FACTORS INFLUENCING THE IMPLEMENTATION OF THE NEW BASIC EDUCATION CURRICULUM IN MOZAMBICAN SCHOOLS

by

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Appendices

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INTRODUCTORY NOTE

It should be considered that in this study the analysis of data commenced with a simple descriptive and frequency analysis of the responses, which was followed by a factor analysis. As mentioned in the introduction of chapter five of this report, a total of 109 items were examined: 14 items for principals, 20 for teachers and 75 for learners. A comparative table in and across the three relevant provinces of the study was produced for each item. Due to the tables reflecting disaggregated items as the results of the frequency analysis, the bulk of the text of the research report could become too voluminous. Therefore, the researcher choose to include only the most essential data in the main text of the thesis, and to relegate the rest to a separated volume of appendices with a view not only to ensure a friendly and manageable report, but also to facilitate access to comprehensive information.

The volume of appendices includes the cover letter (Appendix A) in which the respondents were requested to collaborate in the research and explained the purpose of the study, the research instrument in the English version (Appendix B), the applied research instrument in schools in the Portuguese version (Appendix C), the principals' reliability analysis of scale (Appendix D1), the associated tables regarding "the school principals' attitudes to their leadership role in the process of curriculum implementation in their schools" (Appendix D2; Appendix D2a — after merging cells together with an expected frequency less than 5), the teachers' reliability analysis of scale (Appendix E1), the relevant tables concerned with "the attitudes and beliefs of participating teachers towards the implementation of the new curriculum" (Appendix E2; Appendix E2a — after merging cells together with an expected frequency below 5), the students' reliability analysis of scale (Appendix F1) and the associated tables with reference to "perceptions, beliefs and attitudes of learners regarding the new curriculum" (Appendix F2).

Appendix A

Maputo, 11th April 2005

Dear Respondent,

The Implementation of a New Basic Education Curriculum in Mozambican Schools

You are requested to collaborate with us in a critical appreciation of the implementation of the New Basic Education Curriculum, in Mozambican Schools. Your sincere opinion will certainly enable us to undertake a rigorous analysis of the new curriculum implementation process. This is not a simple academic exercise, but, above all, an act of reflection aiming at the identification of factors contributing for success or failure in the implementation of the new basic education curriculum. This knowledge may allow for timely undertaking of pertinent measures towards successful implementation of the new basic education curriculum.

Thus, this questionnaire is intended to be answered by school principals, teachers and pupils.

For school principals, the aim of the questionnaire is to elicit the school leadership impact namely the relationships with: teachers, other staff members, students and parents; clarity among all school members about new goals and role expectations and their receptiveness to implement the new goals and role expectations in the context of the new curriculum common vision; coordination and management of implementation of the new curriculum, etc as well as the school restructuring and re-culturing (compatible organizational measures to meet the requirements of new curriculum, sharing and cooperation work schemes, etc.)

For teachers, the aim of the questionnaire is to explore teachers' beliefs and attitudes about school environment, organization, new curriculum and teaching as well as student learning; teachers ability and confidence to fulfill the requirements of the new curriculum: capacity building; collaboration with parents and other stakeholders.

For pupils, the aim of the questionnaire is to assess student beliefs and attitudes about school and learning, relationships students/teachers, students' expectations, students learning resources and students outcomes, in short, to understand to what extent the new curriculum enables an effective and relevant learning for pupils.

Thank you in advance for your support.

The Researcher: Simão Mucavele

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UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

A. Biographical information

1. Respondent Number

V1 [ ][ ][ ][ ] 1-4

2

Respondents	
Principals	1
Teachers	2
Students/ Learners	3

V2 [ ] 5

Gender	
Male	1
Female	2

V3 [ ] 6

3. In which of the following provinces is your school located?

Provinces	
Niassa	1
Sofala	2
Maputo City	3

V4 [ ] 7

4. **Principals** AND **Teachers** only must complete this question.

Academic Qualifications	
Primary Education Qualifications	1
Junior Secondary Education Qualif.	2
Senior Secondary Education Qualif.	3
Higher Education Qualification	4

V5 [ ] 8

5. Principals **ONLY** must complete the following two questions (5.1 and 5.2).

5.1

Training in School Management	
Regular/ Formal programmes	1
Self-Training	2
Induction workshop	3

V6 [ ] 9

5.2	Number of years Managing School		V7	10
	1-5 Years	1		
	6-10 Years	2		
	11-15 Years	3		
	16 Years and more	4		

6. Teachers **ONLY** must complete the following two questions (6.1 and 6.2)

6.1	Pedagogical Qualifications		V8	11-12
	CFPP Teacher Training	1		
	IMP Teacher Training	2		
	IMAP Teacher Training	3		
	UEM (Education Faculty certificate)	4		
	Higher Education 1	5		
	Higher Education 2	6		
	Other qualifications …………………………………	7 …		

6.2	Nr. of Years Teaching EP2		V9	13
	1-5 Years	1		
	6-10 Years	2		
	11-15 Years	3		
	16 Years and more	4		

B. **The attitudes of school principals** (school leadership impact of new curriculum: clarity among all school members about and receptivity to do new goals and role expectations in the context of new curriculum; common vision; coordination and management of implementation of new curriculum, etc. as well as the school restructuring and re-culturing - compatible organizational measures to meet the requirements of new curriculum, sharing and cooperation work schemes, etc.) **towards the new curriculum**.

7. **Principals ONLY should answer section B**.

Deciding on the rating scale that best describes your situation. Please use the following codes when responding to the questions:

1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5=Strongly Agree

7.1	**I try to promote student achievement under the new curriculum,**							
7.1.1	by cultivating close relationship with teachers, other staff members, students and parents.	1	2	3	4	5	V10	14
7.1.2	putting in place an action plan produced collectively in school for effective implementation of new curriculum.	1	2	3	4	5	V11	15
7.1.3	by effective professional development on new curriculum.	1	2	3	4	5	V12	16
7.1.4	by challenging teachers and students continuously to fulfill curriculum goals.	1	2	3	4	5	V13	17
7.1.5	by holding regular and productive staff meetings.	1	2	3	4	5	V14	18
7.1.6	by coordinating and managing learning process.	1	2	3	4	5	V15	19
7.17	by promoting collaboration among teachers so that they can develop new skills by sharing professional knowledge about the new curriculum.	1	2	3	4	5	V16	20
7.18	by monitoring continuously teachers performance.	1	2	3	4	5	V17	21
7.19	by maximizing the amount of school time used for learning.	1	2	3	4	5	V18	22

	I am satisfied that							
7.2								
7.2.1	new school organization is being implemented to cope with the requirements of new curriculum.	1	2	3	4	5	V19 ☐	23
7.2.2	teachers are diligent in their endeavour to observe interdisciplinarity principle in the lessons plans they make according to the new curriculum.	1	2	3	4	5	V20 ☐	24
7.2.3	the school climate is exemplified by sharing and cooperation that conduce to effective curriculum implementation.	1	2	3	4	5	V21 ☐	25
7.2.4	teachers are using a variety of active methods in their teaching as required by the new curriculum.	1	2	3	4	5	V22 ☐	26
7.2.5	the school has already developed the local curriculum.	1	2	3	4	5	V23 ☐	27

C. Teachers beliefs and attitudes about school environment, organization, capacity building, collaboration with parents and other stake holders, new curriculum and teaching as well as student learning; teachers ability and confidence to fulfill the requirements of new curriculum.

8. Teachers ONLY should answer section C.
Deciding on the rating scale that best describes your situation. Please use the following codes when responding to the questions:
1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5=Strongly Agree

	I feel							
8.1								
8.1.1	like I belong at this school.	1	2	3	4	5	V24 ☐	28
8.1.2	that school organization is changing and enabling successful implementation of new curriculum.	1	2	3	4	5	V25 ☐	29
8.1.3	that teaching new curriculum is fun at this school.	1	2	3	4	5	V26 ☐	30
8.1.4	acknowledged for good work in the context of the new curriculum.	1	2	3	4	5	V27 ☐	31
8.1.5	intrinsically rewarded for doing my job well in the context of new curriculum.	1	2	3	4	5	V28 ☐	32
8.2	**I work with colleagues who**							
8.2.1	treat me with respect.	1	2	3	4	5	V29 ☐	33
8.2.2	listen if I have ideas about doing things better in the context of new curriculum.	1	2	3	4	5	V30 ☐	34

8.3	**My principal/ principal assistants/ learning cycle leader, learning area coordinator**								
8.3.1	is an effective instructional leader.	1	2	3	4	5	V31		35
8.3.2	facilitates communication effectively.	1	2	3	4	5	V32		36
8.3.3	supports me in my work with students under the new curriculum.	1	2	3	4	5	V33		37
8.3.4	supports shared decision making.	1	2	3	4	5	V34		38
8.3.5	allows me to be an effective instructional leader.	1	2	3	4	5	V35		39
8.3.6	is effective in helping us to relize the vision on which the new curriculum is predicated.	1	2	3	4	5	V36		40
8.4	**I realize that**								
8.4.1	the new curriculum has clear learning objectives and that it emphasizes the acquisition of basic skills.	1	2	3	4	5	V37		41
8.4.2	effective professional development is helpful in fulfillment of curriculum goals.	1	2	3	4	5	V38		42
8.4.3	student achievement can increase through active learning methods.	1	2	3	4	5	V39		43
8.4.4	student achievement data are an important tool for improvement of student learning.	1	2	3	4	5	V40		44
8.4.5	effective parent involvement and other stakeholders is needed for successful implementation of the new curriculum.	1	2	3	4	5	V41		45
8.5	**I have the opportunity to**								
8.5.1	develop my teaching skills individually and co-operating with other colleagues on the new curriculum.	1	2	3	4	5	V42		46
8.5.2	grow professionally under the new curriculum dispensation.	1	2	3	4	5	V43		47

D. **The effects of the curriculum on learners and learning in terms of student beliefs and attitudes about school and learning, relationships students/teachers, students expectations, students learning resources and students outcomes.**

9. Students ONLY should answer section D.
Deciding on the rating scale that best describes your situation. Please use the following codes when responding to the questions:
1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5=Strongly Agree

9.1	I feel safe at this school.	1	2	3	4	5	V44		48
9.2	I feel like I belong at this school.	1		3	4	5	V45		49
9.3	I feel challenged at this school	1	2	3	4	5	V46		50
9.4	I understand how to apply what I learn to real life/ situations.		2	3	4	5	V47		51
9.5	Teachers encourage me to asses the quality of my own work.		2	3	4	5	V48		52
9.6	I assess my own work.	1	2	3	4	5	V49		53
9.7	Teachers treat me with respect.	1	2	3	4	5	V50		54
9.8	School administrators treat me with respect.	1	2	3	4	5	V51		55
9.9	I am treated with respect by the office staff	1	2	3	4	5	V52		56
9.10	Other students at this school treat me with respect.	1	2	3	4	5	V53		57
9.11	The people responsible for what I learn are my teachers.	1	2	3	4	5	V54		58
9.12	The work at this school is challenging.	1	2	3	4	5	V55		59
9.13	I find what I learn in school to be relevant to real life.	1	2	3	4	5	V56		60
9.14	I feel successful at school.	1	2	3	4	5	V57		61
9.15	I am personally responsible for what I learn.	1	2	3	4	5	V58		62
9.16	Schooling is fun here.	1	2	3	4	5	V59		63
9.17	I like this school.	1	2	3	4	5	V60		64

9.18	I think this is a good school	1	2	3	4	5	V61		65
9.19	I like to learn	1	2	3	4	5	V62		66
9.20	Doing well in school makes me feel good about myself	1	2	3	4	5	V63		67
9.21	I am doing my best in school	1	2	3	4	5	V64		68
9.22	Students at this school have opportunities to learn from each other	1	2	3	4	5	V65		69
9.23	Students at this school have opportunities to learn about each other	1	2	3	4	5	V66		70
9.24	Participating in extracurricular activities is important to me	1	2	3	4	5	V67		71
9.25	Students at this school respect other students who are different than they are	1	2	3	4	5	V68		72
9.26	**My teachers**								
9.26.1	expect students to do their best.	1	2	3	4	5	V69		73
9.26.2	expect me to do my best.	1	2	3	4	5	V70		74
9.26.3	understand when students have personal problems.	1	2	3	4	5	V71		75
9.26.4	help me gain confidence in my ability to learn.	1	2	3	4	5	V72		76
9.26.5	have confidence in me.	1	2	3	4	5	V73		77
9.26.6	know me well.	1	2	3	4	5	V74		78
9.26.7	listen to my ideas.	1	2	3	4	5	V75		79
9.26.8	care about me.	1	2	3	4	5	V76		80
9.26.9	make learning fun.	1	2	3	4	5	V77		81
9.26.10	are excited about they subjects they teach.	1	2	3	4	5	V78		82
9.26.11	give me individual attention when I need it.	1	2	3	4	5	V79		83

9.27	**The new curriculum will contribute to my education in reference to my ability**								
9.27.1	to write.	1	2	3	4	5	V80		84
9.27.2	to read.	1	2	3	4	5	V81		85
9.27.3	with Mathematics.	1	2	3	4	5	V82		86
9.27.4	to present information.	1	2	3	4	5	V83		87
9.29.5	to cope with technology.	1	2	3	4	5	V84		88
9.28	**In the teaching of the new curriculum, time is spent**								
9.28.1	listening to the teacher talk.	1	2	3	4	5	V85		89
9.28.2	in whole-class discussions with the teacher.	1	2	3	4	5	V86		90
9.28.3	working in small groups.	1	2	3	4	5	V87		91
9.28.4	reading.	1	2	3	4	5	V88		92
9.28.5	answering questions from a book or worksheet.	1	2	3	4	5	V89		93
9.28.6	analyzing individual or class performance.	1	2	3	4	5	V90		94
9.29	**I work well under the new curriculum when**								
9.29.1	I am working in projects or research.	1	2	3	4	5	V91		95
9.29.2	the teachers are leading discussions with the whole class.	1	2	3	4	5	V92		96
9.29.3	I am working in small group.	1	2	3	4	5	V93		97
9.29.4	I am working by myself	1	2	3	4	5	V94		98
9.30	**I think that the important subjects are:**								
9.30.1	Portuguese	1	2	3	4	5	V95		99
9.30.2	Local language	1	2	3	4	5	V96		100
9.30.3	English	1	2	3	4	5	V97		101

