Median  Ave Rank      Z
Moderately     35   66.00      25.9  -1.76
Slowly          8   62.50      23.9  -0.93
Very Quickly   14   76.00      39.6   2.74
Overall        57              29.0


H = 7.62  DF = 2  P = 0.022
H = 7.64  DF = 2  P = 0.022  (adjusted for ties)
```
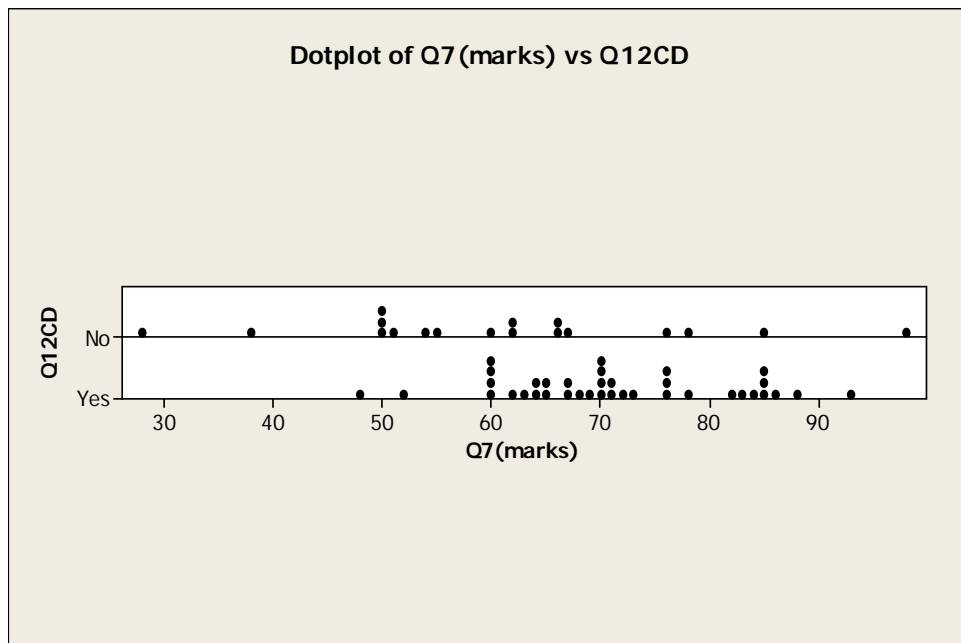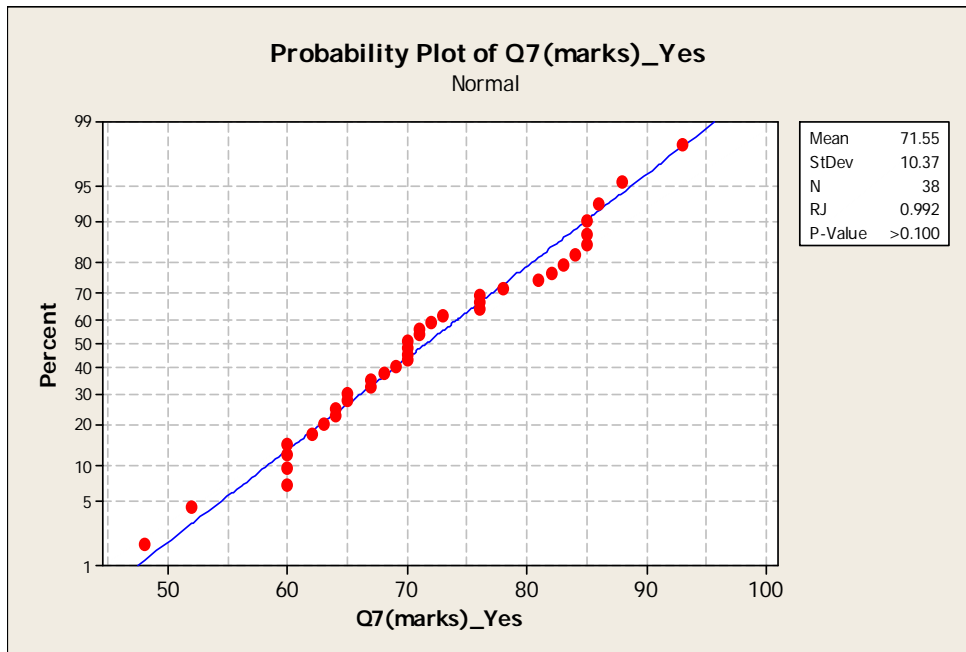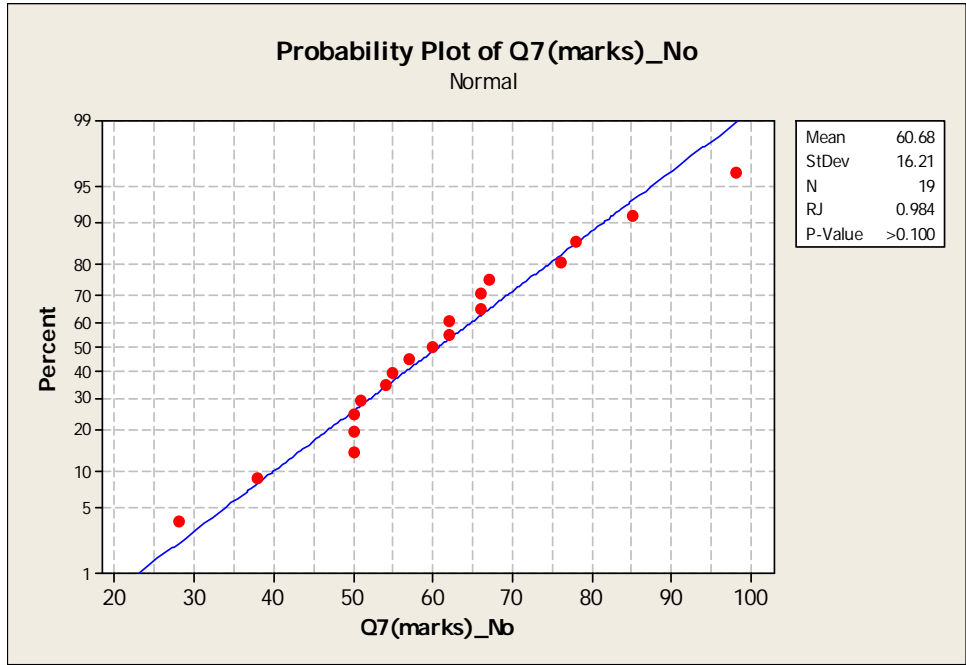
Normal Probability Plot of the Residuals
(response is Q7(marks))

Appendix (vii)

Enjoyment derived in Learning Mathematics

Non Enjoyment vs Enjoyment in learning Mathematics

Dotplot of Q7(marks) vs Q12CD

Descriptive Statistics: Q7(marks)