9.30.4	Social Sciences	1	2	3	4	5	V98		102
9.30.5	Moral and Civic Education	1	2	3	4	5	V 99		103
9.30.6	Mathematics	1	2	3	4	5	V100		104
9.30.7	Natural Sciences	1	2	3	4	5	V101		105
9.30.8	Crafts/Arts	1	2	3	4	5	V102		106
9.30.9	Visual/ Aesthetic Education	1	2	3	4	5	V103		107
9.30.10	Music Education	1	2	3	4	5	V104		108
9.30.11	Physical Education	1	2	3	4	5	V105		109
9.31	**My preferred textbooks are:**								
9.31.1	Portuguese textbook	1	2	3	4	5	V106		110
9.31.2	Local language textbook	1	2	3	4	5	V107		111
9.31.3	English textbook	1	2	3	4	5	V108		112
9.31.4	Social Sciences textbook	1	2	3	4	5	V109		113
9.31.5	Moral and Civic Education textbook	1	2	3	4	5	V110		114
9.31.6	Mathematics textbook	1	2	3	4	5	V111		115
9.31.7	Natural Sciences textbook	1	2	3	4	5	V112		116
9.31.8	Crafts/ Arts textbook	1	2	3	4	5	V113		117
9.31.9	Visual/ Aesthetic Education textbook	1	2	3	4	5	V114		118
9.31.10	Music Education textbook	1	2	3	4	5	V115		119
9.31.11	Physical Education textbook	1	2	3	4	5	V116		120
9.32	**Beyond my textbooks,**								
9.32.1	I read other books;	1	2	3	4	5	V117		121
9.32.2	I don't read other books.	1	2	3	4	5	V118		122

Apendix C

A. Informação Biográfica

1. Respondente número

V1 ☐☐☐☐ 1-4

2.

Respondentes	
Directores	1
Professores	2
Alunos	3

V2 ☐ 5

Género	
Masculino	1
Feminino	2

V3 ☐ 6

3. Em que Província se localiza a sua escola?

Províncias	
Niassa	1
Sofala	2
Maputo Cidade	3

V4 ☐ 7

4. **Só**.os **Directores** E **professores** devem responder à esta questão.

Qualificações Académicas	
Ensino primário	1
1º Ciclo do Ensino Secundário	2
2º Ciclo do Ensino Secuundário	3
Formação Superior	4

V5 ☐ 8

5. Só Directores devem responder às duas questões seguintes (5.1 and 5.2).

5.1

Formação em gestão escolar	
Regular/Programas de Formação específica	1
Auto-formação	2
Seminários de iniciação	3

V6 ☐ 9

5.2	Número de anos de serviço de gestão escolar		V7		10
	1-5 anos	1			
	6-10 anos	2			
	11-15 anos	3			
	Mais de 16 anos	4			

6. Teachers **ONLY** must complete the following two questions (6.1 and 6.2)

6.1	Qualificações pedagógicas		11-12
	CFPP	1	
	IMP	2	
	IMAP	3	
	UEM (Faculdade de Educação)	4	
	Higher Education 1	5	
	Higer Education 2	6	
	Other qualific	7 …	

6.2	Nº de anos de ensino no EP2		V9		13
	1-5 anos	1			
	6-10 anos	2			
	11-15 anos	3			
	Mais de 16 anos	4			

B. A**ttitude dos directores das escolas** (impacto da liderança da escola na implementaçaõ do novo currículo: clareza de toda a comunidade escolar sobre os objectivos do novo currículo e empenho para a sua concretização; visão comum; coordenação e gestão da implementação do novo currículo, etc., including a reestruturação e a reculturação da escola— medidas organizacionais compatíveis às exigências do novo currículo, partilha e cooperação nos esquemas de trabalho com vista à implementação bem suceddida do novo currículo.

7. **Só os membros da direcção das escolas respondem às questões da secção B.**
   Decida pela escala que melhor descreve a sua opinião ou situação. Use o seguinte código:
   1=Discordo completamente; 2= Discordo; 3= Neutro; 4= Concordo ; 5= Concodo plenamente.

7.1	**No âmbto da implementação do novo currículo, envido esforços para a promoção do desempenho dos alunos,**							
7.1.1	através da estreita relação com os professores, outos membros da escola, estudantes e pais.	1	2	3	4	5	V10 [ ]	14
7.1.2	materializando o plano de acção produzido colectivamente na escola conducente à implementação bem sucedida do novo currículo.	1	2	3	4	5	V11 [ ]	15
7.1.3	promovendo a formação em serviço eficaz.	1	2	3	4	5	V12 [ ]	16
7.1.4	desafiando os professores e os alunos a cumprir as exigências do novo currículo.	1	2	3	4	5	V13 [ ]	17
7.1.5	realizando encontros regaulares e frutferos com os professores .	1	2	3	4	5	V14 [ ]	18
7.1.6	coordenando e gerindo o processo de aprendizagem.	1	2	3	4	5	V15 [ ]	19
7.17	pronovendo a colaboração entre os professores conducente ao desenvolvimento de novas habilidades pela partilha de conhecimentos e experiência profissionais.	1	2	3	4	5	V16 [ ]	20
7.18	através da permanente monitoria do desempenho dos professores na implemetação do novo currículo	1	2	3	4	5	V17 [ ]	21
7.19	pela maximazição do tempo de aprendizagem na escola.	1	2	3	4	5	V18 [ ]	22

7.2	Sinto-me feliz, pois								
7.2.1	a organização da escola está-se transformando, possibilitando a implementação bem sucedida do novo currículo.	1	2	3	4	5	V19		23
7.2.2	os professores preocupam-se por observar o princípio de interdisciplinaridade preconizado pelo novo currículo.	1	2	3	4	5	V20		24
7.2.3	a partilha e cooperação em todos os domínios são características dominantes da escola .	1	2	3	4	5	V21		25
7.2.4	Os professores aplicam uma variedade de métodos activos de harmonia com as exigências do novo currículo.	1	2	3	4	5	V22		26
7.2.5	a escola já produziu o currículo local e iniciou a sua implemetação.	1	2	3	4	5	V23		27

C. Convicções e attitudes dos professors sobre o clima da escola, organização, formação em serviço (capacitação) colaboração com os pais e outros parceiros, novo currículo e ensino bem como sobre a aprendizagem dos alunos; capacidade dos professores sua confiança para cumprir às exigências do novo currículo

8. . **Só os professors respondem às questões da secção B.**
Decida pela escala que melhor descreve a sua opinião ou situação. Use o seguinte código:
1=Discordo plenamente ; 2= Discordo; 3= Neutro; 4= Concordo ; 5= Concodo plenamente.

8.1	Sinto que								
8.1.1	sou parte desta escola .	1	2	3	4	5	V24		28
8.1.2	a organização da escola esta mudando, possibilitando a implementação eficaz do novo currículo.	1	2	3	4	5	V25		29
8.1.3	é um prazer e estimulante o ensino do novo currículo nesta.	1	2	3	4	5	V26		30
8.1.4	sou reconhecido pelo bom trabalho no âmbito do novo currículo.	1	2	3	4	5	V27		31
8.1.5	tenho a devida compensação pelo bom trabalho que realizo no contexto do novo currículo.	1	2	3	4	5	V28		32
8.2	**Trabalho com colegas**								
8.2.1	que me tratam com afecto e respeito.	1	2	3	4	5	V29		33
8.2.2	que me escutam, se tiver ideias a contribuir para melhor ensino no contexto do novo currículo	1	2	3	4	5	V30		34

8.3	**O meu directorl/ director adjunto/ coordenador do ciclo/ coordenador da área de aprendizagem**							
8.3.1	é um autêntico líder pedagógico.	1	2	3	4	5	V31	35
8.3.2	facilita a comunicação .de um modo eficaz.	1	2	3	4	5	V32	36
8.3.3	apoia-me no meu trabalho com os alunos no contexto da implemetação do novo currículo.	1	2	3	4	5	V33	37
8.3.4	apoia a partilha na tomada de decisões.	1	2	3	4	5	V34	38
8.3.5	permite que me torne num professor competente e líder pedagógico.	1	2	3	4	5	V35	39
8.3.6	é eficaz na orientação que nos dá, de modo que tenhamos a nova visão curricular.	1	2	3	4	5	V36	40
8.4	**Entendo que**							
8.4.1	o novo currículo contém objectivos de aprendixzagem claros e enfatiza a aquisição de conhecimentos e habilidades básicos.	1	2	3	4	5	V37	41
8.4.2	o desenvolvimento profissional eficaz contribui positivamente para o cumprimento dos objectivos do novo cur.	1	2	3	4	5	V38	42
8.4.3	o desempenho dos alunos pode melhorar com a aplicação dos métodos activos de ensino-aprendizagem.	1	2	3	4	5	V39	43
8.4.4	os dados sobre o desemplenho dos alunos são ferramenta importante para a monitoria do progresso dos alunos.	1	2	3	4	5	V40	44
8.4.5	o envolvimento sério dos pais e de outros parceiros é indispensável para a implementação bem sucedida do novo currículo.	1	2	3	4	5	V41	45
8.5	**Tenho a oportunidade de**							
8.5.1	desenvolver as minhas habilidades de ensino sobre o novo currículo individual ou colectivamente com os outros colegas	1	2	3	4	5	V42	46
8.5.2	Crescer profissionalmente no contexto de implementação do novo currículo	1	2	3	4	5	V43	47

D. Impacto do novo currículo nos aprendentes e a aprendizagem em termos de convicções e atitudes acerca da escola e do processo do ensino-aprendizagem; relação entre alunos/professores, expectativas dos alunos, recursos e aproveitamento escolar dos alunos.

9. Só alunos respondem à secção D

Decidas sobre o valor da escala que melhor descreve a tua situação. Por favor, uses os códigos seguintes ao responder às questões:

1= Discordo completamente; 2= Discordo; 3= Neutro; 4= Concordo; 5=Concordo plenamente

9.1	Sinto-me seguro, protegido, nesta escola.	1	2	3	4	5	V44		48
9.2	Sinto-me parte desta escola.	1	2	3	4	5	V45		49
9.3	Sinto-me desafiado, estimulado a aprender nesta escola.	1	2	3	4	5	V46		50
9.4	Compreendo como aplicar o que aprendo na vida real.	1	2	3	4	5	V47		51
9.5	Os professores encorajam-me a examinar a qualidade do meu próprio trabalho escolar	1	2	3	4	5	V48		52
9.6	Em avalio o meu próprio trabalho escolar.	1	2	3	4	5	V49		53
9.7	Sou tratado com respeito pelos professores.	1	2	3	4	5	V50		54
9.8	Sou tratado com respeito pela direcção da escola.	1	2	3	4	5	V51		55
9.9	Sou tratado com respeito pelos funcionários da secreataria da escola.	1	2	3	4	5	V52		56
9.10	Sou tratado com respeito por outros alunos desta escola.	1	2	3	4	5	V53		57
9.11	Quem é responsavél pelo que aprendo na escola são os meus pofessores.	1	2	3	4	5	V54		58
9.12	O trabalho, nesta escola, é desafiante, é estimulanete	1	2	3	4	5	V55		59
9.13	Acho que o que aprendo nesta escola é útil a vida real.	1	2	3	4	5	V56		60

Apendix C

9.14	Estou bem sucedido nesta escola, tenho bons resultados.	1	2	3	4	5	V57		61
9.15	Sou eu próprio quem é responsável pelo que aprendo na escola.	1	2	3	4	5	V58		62
9.16	Esta escola é muito divetida, reúne um ambiente alegre, atraente.	1	2	3	4	5	V59		63
9.17	Eu gosto desta escola	1	2	3	4	5	V60		64
9.18	Eu penso que esta escola é boa.	1	2	3	4	5	V61		65
9.19	Gosto de aprender.	1	2	3	4	5	V62		66
9.20	O meu sucesso na escola motiva-me, sentindo-me orgulhoso de mim.	1	2	3	4	5	V63		67
9.21	Dedico-me ao máximo na escola.	1	2	3	4	5	V64		68
9.22	Os alunos desta escola têm a oportunidade de aprender uns dos outros.	1	2	3	4	5	V65		69
9.23	Os alunos desta escola têm a oportunidade de se conhecerem uns dos outros.	1	2	3	4	5	V66		70
9.24	Para mim, a participação em actividades extracurriculares é útil.	1	2	3	4	5	V67		71
9.25	Os alunos desta escola sabem respeitar os outros com caracterísitcas diferentes.	1	2	3	4	5	V68		72
9.26	**O meus professores**								
9.26.1	esperam que os alunos se dediquem ao máximo nos estudos.	1	2	3	4	5	V69		73
9.26.2	esperam que eu me dedique ao máximo.	1	2	3	4	5	V70		74
9.26.3	Entendem quando os alunos tiverem problemas.	1	2	3	4	5	V71		75
9.26.4	Ajudam-me a ganhar confiança na minha capacidade de poder aprender; motivam-me a aprender	1	2	3	4	5	V72		76
9.26.5	Depositam confiança em mim.	1	2	3	4	5	V73		77