```
Variable     Q12CD   N   N*    Mean   StDev   Minimum      Q1  Median      Q3
Maximum
Q7(marks)    No     19   0   60.68   16.21     28.00   50.00   60.00   67.00
98.00
             Yes    38   0   71.55   10.37     48.00   64.00   70.00   81.25
93.00
```
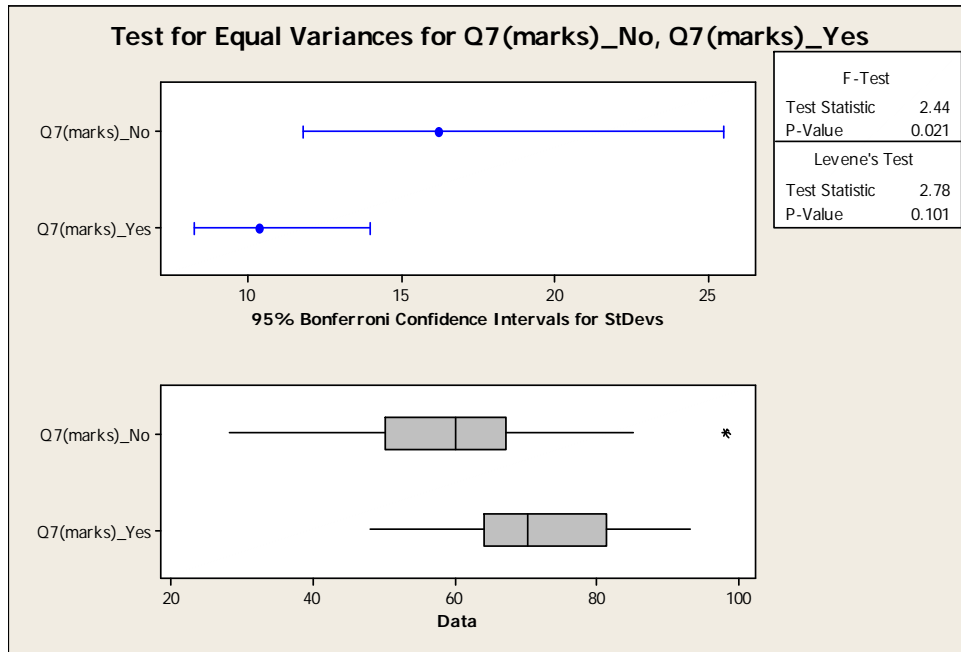
Probability Plot of Q7(marks)_No
Normal

Mean	60.68
StDev	16.21
N	19
RJ	0.984
P-Value	>0.100

Probability Plot of Q7(marks)_Yes
Normal

Mean	71.55
StDev	10.37
N	38
RJ	0.992
P-Value	>0.100

Test for Equal Variances for Q7(marks)_No, Q7(marks)_Yes

Two-Sample T-Test and CI: Q7(marks)_No, Q7(marks)_Yes