O meus professores

9.26.6	conhecem-me bem.	1	2	3	4	5	V74	78
9.26.7	escutam as minhas ideias.	1	2	3	4	5	V75	79
9.26.8	prestam-me atenção, cuidam de mim.	1	2	3	4	5	V76	80
9.26.9	Tornam a aprendezagem um processo alegre, devetido.	1	2	3	4	5	V77	81
9.26.10	Gostam das disciplinas que ensinam.	1	2	3	4	5	V78	82
9.26.11	Dão-me apoio individual, quando dele necessitar.	1	2	3	4	5	V79	83
9.27	**O novo currículo contribuirá para a minha educação no que respeita à minha habilidade de**							
9.27.1	escrever.	1	2	3	4	5	V80	84
9.27.2	ler.	1	2	3	4	5	V81	85
9.27.3	lidar com a Matemática.	1	2	3	4	5	V82	86
9.27.4	apresentar informação.	1	2	3	4	5	V83	87
9.27.5	lidar com a tecnologia.	1	2	3	4	5	V84	88
9.28	**No ensino do novo currículo, o tempo é gasto**							
9.28.1	ouvindo o professor a falar.	1	2	3	4	5	V85	89
9.28.2	na discussão de toda a turma com o professor.	1	2	3	4	5	V86	90
9.28.3	trabalhando em pequenos grupos.	1	2	3	4	5	V87	91
9.28.4	lendo.	1	2	3	4	5	V88	92
9.28.5	respondendo às questões do livro ou do caderno de exercício.	1	2	3	4	5	V89	93
9.28.6	analisando o desempenho indivudal ou de toda a turma.	1	2	3	4	5	V90	94

9.29	**Trabalho berm no contexto do novo currículo**							
9.29.1	em projectos ou investigando.	1	2	3	4	5	V91	95
9.29.2	quando os professores dirigem discussões ou debates com toda a turma.	1	2	3	4	5	V92	96
9.29.3	integrado em pequeno grupo	1	2	3	4	5	V93	97
9.24.4	Individualmente.	1	2	3	4	5	V94	98
9.30	**Eu acho que as disciplinas mais importantes são:**							
9.30.1	Língua Portuguesa	1	2	3	4	5	V95	99
9.30.2	Língua Moçambicana	1	2	3	4	5	V96	100
9.30.3	Língua Inglesa	1	2	3	4	5	V97	101
9.30.4	Ciências Sociais	1	2	3	4	5	V98	102
9.30.5	Educação Moral e Cívica	1	2	3	4	5	V99	103
9.30.6	Matemática	1	2	3	4	5	V100	104
9.30.7	Ciências Naturais	1	2	3	4	5	V101	105
9.30.8	Ofícios	1	2	3	4	5	V102	106
9.30.9	Educação Visual	1	2	3	4	5	V103	107
9.30.10	Educação Musical	1	2	3	4	5	V104	108
9.30.11	Educação Física	1	2	3	4	5	V105	109
9.31	**Os meus livros de preferência são :**							
9.31.1	Língua Portuguesa	1	2	3	4	5	V106	110
9.31.2	Língua Moçambicana	1	2	3	4	5	V107	111
9.31.3	Língua Inglesa	1	2	3	4	5	V108	112
9.31.4	Ciências Sociais	1	2	3	4	5	V109	113
9.31.5	Educação Moral e Cívica	1	2	3	4	5	V110	114

Apendix C

Os meus livros de preferência são:

9.31.6	Matemática	1	2	3	4	5	V111		115
9.31.7	Ciências Naturais	1	2	3	4	5	V112		116
9.31.8	Ofícios	1	2	3	4	5	V113		117
9.31.9	Educação Visual	1	2	3	4	5	V114		118
9.31.10	Educação Musical	1	2	3	4	5	V115		119
9.31.11	Educação Física	1	2	3	4	5	V116		120
9.32	**Além dos meus livros escolares**								
9.32.1	Eu leio livros	1	2	3	4	5	V117		121
9.32.2	Eu não leio outros livros	1	2	3	4	5	V118		122

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Principals' reliability of a scale

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

		Mean	Std Dev	Cases
1.	I7.1.1; V10	4,4839	,8113	124,0
2.	I7.1.2; V11	4,3226	,7275	124,0
3.	I7.1.3; V12	4,2903	,7411	124,0
4.	I7.1.4; V13	4,2419	1,1216	124,0
5.	I7.1.5; V14	4,2097	,8767	124,0
6.	I7.1.6; V15	4,4597	,6914	124,0
7.	I7.1.7; V16	4,5403	,6914	124,0
8.	I7.1.8; V17	4,2903	,8142	124,0
9.	I7.1.9; V18	4,0484	,9699	124,0
10.	I7.2.1; V19	4,3629	,8957	124,0
11.	I7.2.2; V20	4,5000	,6687	124,0
12.	I7.2.3; V21	4,1855	,9139	124,0
13.	I7.2.4; V22	4,4355	,6777	124,0
14.	I7.2.5; V23	3,8871	1,1491	124,0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	60,2581	46,6646	6,8311	14

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
I7.1.1; V10	55,7742	41,7210	,4089	,8359
I7.1.2; V11	55,9355	40,7275	,5824	,8264
I7.1.3; V12	55,9677	42,0965	,4179	,8353
I7.1.4; V13	56,0161	39,5932	,4118	,8390
I7.1.5; V14	56,0484	41,6237	,3776	,8382
I7.1.6; V15	55,7984	42,2598	,4368	,8344
I7.1.7; V16	55,7177	42,8709	,3662	,8380
I7.1.8; V17	55,9677	40,4868	,5322	,8285
I7.1.9; V18	56,2097	38,3622	,6127	,8222
I7.2.1; V19	55,8952	38,6800	,6447	,8205
I7.2.2; V20	55,7581	43,5345	,3040	,8409
I7.2.3; V21	56,0726	38,7020	,6268	,8215
I7.2.4; V22	55,8226	42,0496	,4729	,8327
I7.2.5; V23	56,3710	37,4548	,5609	,8269

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Principals' reliability of a scale

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =   124,0   N of Items = 14

Alpha =   ,8418

The attitudes of the surveyed Schools Principals towards their role of leadership in the process of curriculum implementation in their schools

Table D2.1: **Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of new curriculum through close relationship with teachers, other staff members, students and parents**

| | | | I make efforts to ensure student achievement increase in the context of the new curriculum, through close relationships with teachers, other staff members, students and parents | | | | | Total |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Province	Niassa	Number	0	1	1	13	26	41
		% within province	.0%	2.4%	2.4%	31.7%	63.4%	100.0%
	Sofala	Number	0	1	2	19	38	60
		% within province	.0%	1.7%	3.3%	31.7%	63.3%	100.0%
	Maputo City	Number	2	1	1	7	12	23
		% within province	8.7%	4.3%	4.3%	30.4%	52.2%	100.0%
Total		Number	2	3	4	39	76	124
		% within province	1.6%	2.4%	3.2%	31.5%	61.3%	100.0%

Table D2.2: **Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of new curriculum through close relationship with teachers, other staff members, students and parents**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,840(a)	8	0,276
Likelihood Ratio	7,760	8	0,457
Linear-by-Linear Association	3,154	1	0,076
N of Valid Cases	124		

(a) 9 cells (60,0%) have expected count less than 5. The minimum expected count is 0,37.

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Table D2.3: **Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum putting in place an action plan produced collectively in schools for effective implementation of the new curriculum**

| | | | I make efforts to ensure student achievement increase in the context of the new curriculum, putting in place an action plan produced collectively in school for effective implementation of the new curriculum | | | | Total |
			Disagree	Neutral	Agree	Strongly Agree	
Province	Niassa	Number	2	3	18	18	41
		% within province	4.9%	7.3%	43.9%	43.9%	100.0%
	Sofala	Number	0	6	23	31	60
		% within province	.0%	10.0%	38.3%	51.7%	100.0%
	Maputo City	Number	0	4	11	8	23
		% within province	.0%	17.3%	45.8%	33.3%	100.0%
Total		Number	2	13	52	57	124
		% within province	1.6%	10.4%	41.9%	46.0%	100.0%

Table D2.4: Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum putting in place an action plan produced collectively in schools for effective implementation of the new curriculum

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,003(a)	6	0,321
Likelihood Ratio	7,292	6	0,295
Linear-by-Linear Association	0,044	1	0,834
N of Valid Cases	124		

(a). 5 cells (41,7%) have expected count less than 5. The minimum expected count is 0,37.

Table D2.5: **Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum through effective professional development of the new curriculum**

			I make efforts to ensure student achievement increase in the context of the new curriculum, through effective professional development of the new curriculum.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Province	Niassa	Number	0	0	5	17	19	41
		% within province	.0%	.0%	12.2%	41.5%	46.3%	100.0%
	Sofala	Number	1	1	4	27	27	60
		% within province	1.7%	1.7%	6.7%	45.0%	45.0%	100.0%
	Maputo City	Number	0	0	3	13	7	23
		% within province	.0%	.0%	13.0%	56.5%	30.4%	100.0%
Total		Number	1	1	12	57	53	124
		% within province	.8%	.8%	9.7%	46.0%	42.7%	100.0%

Table D2.6: Chi-Square Tests 0f Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of new curriculum through effective professional development of the new curriculum

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4,995(a)	8	0,758
Likelihood Ratio	5,842	8	0,665
Linear-by-Linear Association	0,676	1	0,411
N of Valid Cases	124		

(a). 8 cells (53,3%) have expected count less than 5. The minimum expected count is 0,19.

Table D2.7: Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum challenging teachers and students continuously to fulfil curriculum goals

			I make efforts to ensure student achievement increase in the context of the new curriculum, challenging teachers and students continuously to fulfill curriculum goals					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Province	Niassa	Number	0	1	2	9	29	41
		% within province	.0%	2.4%	4.9%	22.0%	70.7%	100.0%
	Sofala	Number	3	4	6	15	32	60
		% within province	5.0%	6.7%	10.0%	25.0%	53.3%	100.0%
	Maputo City	Number	3	4	1	4	11	23
		% within province	13.0%	17.4%	4.3%	17.4%	47.8%	100.0%
Total		Number	6	9	9	28	72	124
		% within province	4.8%	7.3%	7.3%	22.6%	58.1%	100.0%

Table D2.8: Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum, challenging teachers and students continuously to fulfil curriculum goals

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,607(a)	8	,067
Likelihood Ratio	14,071	8	,080
Linear-by-Linear Association	9,896	1	,002
N of Valid Cases	124		

(a) 9 cells (60,0%) have expected count less than 5. The minimum expected count is 0 ,93.

Table D2.9: Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of new curriculum undertaking regular and productive staff meetings regarding new curriculum

			I make efforts to ensure student achievement increase in the context of the new curriculum, undertaking regular and productive staff meetings regarding new curriculum					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Province	Niassa	Number	0	1	3	21	16	41
		% within province	0.0%	2.4%	7.3%	51.2%	39.0%	100.0%
	Sofala	Number	2	3	7	22	26	60
		% within province	3.3%	5.0%	11.7%	36.7%	43.3%	100.0%
	Maputo City	Number	0	0	3	9	11	23
		% within province	0.0%	0.0%	13.0%	39.1%	47.8%	100.0%
Total		Number	2	4	13	52	53	124
		% within province	1.6%	3.2%	10.5%	41.9%	42.7%	100.0%

Table D2.10: Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of new curriculum, undertaking regular and productive staff meetings on new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.715[a]	8	0.679
Likelihood Ratio	7.145	8	0.521
Linear-by-Linear Association	0.013	1	0.910
N of Valid Cases	124		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 0.37.

Table D2.11: **Comparison of Principals' efforts from the three provinces to ensure student achievement increase, coordinating and managing learning processes in the context of the new curriculum**

			I make efforts to ensure student achievement increase, coordinating and managing learning processes in the context of the new curriculum				Total
			Disagree	Neutral	Agree	Strongly Agree	
Province	Niassa	Number	2	2	14	23	41
		% within province	4.9%	4.9%	34.1%	56.1%	100.0%
	Sofala	Number	0	5	22	33	60
		% within province	.0%	8.3%	36.7%	55.0%	100.0%
	Maputo City	Number	0	1	9	13	23
		% within province	.0%	4.3%	39.1%	56.5%	100.0%
Total		Number	2	8	45	69	124
		% within province	1.6%	6.5%	36.3%	55.6%	100.0%

Table D2.12: **Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase, coordinating and managing learning process in the context of new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.808[a]	6	0.569
Likelihood Ratio	5.193	6	0.519
Linear-by-Linear Association	.365	1	0.546
N of Valid Cases	124		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 0.37.

Table D2.13: **Comparison of Principals' efforts from three provinces to ensure student achievement increase in the context of new curriculum promoting collaboration among teachers through which they develop new skills by sharing professional knowledge regarding to new curriculum**

| | | | I make efforts to ensure student achievement increase in the context of the new curriculum promoting collaboration among teachers through which they develop new skills by sharing professional knowledge regarding new curriculum | | | | | Total |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Province	Niasa	Number	0	1	1	13	26	41
		% within province	.0%	2.4%	2.4%	31.7%	63.4%	100.0%
	Sofala	Number	1	0	3	19	37	60
		% within province	1.7%	.0%	5.0%	31.7%	61.7%	100.0%
	Maputo City	Number	0	0	1	8	14	23
		% within province	.0%	.0%	4.3%	34.8%	60.9%	100.0%
Total		Number	1	1	5	40	77	124
		% within province	.8%	.8%	4.0%	32.3%	62.1%	100.0%

Table D.14: **Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum promoting collaboration among teachers through which they develop new skills by sharing professional knowledge regarding new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,569(a)	8	0,894
Likelihood Ratio	4,175	8	0,841
Linear-by-Linear Association	0,003	1	0,960
N of Valid Cases	124		

(a) 9 cells (60,0%) have expected count less than 5. The minimum expected count is ,19.

Table D2.15: Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum monitoring continuously teachers performance regarding new curriculum

			I make efforts to ensure student achievement increase in the context of the new curriculum, monitoring continuously teachers performance regarding new curriculum					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Province	Niassa	Number	2	0	5	18	16	41
		% within province	4.9%	.0%	12.2%	43.9%	39.0%	100.0%
	Sofala	Number	0	1	6	21	32	60
		% within province	.0%	1.7%	10.0%	35.0%	53.3%	100.0%
	Maputo City	Number	0	0	2	12	9	23
		% within province	.0%	.0%	8.7%	52.2%	39.1%	100.0%
Total		Number	2	1	13	51	57	124
		% within province	1.6%	.8%	10.5%	41.1%	46.0%	100.0%

Table D2.16: Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure Student achievement increase in the context of the new curriculum monitoring continuously teachers performance regarding new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.992[a]	8	0.434
Likelihood Ratio	8.729	8	0.366
Linear-by-Linear Association	1.283	1	0.257
N of Valid Cases	124		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is 0.19.

Table D2.17: Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum maximizing the amount of school time used for learning in scope of the new curriculum

| | | | I make efforts to ensure student achievement increase in the context of the new curriculum, maximizing the amount of school time used for learning in scope of new curriculum | | | | | Total |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Province	Niassa	Number	1	1	6	17	16	41
		% within province	2.4%	2.4%	14.6%	41.5%	39.0%	100.0%
	Sofala	Number	2	2	5	29	22	60
		% within province	3.3%	3.3%	8.3%	48.3%	36.7%	100.0%
	Maputo City	Number	1	2	5	9	6	23
		% within province	4.3%	8.7%	21.7%	39.1%	26.1%	100.0%
Total		Number	4	5	16	55	44	124
		% within province	3.2%	4.0%	12.9%	44.4%	35.5%	100.0%

Table D2.18 : Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum maximizing the amount of school time used for learning in scope of new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.374[a]	8	0.717
Likelihood Ratio	5.060	8	0.751
Linear-by-Linear Association	1.777	1	0.183
N of Valid Cases	124		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is 0.74.

Table D2.19: **Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership translated into new School Organization, which is being implemented within their Schools to cope with the requirements of the new curriculum**

| | | | I am satisfied that the new school organization is being implemented to cope with the requirements of the new curriculum | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Province	Niassa	Number	1	1	2	13	24	41
		% within province	2.4%	2.4%	4.9%	31.7%	58.5%	100.0%
	Sofala	Number	1	2	2	17	38	60
		% within province	1.7%	3.3%	3.3%	28.3%	63.3%	100.0%
	Maputo City	Number	0	2	4	10	7	23
		% within province	.0%	8.7%	17.4%	43.5%	30.4%	100.0%
Total		Number	2	5	8	40	69	124
		% within province	1.6%	4.0%	6.5%	32.3%	55.6%	100.0%

Table D2.20: **Chi-Square Tests on Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership translated into new School Organization, which is being implemented within their schools to cope with the requirements of the new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,959(a)	8	0,153
Likelihood Ratio	11,304	8	0,185
Linear-by-Linear Association	2,671	1	0,102
N of Valid Cases	124		

(a). 9 cells (60,0%) have expected count less than 5. The minimum expected count is 0,37.

Table D2.21: **Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in significant efforts from teachers to observe interdisciplinarity principle in the lessons plans they make as set up in the new curriculum**

			I am satisfied that there are significant efforts from teachers to observe interdisciplinarity principle in the lessons plans they make as set up in new curriculum				
			Disagree	Neutral	Agree	Strongly Agree	Total
Province	Niassa	Number	1	2	14	24	41
		% within province	2.4%	4.9%	34.1%	58.5%	100.0%
	Sofala	Number	0	5	19	36	60
		% within province	.0%	8.3%	31.7%	60.0%	100.0%
	Maputo City	Count	0	2	8	13	23
		% within province	.0%	8.7%	34.8%	56.5%	100.0%
Total		Count	1	9	41	73	124
		% within province	.8%	7.3%	33.1%	58.9%	100.0%

Table D2.22: **Chi-Square Tests on Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in significant efforts from teachers to observe interdisciplinarity principle in the lessons plans they make as set up in the new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,611(a)	6	0,856
Likelihood Ratio	2,834	6	0,829
Linear-by-Linear Association	0,000	1	1,000
N of Valid Cases	124		

(a) 6 cells (50,0%) have expected count less than 5. The minimum expected count is 0,19.

Table D2.23: **Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership that is manifested in good school atmosphere, translated into sharing and cooperation on all school activities, enabling effective implementation of new curriculum**

			I am satisfied that sharing and cooperation on all issues enabling effective implementation of new curriculum characterizes the school climate					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Province	Niassa	Number	1	2	4	16	18	41
		% within province	2.4%	4.9%	9.8%	39.0%	43.9%	100.0%
	Sofala	Number	0	4	7	19	30	60
		% within province	0.0%	6.7%	11.7%	31.7%	50.0%	100.0%
	Maputo City	Number	0	0	7	8	8	23
		% within province	0.0%	0.0%	30.4%	34.8%	34.8%	100.0%
Total		Number	1	6	18	43	56	124
		% within province	0.8%	4.8%	14.5%	34.7%	45.2%	100.0%

Table D2.24: **Chi-Square Tests on Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership that is manifested in good school atmosphere, translated into sharing and cooperation on all school activities, enabling effective implementation of new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,797(a)	8	0,280
Likelihood Ratio	10,223	8	0,250
Linear-by-Linear Association	0,138	1	0,710
N of Valid Cases	124		

(a) 7 cells (46,7%) have expected count less than 5. The minimum expected count is 0,19.

Table D2.25: Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in using a variety of active methods by teachers in their teaching as required by the new curriculum

			I am satisfied that teachers are using a variety of active methods in their teaching as required by the new curriculum				Total
			Disagree	Neutral	Agree	Strongly Agree	
Province	Niassa	Number	1	1	16	23	41
		% within province	2.4%	2.4%	39.0%	56.1%	100.0%
	Sofala	Number	0	4	23	33	60
		% within province	0.0%	6.7%	38.3%	55.0%	100.0%
	Maputo City	Number	1	2	11	9	23
		% within province	4.3%	8.7%	47.8%	39.1%	100.0%
Total		Number	2	7	50	65	124
		% within province	1.6%	5.6%	40.3%	52.4%	100.0%

Table D2.26: Chi-Square Tests on Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in using a variety of active methods by teachers in their teaching as required by the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.799[a]	6	0.570
Likelihood Ratio	5.599	6	0.470
Linear-by-Linear Association	1.819	1	0.177
N of Valid Cases	124		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 0 .37.

Table D2.27: **Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in local curriculum development within the schools and starting of its implementation**

			I am satisfied that the school has already developed the local curriculum and started its implementation					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Province	Niassa	Number	1	2	4	19	15	41
		% within province	2.4%	4.9%	9.8%	46.3%	36.6%	100.0%
	Sofala	Number	2	6	7	19	26	60
		% within province	3.3%	10.0%	11.7%	31.7%	43.3%	100.0%
	Maputo City	Number	3	3	9	3	5	23
		% within province	13.0%	13.0%	39.1%	13.0%	21.7%	100.0%
Total		Number	6	11	20	41	46	124
		% within province	4.8%	8.9%	16.1%	33.1%	37.1%	100.0%

Table D2.28: **Chi-Square Tests on Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in local curriculum development within the schools and starting of its implementation**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21,665(a)	8	0,006
Likelihood Ratio	19,770	8	0,011
Linear-by-Linear Association	7,730	1	0,005
N of Valid Cases	124		

(a). 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,11.

The attitudes of the surveyed Schools Principals towards their role of leadership in the process of curriculum implementation in their schools

Table D2a.1: Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of new curriculum through close relationship with teachers, other staff members, students and parents (after merging cells together with an expected frequency less than 5)

			I make efforts to ensure student achievement increase in the context of the new curriculum, through close relationships with teachers, other staff members, students and parents		Total
			Agree	Strongly Agree	
province	Niassa	Number	15	26	41
		% within province	36,6%	63,4%	100,0%
	Sofala	Count	22	38	60
		% within province	17,7%	30,6%	48,4%
	Maputo City	Number	11	12	23
		% within province	47,8%	52,2%	100,0%
		% within province	8,9%	9,7%	18,5%
Total		Number	48	76	124
		% within province	38,7%	61,3%	100,0%

Table D2a.2: Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of new curriculum through close relationship with teachers, other staff members, students and parents (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0,989(a)	2	0,610
Likelihood Ratio	0,972	2	0,615
Linear-by-Linear Association	0,600	1	0,439
N of Valid Cases	124		

(a) 0 cells (0,0%) have expected count less than 5. The minimum expected count is 8,90.

Table D2.3a: **Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum putting in place an action plan produced collectively in schools for effective implementation of the new curriculum** (after merging cells together with an expected frequency less than 5)

			I make efforts to ensure student achievement increase in the context of the new curriculum, putting in place an action plan produced collectively in school for effective implementation of the new curriculum		Total
			Agree	Strongly Agree	
province	Niassa	Number	23	18	41
		% within province	56,1%	43,9%	100,0%
	Sofala	Number	29	31	60
		% within province	48,3%	51,7%	100,0%
	Maputo City	Number	15	8	23
		% within province	65,2%	34,8%	100,0%
Total		Number	67	57	124
		% within province	54,0%	46,0%	100,0%

Table D2a.4: **Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum putting in place an action plan produced collectively in schools for effective implementation of the new curriculum** (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,014(a)	2	0,365
Likelihood Ratio	2,035	2	0,361
Linear-by-Linear Association	0,194	1	0,660
N of Valid Cases	124		

(a) 0 cells (,0%) have expected count less than 5. The minimum expected count is 10,57.

Table D2a.5: **Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum through effective**

professional development of the new curriculum (after merging cells together with an expected frequency less than 5)

			I make efforts to ensure student achievement increase in the context of the new curriculum, through effective professional development of the new curriculum.		Total
			Agree	Strongly Agree	
Province	Niassa	Number	22	19	41
		% within province	53,7%	46,3%	100,0%
	Sofala	Number	33	27	60
		% within province	55,0%	45,0%	100,0%
	Maputo City	Number	16	7	23
		% within province	69,6%	30,4%	100,0%
Total		Number	71	53	124
		% within province	57,3%	42,7%	100,0%

Table D2a.6: Chi-Square Tests 0f Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of new curriculum through effective professional development of the new curriculum (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1,766(a)	2	0,414
Likelihood Ratio	1,816	2	0,403
Linear-by-Linear Association	1,224	1	0,268
N of Valid Cases	124		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 9,83.

Table D2a.7: Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum challenging teachers and students continuously to fulfill curriculum goals (after merging cells together with an expected frequency less than 5)

			I make efforts to ensure student achievement increase in the context of the new curriculum, challenging teachers and students continuously to fulfill curriculum goals			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	3	9	29	41
		% within province	7,3%	22,0%	70,7%	100,0%
	Sofala	Number	12	16	32	60
		% within province	20,0%	26,7%	53,3%	100,0%
	Maputo City	Number	8	4	11	23
		% within province	34,8%	17,4%	47,8%	100,0%
Total		Number	23	29	72	124
		% within province	18,5%	23,4%	58,1%	100,0%

Table D2a.8: Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum, challenging teachers and students continuously to fulfill curriculum goals (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,570(a)	4	0,073
Likelihood Ratio	8,715	4	0,069
Linear-by-Linear Association	6,686	1	0,010
N of Valid Cases	124		

(a) 1 cells (11,1%) have expected count less than 5. The minimum expected count is 4,27.

Table D2a.9: **Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of new curriculum undertaking regular and productive staff meetings regarding new curriculum** (after merging cells together with an expected frequency less than 5)

			I make efforts to ensure student achievement increase in the context of the new curriculum, undertaking regular and productive staff meetings regarding new curriculum		Total
			Agree	Strongly Agree	
province	Niassa	Number	25	16	41
		% within province	61,0%	39,0%	100,0%
	Sofala	Number	34	26	60
		% within province	56,7%	43,3%	100,0%
	Maputo City	Number	12	11	23
		% within province	52,2%	47,8%	100,0%
Total		Number	71	53	124
		% within province	57,3%	42,7%	100,0%

Table D2a.10: **Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of new curriculum, undertaking regular and productive staff meetings on new curriculum** (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0,483(a)	2	0,785
Likelihood Ratio	0,483	2	0,785
Linear-by-Linear Association	0,479	1	0,489
N of Valid Cases	124		

(a) 0 cells (,0%) have expected count less than 5. The minimum expected count is 9,83.

Table D2a.11: Comparison of Principals' efforts from the three provinces to ensure student achievement increase, coordinating and managing learning processes in the context of the new curriculum (after merging cells together with an expected frequency less than 5)

			I make efforts to ensure student achievement increase, coordinating and managing learning processes in the context of the new curriculum		Total
			Agree	Strongly Agree	
province	Niassa	Number	18	23	41
		% within province	43,9%	56,1%	100,0%
	Sofala	Number	27	33	60
		% within province	45,0%	55,0%	100,0%
	Maputo City	Number	10	13	23
		% within province	43,5%	56,5%	100,0%
Total		Number	55	69	124
		% within province	44,4%	55,6%	100,0%

Table D2a.12: Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase, coordinating and managing learning process in the context of new curriculum (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	,021(a)	2	0,990
Likelihood Ratio	0,021	2	0,990
Linear-by-Linear Association	0,000	1	0,997
N of Valid Cases	124		

(a). 0 cells (,0%) have expected count less than 5. The minimum expected count is 10,20.

Table D2a.13: **Comparison of Principals' efforts from three provinces to ensure student achievement increase in the context of new curriculum promoting collaboration among teachers through which they develop new skills by sharing professional knowledge regarding to new curriculum** (after merging cells together with an expected frequency less than 5)

			I make efforts to ensure student achievement increase in the context of the new curriculum promoting collaboration among teachers through which they develop new skills by sharing professional knowledge regarding new curriculum		Total
			Agree	Strongly Agree	
province	Niassa	Number	15	26	41
		% within province	36,6%	63,4%	100,0%
	Sofala	Number	23	37	60
		% within province	38,3%	61,7%	100,0%
	Maputo City	Number	9	14	23
		% within province	39,1%	60,9%	100,0%
Total		Number	47	77	124
		% within province	37,9%	62,1%	100,0%

Table D2a.14: **Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum promoting collaboration among teachers through which they develop new skills by sharing professional knowledge regarding new curriculum** (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0,050(a)	2	0,975
Likelihood Ratio	0,050	2	0,975
Linear-by-Linear Association	0,046	1	0,829
N of Valid Cases	124		

(a) 0 cells (,0%) have expected count less than 5. The minimum expected count is 8,72.