```
Two-sample T for Q7(marks)_No vs Q7(marks)_Yes

                N   Mean   StDev   SE Mean
Q7(marks)_No   19   60.7   16.2      3.7
Q7(marks)_Yes  38   71.6   10.4      1.7


Difference = mu (Q7(marks)_No) - mu (Q7(marks)_Yes)
Estimate for difference:  -10.8684
95% CI for difference:  (-19.2728, -2.4640)
T-Test of difference = 0 (vs not =): T-Value = -2.66 P-Value = 0.013 DF = 25
```
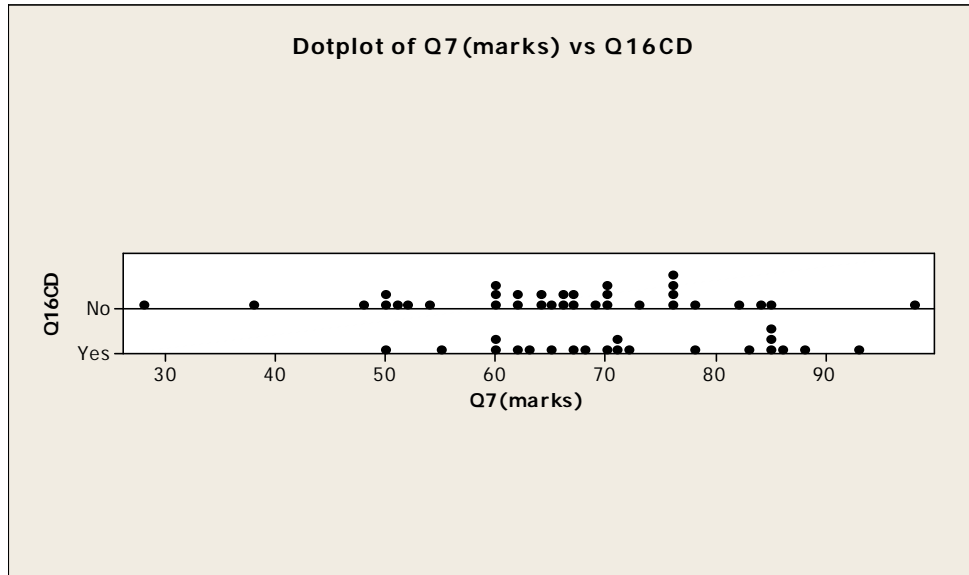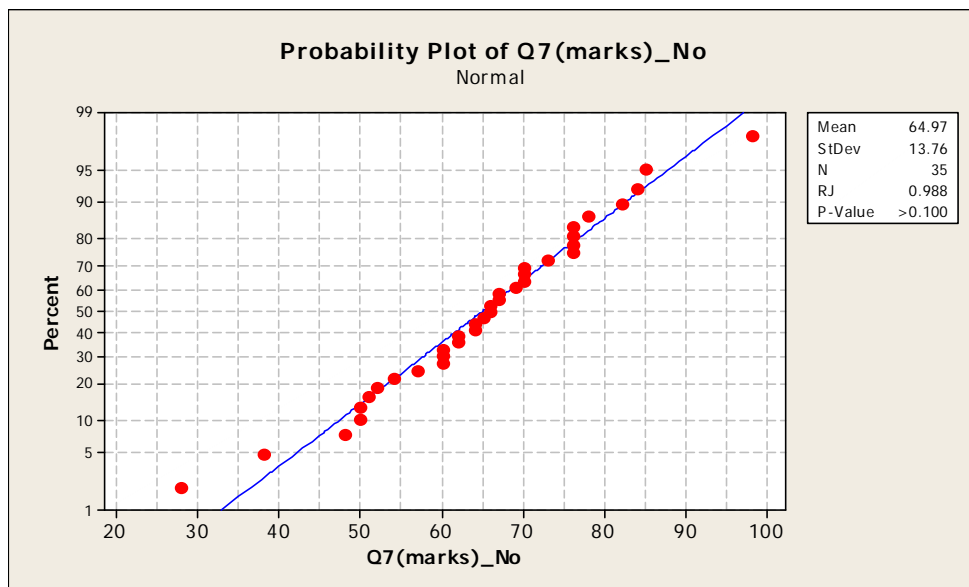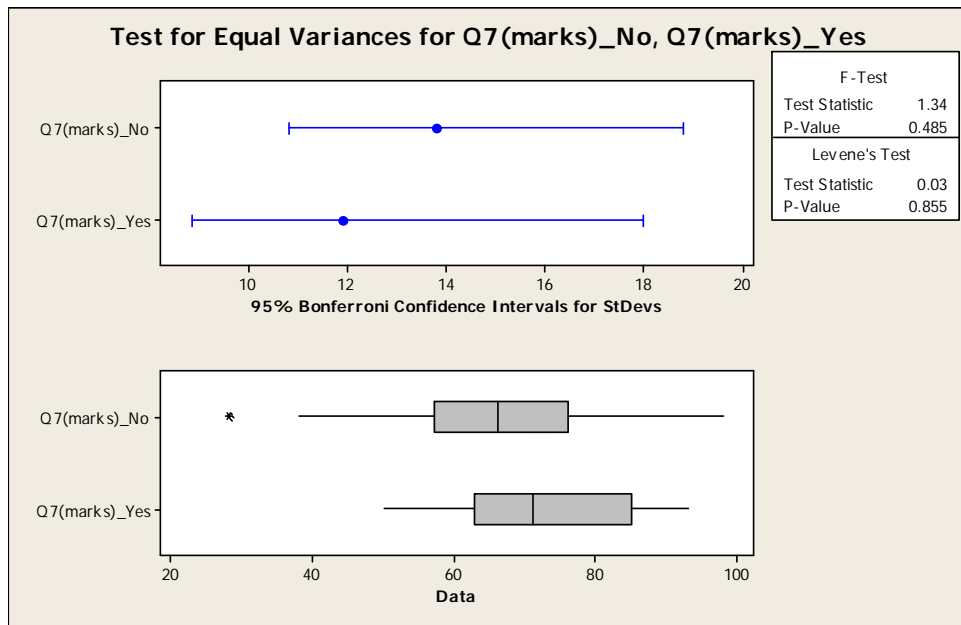
Teaching style

Non Preferred vs Preferred Teaching Style

Dotplot of Q7(marks) vs Q16CD

Descriptive Statistics: Q7(marks)