Table D2a.15: **Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum monitoring continuously teachers performance regarding new curriculum** (after merging cells together with an expected frequency less than 5)

			I make efforts to ensure student achievement increase in the context of the new curriculum, monitoring continuously teachers performance regarding new curriculum			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	7	18	16	41
		% within province	17,1%	43,9%	39,0%	100,0%
	Sofala	Number	7	21	32	60
		% within province	11,7%	35,0%	53,3%	100,0%
	Maputo City	Number	2	12	9	23
		% within province	8,7%	52,2%	39,1%	100,0%
Total		Number	16	51	57	124
		% within province	12,9%	41,1%	46,0%	100,0%

Table D2a.16: **Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure Student achievement increase in the context of the new curriculum monitoring continuously teachers' performance regarding new curriculum** (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,618(a)	4	0,460
Likelihood Ratio	3,585	4	0,465
Linear-by-Linear Association	0,526	1	0,468
N of Valid Cases	124		

a.   1 cells (11,1%) have expected count less than 5. The minimum expected count is 2,97.

Table D2a.17: Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum maximizing the amount of school time used for learning in scope of the new curriculum (after merging cells together with an expected frequency less than 5)

			I make efforts to ensure student achievement increase in the context of the new curriculum, maximizing the amount of school time used for learning in scope of new curriculum			
			Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	8	17	16	41
		% within province	19,5%	41,5%	39,0%	100,0%
	Sofala	Number	9	29	22	60
		% within province	15,0%	48,3%	36,7%	100,0%
	Maputo City	Number	8	9	6	23
		% within province	34,8%	39,1%	26,1%	100,0%
Total		Number	25	55	44	124
		% within province	20,2%	44,4%	35,5%	100,0%

Table D2a.18: Chi-Square Tests on Comparison of Principals' efforts from the three provinces to ensure student achievement increase in the context of the new curriculum maximizing the amount of school time used for learning in scope of new curriculum (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4,414(a)	4	0,353
Likelihood Ratio	4,108	4	0,392
Linear-by-Linear Association	1,590	1	0,207
N of Valid Cases	124		

a 1 cells (11,1%) have expected count less than 5. The minimum expected count is 4,64.

Table D2a.19: **Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership translated into new School Organization, which is being implemented within their Schools to cope with the requirements of the new curriculum** (after merging cells together with an expected frequency less than 5)

			I am satisfied that the new school organization is being implemented to cope with the requirements of the new curriculum		Total
			Agree	Strongly Agree	
province	Niassa	Number	17	24	41
		% within province	41,5%	58,5%	100,0%
	Sofala	Number	22	38	60
		% within province	36,7%	63,3%	100,0%
	Maputo City	Number	16	7	23
		% within province	69,6%	30,4%	100,0%
Total		Number	55	69	124
		% within province	44,4%	55,6%	100,0%

Table D2a.20: **Chi-Square Tests on Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership translated into new School Organization, which is being implemented within their schools to cope with the requirements of the new curriculum** (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,498(a)	2	0,024
Likelihood Ratio	7,553	2	0,023
Linear-by-Linear Association	3,193	1	0,074
N of Valid Cases	124		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 10,20.

Table D2a.21: **Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in significant efforts from teachers to observe interdisciplinarity principle in the lessons plans they make as set up in the new curriculum** (after merging cells together with an expected frequency less than 5)

			I am satisfied that there are significant efforts from teachers to observe interdisciplinarity principle in the lessons plans they make as set up in new curriculum		Total
			Agree	Strongly Agree	
province	Niassa	Number	17	24	41
		% within province	41,5%	58,5%	100,0%
	Sofala	Number	22	38	60
		% within province	36,7%	63,3%	100,0%
	Maputo City	Number	16	7	23
		% within province	69,6%	30,4%	100,0%
Total		Number	55	69	124
		% within province	44,4%	55,6%	100,0%

Table D2a.22: **Chi-Square Tests on Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in significant efforts from teachers to observe interdisciplinarity principle in the lessons plans they make as set up in the new curriculum** (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,498(a)	2	0,024
Likelihood Ratio	7,553	2	0,023
Linear-by-Linear Association	3,193	1	0,074
N of Valid Cases	124		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 10,20.

Table D2a.23: Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership that is manifested in good school atmosphere, translated into sharing and cooperation on all school activities, enabling effective implementation of new curriculum (after merging cells together with an expected frequency less than 5)

| | | | I am satisfied that sharing and cooperation on all issues enabling effective implementation of new curriculum characterizes the school climate | | | Total |
			Neutral	Agree	Strongly Agree	
Province	Niassa	Number	7	16	18	41
		% within province	17,1%	39,0%	43,9%	100,0%
	Sofala	Number	11	19	30	60
		% within province	18,3%	31,7%	50,0%	100,0%
	Maputo City	Number	7	8	8	23
		% within province	30,4%	34,8%	34,8%	100,0%
Total		Number	25	43	56	124
		% within province	20,2%	34,7%	45,2%	100,0%

Table D2a.24: Chi-Square Tests on Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership that is manifested in good school atmosphere, translated into sharing and cooperation on all school activities, enabling effective implementation of new curriculum (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,752(a)	4	0,600
Likelihood Ratio	2,635	4	0,621
Linear-by-Linear Association	0,827	1	0,363
N of Valid Cases	124		

(a) 1 cells (11,1%) have expected count less than 5. The minimum expected count is 4,64.

Table D2a.25: Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in using a variety of active methods by teachers in their teaching as required by the new curriculum (after merging cells together with an expected frequency less than 5)

			I am satisfied that teachers are using a variety of active methods in their teaching as required by the new curriculum		Total
			Agree	Strongly Agree	
province	Niassa	Number	18	23	41
		% within province	43,9%	56,1%	100,0%
	Sofala	Number	27	33	60
		% within province	45,0%	55,0%	100,0%
	Maputo City	Number	14	9	23
		% within province	60,9%	39,1%	100,0%
Total		Number	59	65	124
		% within province	47,6%	52,4%	100,0%

Table D2a.26: Chi-Square Tests on Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in using a variety of active methods by teachers in their teaching as required by the new curriculum (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,011(a)	2	0,366
Likelihood Ratio	2,018	2	0,365
Linear-by-Linear Association	1,350	1	0,245
N of Valid Cases	124		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 10,94.

Table Da.27: **Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in local curriculum development within the schools and starting of its implementation** (after merging cells together with an expected frequency less than 5)

			I am satisfied that the school has already developed the local curriculum and started its implementation			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	7	19	15	41
		% within province	17,1%	46,3%	36,6%	100,0%
	Sofala	Number	15	19	26	60
		% within province	25,0%	31,7%	43,3%	100,0%
	Maputo City	Number	15	3	5	23
		% within province	65,2%	13,0%	21,7%	100,0%
Total		Number	37	41	46	124
		% within province	29,8%	33,1%	37,1%	100,0%

Table D2a.28: **Chi-Square Tests on Comparison of the level of satisfaction of Principals among the three provinces as a result of their leadership, which is expressed in local curriculum development within the schools and starting of its implementation** (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,462(a)	4	0,001
Likelihood Ratio	18,259	4	0,001
Linear-by-Linear Association	6,781	1	0,009
N of Valid Cases	124		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 6,86.

Teachers' reliability of a scale

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R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)
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		Mean	Std Dev	Cases
1.	I8.1.1; V24	4,2534	,9812	221,0
2.	I8.1.2; V25	3,8597	1,1335	221,0
3.	I8.1.3; V26	3,7421	1,2974	221,0
4.	I8.1.4; V27	3,8597	1,2035	221,0
5.	I8.1.5; V28	3,3394	1,4390	221,0
6.	I8.2.1; V29	4,4118	,8622	221,0
7.	I8.2.2; V30	4,2036	,9435	221,0
8.	I8.3.1; V31	4,0407	1,0150	221,0
9.	I8.3.2; V32	4,1900	,8739	221,0
10.	I8.3.3; V33	4,0995	,9289	221,0
11.	I8.3.4; V34	3,9683	,9601	221,0
12.	I8.3.5; V35	4,0543	,9614	221,0
13.	I8.3.6; V36	3,9593	,9969	221,0
14.	I8.4.1; V37	3,8959	1,1572	221,0
15.	I8.4.2; V38	3,8416	1,0433	221,0
16.	I8.4.3; V39	3,9321	1,0574	221,0
17.	I8.4.4; V40	3,8462	1,0803	221,0
18.	I8.4.5; V41	4,3303	,9364	221,0
19.	I8.5.1; V42	4,1810	1,0242	221,0
20.	I8.5.2; V43	4,1041	1,1374	221,0

				N of
Statistics for	Mean	Variance	Std Dev	Variables
SCALE	80,1131	171,1371	13,0819	20

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Teachers' reliability of a scale

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
I8.1.1; V24	75,8597	161,4121	,3514	,9146
I8.1.2; V25	76,2534	153,1719	,5945	,9093
I8.1.3; V26	76,3710	152,4072	,5322	,9113
I8.1.4; V27	76,2534	152,0900	,5929	,9094
I8.1.5; V28	76,7738	148,0122	,6013	,9098
I8.2.1; V29	75,7014	161,8013	,3918	,9135
I8.2.2; V30	75,9095	157,4463	,5406	,9106
I8.3.1; V31	76,0724	156,4402	,5383	,9106
I8.3.2; V32	75,9231	158,2895	,5495	,9105
I8.3.3; V33	76,0136	155,1953	,6516	,9083
I8.3.4; V34	76,1448	155,1426	,6302	,9087
I8.3.5; V35	76,0588	154,9647	,6370	,9085
I8.3.6; V36	76,1538	153,5580	,6713	,9076
I8.4.1; V37	76,2172	152,9435	,5889	,9094
I8.4.2; V38	76,2715	153,3805	,6450	,9081
I8.4.3; V39	76,1810	152,6489	,6648	,9076
I8.4.4; V40	76,2670	154,0784	,5925	,9093
I8.4.5; V41	75,7828	159,7981	,4419	,9126
P8.5.1; V42	75,9321	155,5272	,5700	,9099
P8.5.2; V43	76,0090	154,6726	,5362	,9108

Reliability Coefficients

N of Cases =   221,0   N of Items = 20

Alpha =   ,9142

The attitudes and beliefs of surveyed teachers towards the implementation of the new curriculum

Table E2.1: Comparison of expressed school ownership feeling by teachers from the three provinces who participated in the investigation

			I feel like I belong at this school					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	1	0	6	23	41	71
		% within province	1,4%	0,0%	8,5%	32,4%	57,7%	100,0%
	Sofala	Number	2	3	8	22	40	75
		% within province	2,7%	4,0%	10,7%	29,3%	53,3%	100,0%
	Maputo City	Number	4	2	14	21	34	75
		% within province	5,3%	2,7%	18,7%	28,0%	45,3%	100,0%
Total		Number	7	5	28	66	115	221
		% within province	3,2%	2,3%	12,7%	29,9%	52,0%	100,0%

Table E2.2: Chi-square tests on comparison of expressed school ownership feeling by teachers from the three provinces who participated in the investigation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,252(a)	8	0,321
Likelihood Ratio	10,549	8	0,229
Linear-by-Linear Association	5,992	1	0,014
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,61.

Table E2.3: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about school organization towards implementation of the new curriculum

			I feel that school organization is changing and enabling successful implementation of the new curriculum					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	3	1	5	27	35	71
		% within province	4,2%	1,4%	7,0%	38,0%	49,3%	100,0%
	Sofala	Number	1	7	8	26	33	75
		% within province	1,3%	9,3%	10,7%	34,7%	44,0%	100,0%
	Maputo City	Number	8	9	23	28	7	75
		% within province	10,7%	12,0%	30,7%	37,3%	9,3%	100,0%
Total		Number	12	17	36	81	75	221
		% within province	5,4%	7,7%	16,3%	36,7%	33,9%	100,0%

Table E2.4: Chi-Square Tests on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about school organization towards implementation of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47,390(a)	8	0,000
Likelihood Ratio	53,077	8	0,000
Linear-by-Linear Association	31,165	1	0,000
N of Valid Cases	221		

a 3 cells (20,0%) have expected count less than 5. The minimum expected count is 3,86.

Table E2.5: Comparison of teachers' opinions from the three provinces who participated in the research about   new curriculum teaching in their schools

| | | | I feel that teaching new curriculum is fun at this school | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	4	2	5	26	34	71
		% within province	5,6%	2,8%	7,0%	36,6%	47,9%	100%
	Sofala	Number	8	10	7	19	31	75
		% within province	10,7%	13,3%	9,3%	25,3%	41,3%	100%
	Maputo City	Number	6	16	17	19	17	75
		% within province	8,0%	21,3%	22,7%	25,3%	22,7%	100%
Total		Number	18	28	29	64	82	221
		% within province	8,1%	12,7%	13,1%	29,0%	37,1%	100%

Table E2.6:   Chi-Square on Comparison of teachers' opinions from the three provinces who participated in the research about the new curriculum teaching in their schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27,993(a)	8	0,000
Likelihood Ratio	29,745	8	0,000
Linear-by-Linear Association	15,634	1	0,000
N of Valid Cases	221		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 5,78.

Table E2.7:   Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their acknowledgement for good work in scope of the new curriculum

| | | | I feel acknowledged for good work in scope of the new curriculum | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	3	1	5	27	35	71
		% within province	4,2%	1,4%	7,0%	38,0%	49,3%	100%
	Sofala	Number	5	10	9	18	33	75
		% within province	6,7%	13,3%	12,0%	24,0%	44,0%	100%
	Maputo City	Number	6	8	22	22	17	75
		% within province	8,0%	10,7%	29,3%	29,3%	22,7%	100%
Total		Number	14	19	36	67	85	221
		% within province	6,3%	8,6%	16,3%	30,3%	38,5%	100%

Table E2.8: Chi-Square Tests on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their acknowledgement for good work in scope of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29,880(a)	8	0,000
Likelihood Ratio	32,134	8	0,000
Linear-by-Linear Association	15,609	1	0,000
N of Valid Cases	221		

a 3 cells (20,0%) have expected count less than 5. The minimum expected count is 4,50.

Table E2.9:   Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their fair reward for doing well in implementation of the new curriculum

			I feel fearly rewarded for doing well in implementation of the new curriculum					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	4	4	4	28	31	71
		% within province	5,6%	5,6%	5,6%	39,4%	43,7%	100%
	Sofala	Number	15	7	9	19	25	75
		% within province	20,0%	9,3%	12,0%	25,3%	33,3%	100%
	Maputo City	Number	18	21	18	14	4	75
		% within province	24,0%	28,0%	24,0%	18,7%	5,3%	100%
Total		Number	37	32	31	61	60	221
		% within province	16,7%	14,5%	14,0%	27,6%	27,1%	100%

Table E2.10:   Chi-Square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their fair reward for doing well in implementation of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	59,096(a)	8	0,000
Likelihood Ratio	65,280	8	0,000
Linear-by-Linear Association	43,279	1	0,000
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 9,96.

Table E2.11: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their mutual respect within schools in implementation of the new curriculum

			I work with colleagues who treat me with respect					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	2	0	5	25	39	71
		% within province	2,8%	0,0%	7,0%	35,2%	54,9%	100,0%
	Sofala	Number	1	1	7	14	52	75
		% within province	1,3%	1,3%	9,3%	18,7%	69,3%	100,0%
	Maputo City	Number	2	1	7	27	38	75
		% within province	2,7%	1,3%	9,3%	36,0%	50,7%	100,0%
Total		Number	5	2	19	66	129	221
		% within province	2,3%	,9%	8,6%	29,9%	58,4%	100,0%

Table E2.12: Chi-Square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their mutual respect within schools in implementation of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,903(a)	8	0,351
Likelihood Ratio	9,901	8	0,272
Linear-by-Linear Association	0,407	1	0,523
N of Valid Cases	221		

(a). 6 cells (40,0%) have expected count less than 5. The minimum expected count is 0,64.

Table E2.13: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about sharing suggestions in the context of the new curriculum

| | | | I work with colleagues who listen if I have ideas about doing things better in the context of new curriculum | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	2	3	6	21	39	71
		% within province	2,8%	4,2%	8,5%	29,6%	54,9%	100%
	Sofala	Number	1	2	7	19	46	75
		% within province	1,3%	2,7%	9,3%	25,3%	61,3%	100%
	Maputo City	Number	1	5	13	38	18	75
		% within province	1,3%	6,7%	17,3%	50,7%	24,0%	100%
Total		Number	4	10	26	78	103	221
		% within province	1,8%	4,5%	11,8%	35,3%	46,6%	100%

Table E2.14: Chi-Square on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about sharing suggestions in the context of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,903(a)	8	0,351
Likelihood Ratio	9,901	8	0,272
Linear-by-Linear Association	0,407	1	0,523
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 0,64.

Table E2.15:   Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' leadership in pedagogical domain

			My principal/ principal assistants/ learning cycle leader, learning area coordinator is an effective instructional leader					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	0	2	14	25	30	71
		% within province	0,0%	2,8%	19,7%	35,2%	42,3%	100,0%
	Sofala	Number	2	1	13	20	39	75
		% within province	2,7%	1,3%	17,3%	26,7%	52,0%	100,0%
	Maputo City	Number	6	4	13	34	18	75
		% within province	8,0%	5,3%	17,3%	45,3%	24,0%	100,0%
Total		Number	8	7	40	79	87	221
		% within province	3,6%	3,2%	18,1%	35,7%	39,4%	100,0%

Table E2.16:   Chi-Square on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' leadership in implementation of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20,173(a)	8	0,010
Likelihood Ratio	22,232	8	0,005
Linear-by-Linear Association	7,316	1	0,007
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 2,25.

Table E2.17: comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their principals as effective communication facilitators in implementation of the new curriculum

			My principal/ principal assistants/ learning cycle leader, learning coordinator facilitates communication effectively					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	0	1	13	29	28	71
		% within province	0,0%	1,4%	18,3%	40,8%	39,4%	100,0%
	Sofala	Number	1	1	9	24	40	75
		% within province	1,3%	1,3%	12,0%	32,0%	53,3%	100,0%
	Maputo City	Number	0	7	12	27	29	75
		% within province	0,0%	9,3%	16,0%	36,0%	38,7%	100,0%
Total		Number	1	9	34	80	97	221
		% within province	0,5%	4,1%	15,4%	36,2%	43,9%	100,0%

Table E2.18: Chi-square on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their principals as effective communication facilitators in implementation of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,735(a)	8	0,089
Likelihood Ratio	13,441	8	0,098
Linear-by-Linear Association	1,039	1	0,308
N of Valid Cases	221		

(a). 6 cells (40,0%) have expected count less than 5. The minimum expected count is 0,32.

Table E2.19: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' support in their work with students in curriculum implementation

			My principal/ principal assistants/ learning cycle leader, learning area coordinator supports me in my work with students in the context of the new curriculum					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	0	0	15	19	37	71
		% within province	0,0%	0,0%	21,1%	26,8%	52,1%	100,0%
	Sofala	Number	1	1	16	22	35	75
		% within province	1,3%	1,3%	21,3%	29,3%	46,7%	100,0%
	Maputo City	Number	1	8	15	31	20	75
		% within province	1,3%	10,7%	20,0%	41,3%	26,7%	100,0%
Total		Number	2	9	46	72	92	221
		% within province	0,9%	4,1%	20,8%	32,6%	41,6%	100,0%

Table E2.20: Chi-Square Tests on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' support in their work with students in curriculum implementation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22,375(a)	8	0,004
Likelihood Ratio	24,225	8	0,002
Linear-by-Linear Association	10,523	1	0,001
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 0,64.

Table E2.21: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' support of shared decision making in curriculum implementation

| | | | My prinvipal/ principal assistants/ learning cycle leader, learning area coordinator supports shared decision making | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	2	1	16	29	23	71
		% within province	2,8%	1,4%	22,5%	40,8%	32,4%	100%
	Sofala	Number	1	4	17	22	31	75
		% within province	1,3%	5,3%	22,7%	29,3%	41,3%	100%
	Maputo City	Number	2	3	18	31	21	75
		% within province	2,7%	4,0%	24,0%	41,3%	28,0%	100%
Total		Number	5	8	51	82	75	221
		% within province	2,3%	3,6%	23,1%	37,1%	33,9%	100%

Table E2.22: Chi-Square Tests on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' support of shared decision making in curriculum implementation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,964(a)	8	0,651
Likelihood Ratio	6,263	8	0,618
Linear-by-Linear Association	0,461	1	0,497
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,61.

Table E2.23: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' openness allowing them to become effective instructional leaders in curriculum implementation**

			My principal/ principal assistants/ learning cycle leader, learning area coordinator allows me to be effective instructional leader					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Sofala	Number	0	4	14	18	39	75
		% within province	0,0%	5,3%	18,7%	24,0%	52,0%	100,0%
	Maputo City	Number	4	4	20	32	15	75
		% within province	5,3%	5,3%	26,7%	42,7%	20,0%	100,0%
Total		Number	4	8	48	73	88	221
		% within province	1,8%	3,6%	21,7%	33,0%	39,8%	100,0%

Table E2.24: Chi-Square Tests on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' openness allowing them to become effective instructional leaders in curriculum implementation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28,194(a)	8	0,000
Likelihood Ratio	32,798	8	0,000
Linear-by-Linear Association	15,158	1	0,000
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,29.

Table E2.25: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' effectiveness in helping them to reach new curriculum vision

| | | | My principal/ principal assistants/ learning cycle leader, learning area coordinator is effective in helping us to reach new curriculum vision | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	1	1	18	26	25	71
		% within province	1,4%	1,4%	25,4%	36,6%	35,2%	100%
	Sofala	Number	2	6	14	20	33	75
		% within province	2,7%	8,0%	18,7%	26,7%	44,0%	100%
	Maputo City	Number	2	5	16	32	20	75
		% within province	2,7%	6,7%	21,3%	42,7%	26,7%	100%
Total		Number	5	12	48	78	78	221
		% within province	2,3%	5,4%	21,7%	35,3%	35,3%	100%

Table E2.26: Chi-Square Tests on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' effectiveness in helping them to reach new curriculum vision

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,298(a)	8	0,245
Likelihood Ratio	11,191	8	0,191
Linear-by-Linear Association	1,320	1	0,251
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,61.

Table E2.27: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about clarity of the new curriculum learning objectives and acquisition of basic skills

			I realize that the new curriculum has clear learning objectives and emphasizes the acquisition of basic skills					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	1	1	13	18	38	71
		% within province	1,4%	1,4%	18,3%	25,4%	53,5%	100%
	Sofala	Number	2	2	10	29	32	75
		% within province	2,7%	2,7%	13,3%	38,7%	42,7%	100%
	Maputo City	Number	11	10	14	28	12	75
		% within province	14,7%	13,3%	18,7%	37,3%	16,0%	100%
Total		Number	14	13	37	75	82	221
		% within province	6,3%	5,9%	16,7%	33,9%	37,1%	100%

Table E2.28: Chi-square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about clarity of the new curriculum learning objectives and acquisition of basic skills

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41,212(a)	8	0,000
Likelihood Ratio	42,172	8	0,000
Linear-by-Linear Association	28,466	1	0,000
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 4,18.

Table E2.29: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their effective professional development towards fulfilment of the new curriculum goals**

			I realize that effective professional development is helpful in fulfillment of curriculum goals					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	1	3	15	25	27	71
		% within province	1,4%	4,2%	21,1%	35,2%	38,0%	100,0%
	Sofala	Number	3	0	12	30	30	75
		% within province	4,0%	,0%	16,0%	40,0%	40,0%	100,0%
	Maputo City	Number	4	11	23	27	10	75
		% within province	5,3%	14,7%	30,7%	36,0%	13,3%	100,0%
Total		Number	8	14	50	82	67	221
		% within province	3,6%	6,3%	22,6%	37,1%	30,3%	100,0%

Table E2.30: **Chi-square Tests on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their effective professional development towards fulfilment of the new curriculum goals**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29,846(a)	8	0,000
Likelihood Ratio	34,172	8	0,000
Linear-by-Linear Association	15,343	1	0,000
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 2,57.

Table E2.31: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about student achievement increase in connection with active learning methods set up in the new curriculum

| | | | I realize that student achievement can increase through active learning methods set up in the new curriculum | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	2	1	13	26	29	71
		% within province	2,8%	1,4%	18,3%	36,6%	40,8%	100%
	Sofala	Number	1	3	11	27	33	75
		% within province	1,3%	4,0%	14,7%	36,0%	44,0%	100%
	Maputo City	Number	6	9	14	32	14	75
		% within province	8,0%	12,0%	18,7%	42,7%	18,7%	100%
Total		Number	9	13	38	85	76	221
		% within province	4,1%	5,9%	17,2%	38,5%	34,4%	100%

Table E2.32: Chi-square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about student achievement increase in connection with active learning methods set up in the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21,353(a)	8	0,006
Likelihood Ratio	22,144	8	0,005
Linear-by-Linear Association	11,720	1	0,001
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 2,89.

Table E2.33: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about student achievement data as important tool for improvement of student learning**

			I realize that student achievement data are important tool for improvement of student learning					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	1	2	14	26	28	71
		% within province	1,4%	2,8%	19,7%	36,6%	39,4%	100,0%
	Sofala	Number	0	4	10	38	23	75
		% within province	0,0%	5,3%	13,3%	50,7%	30,7%	100,0%
	Maputo City	Number	10	7	19	22	17	75
		% within province	13,3%	9,3%	25,3%	29,3%	22,7%	100,0%
Total		Number	11	13	43	86	68	221
		% within province	5,0%	5,9%	19,5%	38,9%	30,8%	100,0%

Table E2.34: Chi-square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about student achievement data as important tool for improvement of student learning

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29,402(a)	8	0,000
Likelihood Ratio	30,575	8	0,000
Linear-by-Linear Association	16,112	1	0,000
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 3,53.

Table E2.35: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about the need of effective parents' involvement and other stakeholders for successful implementation of the new curriculum

| | | | I realize that effective parents' involvement and other stakeholders is needed for successful implementation of the new curriculum | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	1	1	14	11	44	71
		% within province	1,4%	1,4%	19,7%	15,5%	62,0%	100,0%
	Sofala	Number	2	2	12	14	45	75
		% within province	2,7%	2,7%	16,0%	18,7%	60,0%	100,0%
	Maputo City	Number	1	2	7	26	39	75
		% within province	1,3%	2,7%	9,3%	34,7%	52,0%	100,0%
Total		Number	4	5	33	51	128	221
		% within province	1,8%	2,3%	14,9%	23,1%	57,9%	100,0%

Table E2.36: Chi-square Tests on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about the need of effective parents' involvement and other stakeholders for successful implementation of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,998(a)	8	0,202
Likelihood Ratio	10,847	8	0,211
Linear-by-Linear Association	0,014	1	0,907
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,29.