```
Variable    Q16CD  N  N*   Mean  StDev  Minimum     Q1  Median     Q3
Maximum
Q7(marks)   No    35   0  64.97  13.76    28.00  57.00   66.00  76.00
98.00
            Yes   22   0  72.64  11.89    50.00  62.75   71.00  85.00
93.00
```
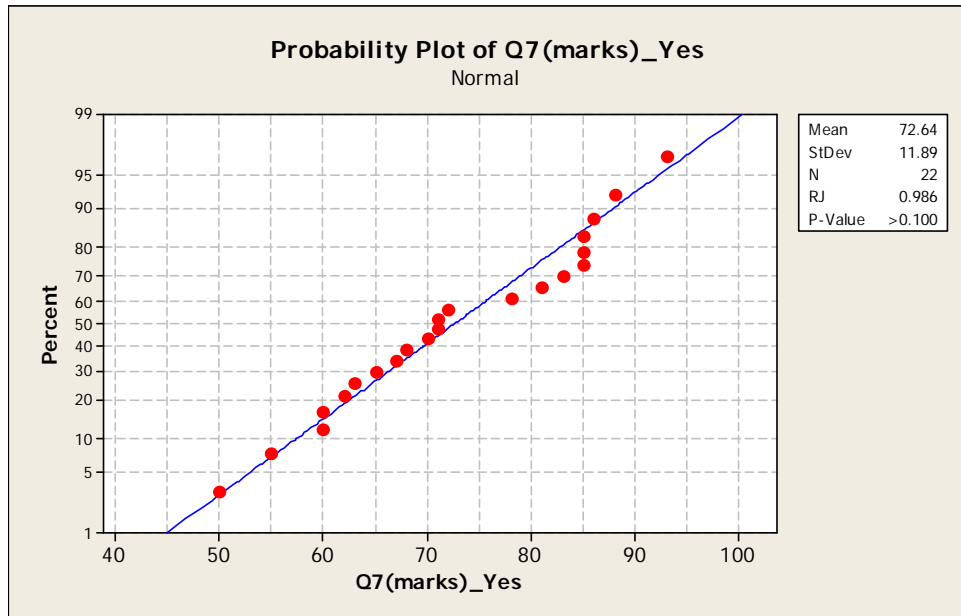

Probability Plot of Q7(marks)_No
Normal

Mean	64.97
StDev	13.76
N	35
RJ	0.988
P-Value	>0.100

Probability Plot of Q7(marks)_Yes
Normal

Mean	72.64
StDev	11.89
N	22
RJ	0.986
P-Value	>0.100

Test for Equal Variances for Q7(marks)_No, Q7(marks)_Yes

F-Test	
Test Statistic	1.34
P-Value	0.485
Levene's Test	
Test Statistic	0.03
P-Value	0.855

95% Bonferroni Confidence Intervals for StDevs

Two-Sample T-Test and CI: Q7(marks)_No, Q7(marks)_Yes

```
Two-sample T for Q7(marks)_No vs Q7(marks)_Yes

                N   Mean   StDev   SE Mean
Q7(marks)_No   35   65.0    13.8      2.3
Q7(marks)_Yes  22   72.6    11.9      2.5


Difference = mu (Q7(marks)_No) - mu (Q7(marks)_Yes)
Estimate for difference:  -7.66494
95% CI for difference:  (-14.79547, -0.53440)
T-Test of difference = 0 (vs not =): T-Value = -2.15 P-Value = 0.036 DF = 55
Both use Pooled StDev = 13.0774
```
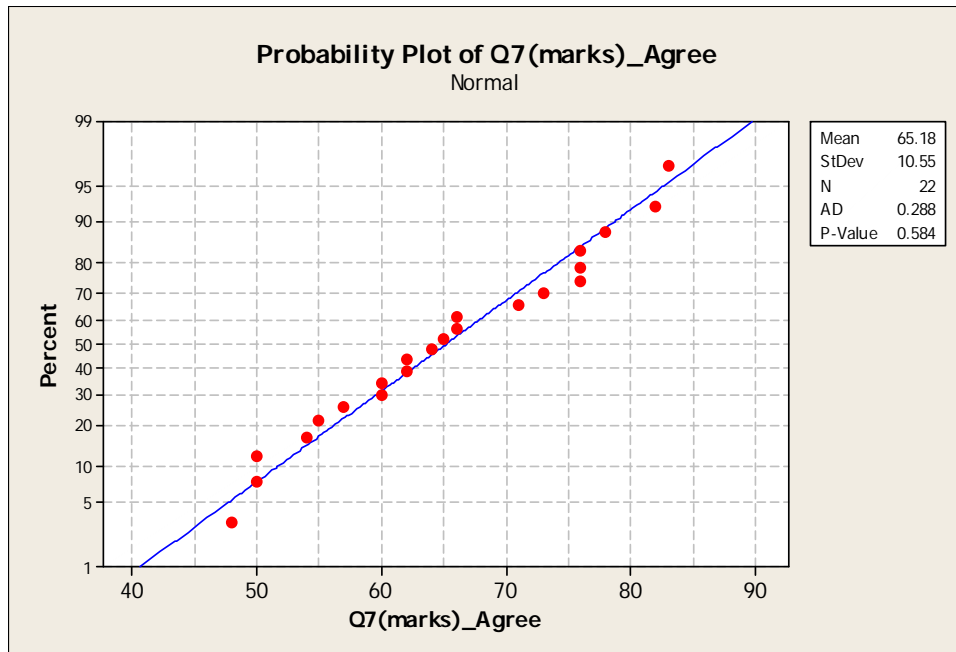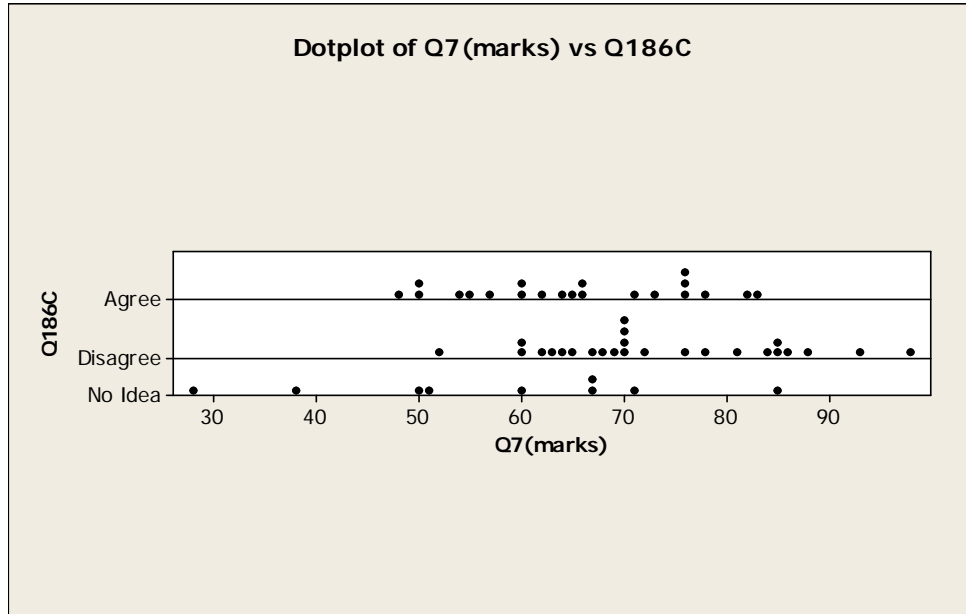