Table E2.37: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their professional opportunities in the context of the new curriculum implementation

			I have the opportunity to develop my teaching skills individually and co-opereting with other colleagues on new curriculum					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	1	1	13	16	40	71
		% within province	1,4%	1,4%	18,3%	22,5%	56,3%	100%
	Sofala	Number	1	6	11	21	36	75
		% within province	1,3%	8,0%	14,7%	28,0%	48,0%	100%
	Maputo City	Number	4	5	3	30	33	75
		% within province	5,3%	6,7%	4,0%	40,0%	44,0%	100%
Total		Number	6	12	27	67	109	221
		% within province	2,7%	5,4%	12,2%	30,3%	49,3%	100%

Table E2.38: Chi-square Tests on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their professional opportunities in the context of the new curriculum implementation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,813(a)	8	0,023
Likelihood Ratio	19,462	8	0,013
Linear-by-Linear Association	1,416	1	0,234
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,93.

Table E2.39: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their opportunities to grow professionally in the context of the new curriculum implementation

			I have opportunity to grow professionaly in the context of the new curriculum implementation					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	3	3	15	14	36	71
		% within province	4,2%	4,2%	21,1%	19,7%	50,7%	100%
	Sofala	Number	2	2	11	20	40	75
		% within province	2,7%	2,7%	14,7%	26,7%	53,3%	100%
	Maputo City	Number	8	1	10	22	34	75
		% within province	10,7%	1,3%	13,3%	29,3%	45,3%	100%
Total		Number	13	6	36	56	110	221
			5,9%	2,7%	16,3%	25,3%	49,8%	100%

Table E2.40: Chi-square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their opportunities to grow professionally in the context of the new curriculum implementation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,146(a)	8	0,330
Likelihood Ratio	8,984	8	0,344
Linear-by-Linear Association	0,375	1	0,540
N of Valid Cases	221		

a 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,93.

The attitudes and beliefs of surveyed teachers towards the implementation of the new curriculum

Table E2a.1: Comparison of expressed school ownership feeling by teachers from the three provinces who participated in the investigation (after merging cells together with an expected frequency less than 5)

			I feel like I belong at this school			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	7	23	41	71
		% within province	9,9%	32,4%	57,7%	100,0%
	Sofala	Number	13	22	40	75
		% within province	17,3%	29,3%	53,3%	100,0%
	Maputo City	Number	20	21	34	75
		% within province	26,7%	28,0%	45,3%	100,0%
Total		Number	40	66	115	221
		% within province	18,1%	29,9%	52,0%	100,0%

Table E2a.2: Chi-square tests on comparison of expressed school ownership feeling by teachers from the three provinces who participated in the investigation (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,093(a)	4	0,131
Likelihood Ratio	7,247	4	0,123
Linear-by-Linear Association	5,308	1	0,021
N of Valid Cases	221		

(a) 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,85.

Table E2a.11: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their mutual respect within schools in implementation of the new curriculum** (after merging cells together with an expected frequency less than 5)

			I work with colleagues who treat me with respect			Total
			Neutral	Agree	Strongly Agree	
Province	Niassa	Number	7	25	39	71
		% within province	9,9%	35,2%	54,9%	100,0%
	Sofala	Number	9	14	52	75
		% within province	12,0%	18,7%	69,3%	100,0%
	Maputo City	Number	10	27	38	75
		% within province	13,3%	36,0%	50,7%	100,0%
Total		Number	26	66	129	221
		% within province	11,8%	29,9%	58,4%	100,0%

Table E2a.12 **Chi-Square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their mutual respect within schools in implementation of the new curriculum** (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,604(a)	4	0,107
Likelihood Ratio	7,955	4	0,093
Linear-by-Linear Association	0,485	1	0,486
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 8,35.

Table E2a.13: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about sharing suggestions in the context of the new curriculum (after merging cells together with an expected frequency less than 5)

			I work with colleagues who listen if I have ideas about doing things better in the context of the new curriculum			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	11	21	39	71
		% within province	15,5%	29,6%	54,9%	100,0%
	Sofala	Number	10	19	46	75
		% within province	13,3%	25,3%	61,3%	100,0%
	Maputo City	Number	19	38	18	75
		% within province	25,3%	50,7%	24,0%	100,0%
Total		Number	40	78	103	221
		% within province	18,1%	35,3%	46,6%	100,0%

Table E2a.14: Chi-Square on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about sharing suggestions in the context of the new curriculum (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23,933(a)	4	0,000
Likelihood Ratio	24,885	4	0,000
Linear-by-Linear Association	10,953	1	0,001
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,85.

Table E2a.15: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' leadership in pedagogical domain (after merging cells together with an expected frequency less than 5)

| | | | My principal/ principal assistants/ learning cycle leader, learning area coordinator is an effective instructional leader | | | |
			Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	16	25	30	71
		% within province	22,5%	35,2%	42,3%	100,0%
	Sofala	Number	16	20	39	75
		% within province	21,3%	26,7%	52,0%	100,0%
	Maputo City	Number	23	34	18	75
		% within province	30,7%	45,3%	24,0%	100,0%
Total		Number	55	79	87	221
		% within province	24,9%	35,7%	39,4%	100,0%

Table E2a.16:   Chi-Square on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' leadership in implementation of the new curriculum (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12,899(a)	4	0,012
Likelihood Ratio	13,321	4	0,010
Linear-by-Linear Association	4,207	1	0,040
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 17,67.

Table E2a.17: comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their principals as effective communication facilitators in implementation of the new curriculum (after merging cells together with an expected frequency less than 5)

			My principal/ principal assistants/ learning cycle leader, learning coordinator facilitates communication effectively			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	14	29	28	71
		% within province	19,7%	40,8%	39,4%	100,0%
	Sofala	Number	11	24	40	75
		% within province	14,7%	32,0%	53,3%	100,0%
	Maputo City	Number	19	27	29	75
		% within province	25,3%	36,0%	38,7%	100,0%
Total		Number	44	80	97	221
		% within province	19,9%	36,2%	43,9%	100,0%

Table E2a.18: Chi-square on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their principals as effective communication facilitators in implementation of the new curriculum (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,245(a)	4	0,263
Likelihood Ratio	5,192	4	0,268
Linear-by-Linear Association	0,289	1	0,591
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 14,14.

Table E2a.19: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' support in their work with students in curriculum implementation (after merging cells together with an expected frequency less than 5)

			My principal/ principal assistants/ learning cycle leader, learning area coordinator supports me in my work with students in the context of the new curriculum			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	15	19	37	71
		% within province	21,1%	26,8%	52,1%	100,0%
	Sofala	Number	18	22	35	75
		% within province	24,0%	29,3%	46,7%	100,0%
	Maputo City	Number	24	31	20	75
		% within province	32,0%	41,3%	26,7%	100,0%
Total		Number	57	72	92	221
		% within province	25,8%	32,6%	41,6%	100,0%

Table E2a.20: Chi-Square Tests on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' support in their work with students in curriculum implementation (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,923(a)	4	0,027
Likelihood Ratio	11,239	4	0,024
Linear-by-Linear Association	7,455	1	0,006
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 18,31.

Table E2a.21: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' support of shared decision making in curriculum implementation (after merging cells together with an expected frequency less than 5)

			My principal/ principal assistants/ learning cycle leader, learning area coordinator supports shared decision making			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	19	29	23	71
		% within province	26,8%	40,8%	32,4%	100,0%
	Sofala	Number	22	22	31	75
		% within province	29,3%	29,3%	41,3%	100,0%
	Maputo City	Number	23	31	21	75
		% within province	30,7%	41,3%	28,0%	100,0%
Total		Number	64	82	75	221
		% within province	29,0%	37,1%	33,9%	100,0%

Table E2a.22: Chi-Square Tests on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' support of shared decision making in curriculum implementation (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4,085(a)	4	0,395
Likelihood Ratio	4,132	4	0,388
Linear-by-Linear Association	0,418	1	0,518
N of Valid Cases	221		

(a). 0 cells (0,0%) have expected count less than 5. The minimum expected count is 20,56 .

Table E2a.23: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' openness allowing them to become effective instructional leaders in curriculum implementation**

| | | | My principal/ principal assistants/ learning cycle leader, learning area coordinator allows me to be effective instructional leader | | | Total |
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	14	23	34	71
		% within province	19,7%	32,4%	47,9%	100,0%
	Sofala	Number	18	18	39	75
		% within province	24,0%	24,0%	52,0%	100,0%
	Maputo City	Number	28	32	15	75
		% within province	37,3%	42,7%	20,0%	100,0%
Total		Number	60	73	88	221
		% within province	27,1%	33,0%	39,8%	100,0%

Table E2a.24: Chi-Square Tests on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' openness allowing them to become effective instructional leaders in curriculum implementation (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,906(a)	4	0,001
Likelihood Ratio	21,137	4	0,000
Linear-by-Linear Association	11,717	1	0,001
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 19,28.

Table E2a.25: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' effectiveness in helping them to reach new curriculum vision** (after merging cells together with an expected frequency less than 5)

| | | | My principal/ principal assistants/ learning cycle leader, learning area coordinator is effective in helping us to reach new curriculum vision | | | Total |
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	20	26	25	71
		% within province	28,2%	36,6%	35,2%	100,0%
	Sofala	Number	22	20	33	75
		% within province	29,3%	26,7%	44,0%	100,0%
	Maputo City	Number	23	32	20	75
		% within province	30,7%	42,7%	26,7%	100,0%
Total		Number	65	78	78	221
		% within province	29,4%	35,3%	35,3%	100,0%

Table E2a.26: **Chi-Square Tests on comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about principals' effectiveness in helping them to reach new curriculum vision** (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6,042(a)	4	0,196
Likelihood Ratio	6,145	4	0,189
Linear-by-Linear Association	0,719	1	0,397
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 20,88.

Table E2a.27: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about clarity of the new curriculum learning objectives and acquisition of basic skills** (after merging cells together with an expected frequency less than 5)

			I realize that the new curriculum has clear learning objectives and emphasizes the acquisition of basic skills			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	15	18	38	71
		% within province	21,1%	25,4%	53,5%	100,0%
	Sofala	Number	14	29	32	75
		% within province	18,7%	38,7%	42,7%	100,0%
	Maputo City	Number	35	28	12	75
		% within province	46,7%	37,3%	16,0%	100,0%
Total		Number	64	75	82	221
		% within province	29,0%	33,9%	37,1%	100,0%

Table E2a.28: Chi-square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about clarity of the new curriculum learning objectives and acquisition of basic skills (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29,445(a)	4	0,000
Likelihood Ratio	30,650	4	0,000
Linear-by-Linear Association	22,385	1	0,000
N of Valid Cases	221		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 20,56.

Table E2a.29: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their effective professional development towards fulfilment of the new curriculum goals (after merging cells together with an expected frequency less than 5)

			I realize that effective professional development is helpful in fulfillment of curriculum goals			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	19	25	27	71
		% within province	26,8%	35,2%	38,0%	100,0%
	Sofala	Number	15	30	30	75
		% within province	20,0%	40,0%	40,0%	100,0%
	Maputo City	Number	38	27	10	75
		% within province	50,7%	36,0%	13,3%	100,0%
Total		Number	72	82	67	221
		% within province	32,6%	37,1%	30,3%	100,0%

Table E2a.30:   Chi-square Tests on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their effective professional development towards fulfilment of the new curriculum goals (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23,023(a)	4	0,000
Likelihood Ratio	24,147	4	0,000
Linear-by-Linear Association	13,997	1	0,000
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 21,52.

Table E2a.31: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about student achievement increase in connection with active learning methods set up in the new curriculum** (after merging cells together with an expected frequency less than 5)

			I realize that student achievement can increase through active learning methods set up in the new curriculum			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	16	26	29	71
		% within province	22,5%	36,6%	40,8%	100,0%
	Sofala	Number	15	27	33	75
		% within province	20,0%	36,0%	44,0%	100,0%
	Maputo City	Number	29	32	14	75
		% within province	38,7%	42,7%	18,7%	100,0%
Total		Number	60	85	76	221
		% within province	27,1%	38,5%	34,4%	100,0%

Table E2a.32: Chi-square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about student achievement increase in connection with active learning methods set up in the new curriculum (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,425(a)	4	0,006
Likelihood Ratio	15,034	4	0,005
Linear-by-Linear Association	8,948	1	0,003
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 19,28.

Table E2a.33: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about student achievement data as important tool for improvement of student learning** (after merging cells together with an expected frequency less than 5)

			I realize that student achievement data are important tool for improvement of student learning			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	17	26	28	71
		% within province	23,9%	36,6%	39,4%	100,0%
	Sofala	Number	14	38	23	75
		% within province	18,7%	50,7%	30,7%	100,0%
	Maputo City	Number	36	22	17	75
		% within province	48,0%	29,3%	22,7%	100,0%
Total		Number	67	86	68	221
		% within province	30,3%	38,9%	30,8%	100,0%

Table E2a.34: Chi-square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about student achievement data as important tool for improvement of student learning (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,906(a)	4	0,001
Likelihood Ratio	19,296	4	0,001
Linear-by-Linear Association	10,063	1	0,002
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 21,52.

Table E2a.35: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about the need of effective parents' involvement and other stakeholders for successful implementation of the new curriculum** (after merging cells together with an expected frequency less than 5)

| | | | I realize that effective parents' involvement and other stakeholders is needed for successful implementation of the new curriculum | | | Total |
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	16	11	44	71
		% within province	22,5%	15,5%	62,0%	100,0%
	Sofala	Number	16	14	45	75
		% within province	21,3%	18,7%	60,0%	100,0%
	Maputo City	Number	10	26	39	75
		% within province	13,3%	34,7%	52,0%	100,0%
Total		Number	42	51	128	221
		% within province	19,0%	23,1%	57,9%	100,0%

Table E2a.36: **Chi-square Tests on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about the need of effective parents' involvement and other stakeholders for successful implementation of the new curriculum** (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,427(a)	4	0,051
Likelihood Ratio	9,243	4	0,055
Linear-by-Linear Association	0,003	1	0,953
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 13,49.