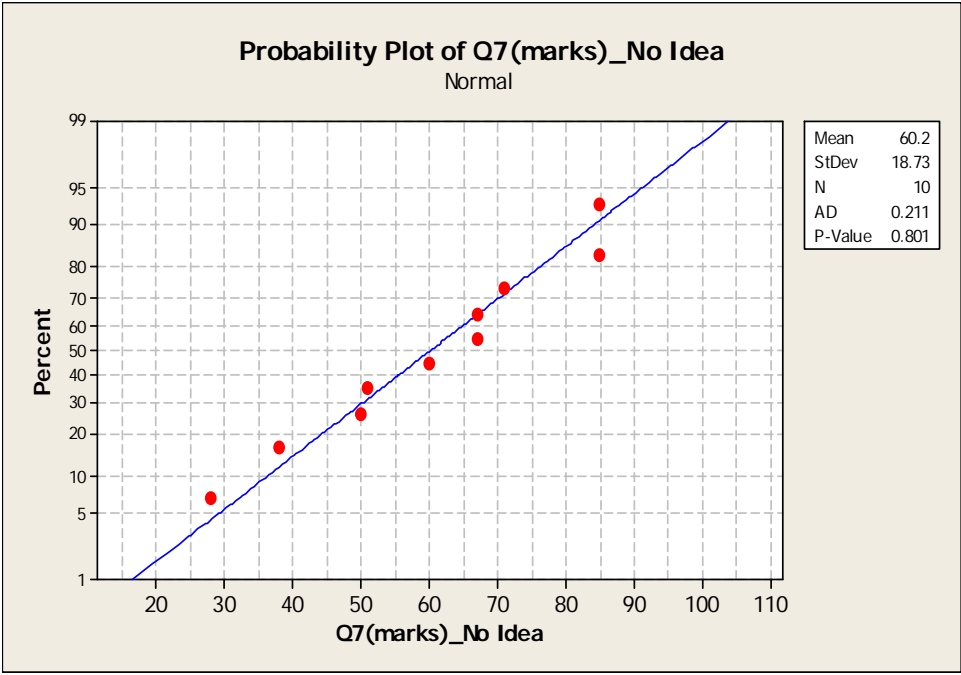
70

Encouragement vs No Opinion vs No Encouragement from the Management

Students' utilisation of school facilities

Dotplot of Q7(marks) vs Q186C

Probability Plot of Q7(marks)_Agree
Normal

Mean	65.18
StDev	10.55
N	22
AD	0.288
P-Value	0.584

Probability Plot of Q7(marks)_Disagree
Normal

Mean	73.44
StDev	11.51
N	25
AD	0.451
P-Value	0.252

Probability Plot of Q7(marks)_No Idea
Normal

Mean	60.2
StDev	18.73
N	10
AD	0.211
P-Value	0.801

72
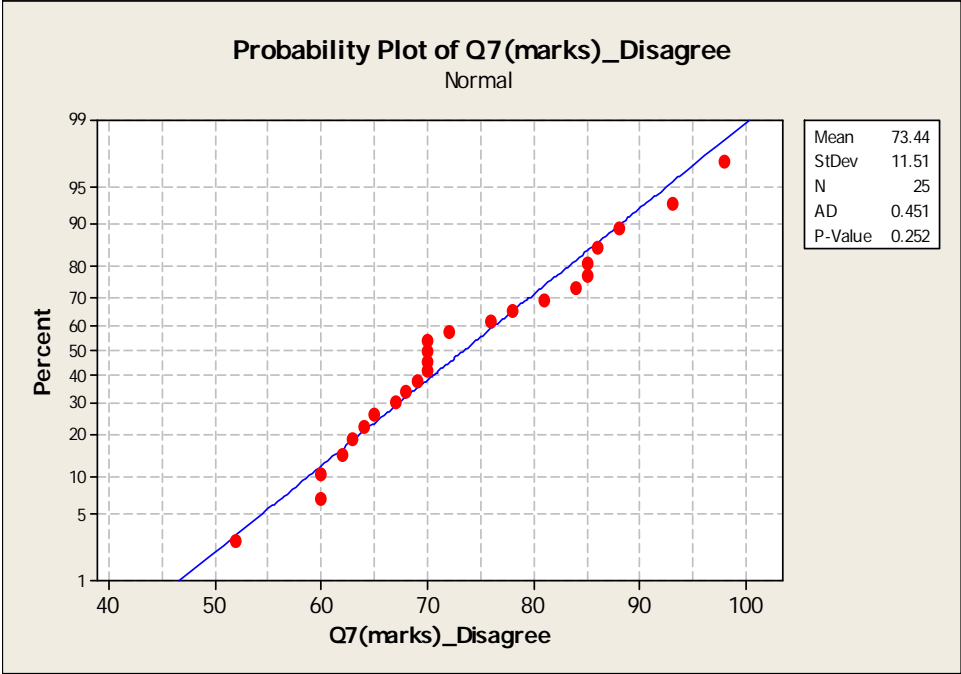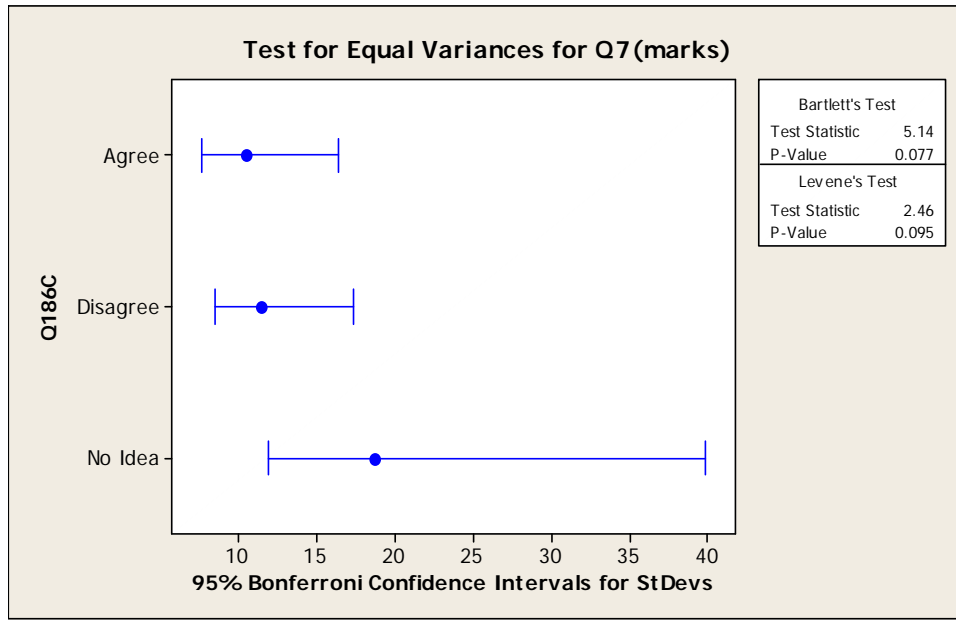
One-way ANOVA: Q7(marks) versus Q186C

```
Source   DF     SS    MS     F      P
Q186C     2   1523   761  4.74  0.013
Error    54   8677   161
Total    56  10200
```

```
S = 12.68   R-Sq = 14.93%   R-Sq(adj) = 11.78%
```

```
                              Individual 95% CIs For Mean Based on
                              Pooled StDev
Level       N   Mean  StDev  -----+---------+---------+---------+----
Agree      22  65.18  10.55            (-------*-------)
Disagree   25  73.44  11.51                       (------*------)
No Idea    10  60.20  18.73  (----------*----------)
                              -----+---------+---------+---------+----
                                 56.0      63.0      70.0      77.0
```

```
Pooled StDev = 12.68
```

```
Tukey 95% Simultaneous Confidence Intervals
All Pairwise Comparisons among Levels of Q186C
```

```
Individual confidence level = 98.07%
```

```
Q186C = Agree subtracted from:
```

```
Q186C      Lower  Center  Upper  ------+---------+---------+---------+---
Disagree   -0.68    8.26  17.19                   (-----*----)
No Idea   -16.64   -4.98   6.68       (-------*------)
                                  ------+---------+---------+---------+---
                                     -15         0        15        30
```

```
Q186C = Disagree subtracted from:

Q186C     Lower   Center   Upper   ------+---------+---------+---------+---
No Idea   -24.68  -13.24   -1.80   (------*-------)
                                   ------+---------+---------+---------+---
                                       -15         0        15        30
```


Normal Probability Plot of the Residuals
(response is Q7(marks))