Table E2a.37: Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their professional opportunities in the context of the new curriculum implementation (after merging cells together with an expected frequency less than 5)

			I have the opportunity to develop my teaching skills individually and co-operating with other colleagues on new curriculum			Total
			Neutral	Agree	Strongly Agree	
province	Niassa	Number	15	16	40	71
		% within province	21,1%	22,5%	56,3%	100,0%
	Sofala	Number	18	21	36	75
		% within province	24,0%	28,0%	48,0%	100,0%
	Maputo City	Number	12	30	33	75
		% within province	16,0%	40,0%	44,0%	100,0%
Total		Number	45	67	109	221
		% within province	20,4%	30,3%	49,3%	100,0%

Table E2a.38: Chi-square Tests on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their professional opportunities in the context of the new curriculum implementation (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6,245(a)	4	0,182
Likelihood Ratio	6,189	4	0,185
Linear-by-Linear Association	0,296	1	0,586
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 14,46.

Table E2a.39: **Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their opportunities to grow professionally in the context of the new curriculum implementation** (after merging cells together with an expected frequency less than 5)

| | | | I have opportunity to grow professionally in the context of the new curriculum implementation | | | |
			Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	21	14	36	71
		% within province	29,6%	19,7%	50,7%	100,0%
	Sofala	Number	15	20	40	75
		% within province	20,0%	26,7%	53,3%	100,0%
	Maputo City	Number	19	22	34	75
		% within province	25,3%	29,3%	45,3%	100,0%
Total		Number	55	56	110	221
		% within province	24,9%	25,3%	49,8%	100,0%

Table E2a.40: Chi-square on Comparison of opinions expressed by surveyed teachers from the three provinces who participated in the study about their opportunities to grow professionally in the context of the new curriculum implementation (after merging cells together with an expected frequency less than 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,263(a)	4	0,515
Likelihood Ratio	3,334	4	0,504
Linear-by-Linear Association	0,010	1	0,921
N of Valid Cases	221		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 17,67.

Students' reliability of a scale

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R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

                              Mean        Std Dev        Cases

  1.    I9.1;     V44       3,9342        1,2998        2705,0
  2.    I9.2;     V45       4,0603        1,1053        2705,0
  3.    I9.3;     V46       3,7043        1,3496        2705,0
  4.    I9.4;     V47       4,2177         ,9674        2705,0
  5.    I9.5;     V48       4,1616        1,1011        2705,0
  6.    I9.6;     V49       3,9283        1,2540        2705,0
  7.    I9.7;     V50       4,0325        1,1630        2705,0
  8.    I9.8;     V51       4,1327        1,0945        2705,0
  9.    I9.9;     V52       3,6865        1,2832        2705,0
 10.    I9.10;    V53       3,4407        1,3396        2705,0
 11.    I9.11;    V54       3,9575        1,2883        2705,0
 12.    I9.12;    V55       3,6000        1,3191        2705,0
 13.    I9.13;    V56       4,5065         ,8383        2705,0
 14.    I9.14;    V57       4,0174        1,0278        2705,0
 15.    I9.15;    V58       3,9564        1,2609        2705,0
 16.    I9.16;    V59       3,9065        1,2355        2705,0
 17.    I9.17;    V60       4,3105        1,0061        2705,0
 18.    I9.18;    V61       4,1224        1,0332        2705,0
 19.    I9.19;    V62       4,6532         ,7156        2705,0
 20.    I9.20;    V63       4,1734         ,9977        2705,0
 21.    I9.21;    V64       4,1512        1,0279        2705,0
 22.    I9.22;    V65       3,9201        1,1806        2705,0
 23.    I9.23;    V66       4,1567        1,0522        2705,0
 24.    I9.24;    V67       4,0776        1,0480        2705,0
 25.    I9.25;    V68       3,3823        1,3635        2705,0
 26.    I9.26.1;  V69       4,1856        1,0181        2705,0
 27.    I9.26.2;  V70       4,1401        1,0679        2705,0
 28.    I9.26.3;  V71       3,7360        1,2545        2705,0
 29.    I9.26.4;  V72       4,0776        1,0561        2705,0
 30.    I9.26.5;  V73       3,7479        1,1780        2705,0
 31.    I9.26.6;  V74       3,8000        1,1958        2705,0
 32.    I9.26.7;  V75       3,8226        1,1806        2705,0
 33.    I9.26.8;  V76       3,6229        1,2280        2705,0
 34.    I9.26.9;  V77       3,9882        1,1010        2705,0
 35.    I9.26.10; V78       4,3401         ,9317        2705,0
 36.    I9.26.11; V79       3,7941        1,2257        2705,0
 37.    I9.27.1;  V80       4,4311         ,8451        2705,0
 38.    I9.27.2;  V81       4,4854         ,8167        2705,0
 39.    I9.27.3;  V82       4,3534         ,8888        2705,0
 40.    I9.27.4;  V83       4,1738         ,9716        2705,0
 41.    I9.27.5;  V84       3,9745        1,1489        2705,0
 42.    I9.28.1;  V85       3,2444        1,5117        2705,0
 43.    I9.28.2;  V86       3,2688        1,4092        2705,0
 44.    I9.28.3;  V87       3,7941        1,2941        2705,0
 45.    I9.28.4;  V88       3,6355        1,3929        2705,0
 46.    I9.28.5;  V89       3,8532        1,3182        2705,0
 47.    I9.28.6;  V90       3,5697        1,2956        2705,0
 48.    I9.29.1;  V91       3,7142        1,2290        2705,0
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R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

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                                    Mean         Std Dev        Cases

49.      I9.29.2;   V91          3,8384         1,1755        2705,0
50.      I9.29.3;   V92          3,8799         1,1481        2705,0
51.      I9.29.4;   V93          3,8950         1,2522        2705,0
52.      I9.30.1;   V94          4,6588          ,7267        2705,0
53.      I9.30.2;   V95          3,5386         1,1730        2705,0
54.      I9.30.3;   V96          4,0909         1,0430        2705,0
55.      I9.30.4;   V97          4,0662         1,0046        2705,0
56.      I9.30.5;   V98          4,1793          ,9896        2705,0
57.      I9.30.6;   V99          4,5963          ,7743        2705,0
58.      I9.30.7;   V100         4,3671          ,8670        2705,0
59.      I9.30.8;   V101         3,7793         1,1360        2705,0
60.      I9.30.9;   V102         3,8902         1,0838        2705,0
61.      I9.30.10;  V103         3,9283         1,0845        2705,0
62.      I9.30.11;  V104         4,1590         1,0161        2705,0
63.      I9.31.1;   V105         4,6396          ,7604        2705,0
64.      I9.31.2;   V106         3,4773         1,1391        2705,0
65.      I9.31.3;   V107         4,1183         1,0342        2705,0
66.      I9.31.4;   V108         4,0148         1,0341        2705,0
67.      I9.31.5;   V109         4,1501          ,9939        2705,0
68.      I9.31.6;   V110         4,4921          ,8754        2705,0
69.      I9.31.7;   V111         4,3305          ,8831        2705,0
70.      I9.31.8;   V112         3,7320         1,1504        2705,0
71.      I9.31.9;   V113         3,8699         1,0974        2705,0
72.      I9.31.10;  V114         3,9405         1,0905        2705,0
73.      P9.31.11;  V115         4,1560         1,0339        2705,0
74.      P9.32.1;   V116         4,5712          ,8423        2705,0
75.      P9.32.2;   V117         2,3216         1,4208        2705,0
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                                                      N of
Statistics for      Mean    Variance    Std Dev   Variables
     SCALE        298,6244  1079,9802   32,8631         75
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R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Item-total Statistics

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                  Scale         Scale       Corrected
                  Mean         Variance       Item-              Alpha
                if Item        if Item        Total             if Item
                Deleted        Deleted     Correlation          Deleted

I9.1;   V44     294,6902      1046,8899       ,3733             ,9247
I9.2;   V45     294,5641      1055,0677       ,3299             ,9250
I9.3;   V46     294,9201      1052,0306       ,2984             ,9253
I9.4;   V47     294,4067      1055,5661       ,3735             ,9247
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I9.5;      V48     294,4628     1052,5497        ,3670         ,9247
I9.6;      V49     294,6961     1051,6243        ,3293         ,9250
I9.7;      V50     294,5919     1048,8607        ,3952         ,9246
I9.8;      V51     294,4917     1050,2426        ,4023         ,9245
I9.9;      V52     294,9379     1047,8231        ,3673         ,9248
I9.10;     V53     295,1837     1051,1915        ,3107         ,9252
I9.11;     V54     294,6669     1054,5196        ,2845         ,9253
I9.12;     V55     295,0244     1048,9987        ,3422         ,9250
I9.13;     V56     294,1179     1058,8903        ,3737         ,9248
I9.14;     V57     294,6070     1055,9502        ,3439         ,9249
I9.15;     V58     294,6680     1053,2810        ,3068         ,9252
I9.16;     V59     294,7179     1048,6131        ,3729         ,9247
I9.17;     V60     294,3139     1049,2184        ,4564         ,9243
I9.18;     V61     294,5020     1048,1635        ,4596         ,9242
I9.19;     V62     293,9712     1061,6552        ,3820         ,9248
I9.20;     V63     294,4510     1054,9829        ,3703         ,9247
I9.21;     V64     294,4732     1057,0334        ,3275         ,9250
I9.22,     V65     294,7043     1048,1129        ,3987         ,9245
I9.23;     V66     294,4677     1051,8023        ,3967         ,9246
I9.24;     V67     294,5468     1053,6569        ,3708         ,9247
I9.25;     V68     295,2421     1046,4240        ,3593         ,9249
I9.26.1;   V69     294,4388     1052,8403        ,3951         ,9246
I9.26.2;   V70     294,4843     1052,4666        ,3806         ,9247
I9.26.3;   V71     294,8884     1047,2612        ,3836         ,9246
I9.26.4;   V72     294,5468     1045,9912        ,4812         ,9241
I9.26.5;   V73     294,8765     1043,2895        ,4639         ,9241
I9.26.6;   V74     294,8244     1045,1870        ,4315         ,9243
I9.26.7;   V75     294,8018     1048,6464        ,3916         ,9246
I9.26.8;   V76     295,0015     1045,6427        ,4134         ,9244
I9.26.9;   V77     294,6362     1046,5644        ,4521         ,9242
I9.26.10;  V78     294,2843     1051,8300        ,4515         ,9244
I9.26.11;  V79     294,8303     1048,4094        ,3788         ,9247
I9.27.1;   V80     294,1933     1055,1124        ,4399         ,9245
I9.27.2;   V81     294,1390     1055,1833        ,4548         ,9244
I9.27.3;   V82     294,2710     1055,6392        ,4078         ,9246
I9.27.4;   V83     294,4506     1050,6478        ,4507         ,9243
I9.27.5;   V84     294,6499     1047,6655        ,4167         ,9244

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R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Item-total Statistics

		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
I9.28.1;	V85	295,3800	1055,3844	,2271	,9260
I9.28.2;	V86	295,3556	1053,8794	,2636	,9256
I9.28.3;	V87	294,8303	1052,3022	,3097	,9252
I9.28.4;	V88	294,9889	1053,6951	,2692	,9255
I9.28.5;	V89	294,7712	1056,0441	,2591	,9255
I9.28.6;	V90	295,0547	1053,1287	,2994	,9252

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I9.29.1;    V91     294,9102    1052,0322       ,3316           ,9250
I9.29.2;    V92     294,7860    1050,1750       ,3731           ,9247
I9.29.3;    V93     294,7445    1050,3079       ,3810           ,9247
I9.29.4;    V94     294,7294    1055,8328       ,2775           ,9254
I9.30.1;    V95     293,9656    1060,1567       ,4077           ,9247
I9.30.2;    V96     295,0858    1065,0296       ,1773           ,9259
I9.30.3;    V97     294,5335    1054,7260       ,3567           ,9248
I9.30.4;    V98     294,5582    1052,5278       ,4057           ,9245
I9.30.5;    V99     294,4451    1051,9017       ,4222           ,9245
I9.30.6;    V100    294,0281    1060,1923       ,3805           ,9248
I9.30.7;    V101    294,2573    1053,1431       ,4636           ,9244
I9.30.8;    V102    294,8451    1046,2138       ,4419           ,9243
I9.30.9;    V103    294,7342    1046,7611       ,4569           ,9242
I9.30.10;   V104    294,6961    1046,3965       ,4619           ,9242
I9.30.11;   V105    294,4654    1050,2733       ,4354           ,9244
I9.31.1;    V106    293,9848    1059,0734       ,4107           ,9247
I9.31.2;    V107    295,1471    1062,2794       ,2209           ,9256
I9.31.3;    V108    294,5061    1055,5540       ,3476           ,9249
I9.31.4;    V109    294,6096    1049,6168       ,4372           ,9244
I9.31.5;    V110    294,4743    1050,9477       ,4352           ,9244
I9.31.6;    V111    294,1323    1058,5712       ,3624           ,9248
I9.31.7;    V112    294,2939    1054,6943       ,4273           ,9245
I9.31.8;    V113    294,8924    1046,1301       ,4371           ,9243
I9.31.9;    V114    294,7545    1046,0913       ,4604           ,9242
I9.31.10;   V115    294,6839    1047,4884       ,4435           ,9243
I9.31.11;   V116    294,4684    1051,4333       ,4098           ,9245
I9.32.1;    V117    294,0532    1061,4136       ,3254           ,9250
I9.32.2;    V118    296,3028    1073,2038       ,0511           ,9272
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R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =   2705,0   N of Items = 75

Alpha =   ,9257

Perceptions, beliefs and attitudes of learners regarding the new curriculum

Table F2.1: Comparison of opinions expressed by surveyed students from the three provinces who participated in the study about safety in their schools

			I feel safe at this school					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	24	10	19	80	251	384
		% within province	6,3%	2,6%	4,9%	20,8%	65,4%	100%
	Sofala	Number	84	77	83	424	651	1319
		% within province	6,4%	5,8%	6,3%	32,1%	49,4%	100%
	Maputo City	Number	131	147	141	235	348	1002
		% within province	13,1%	14,7%	14,1%	23,5%	34,7%	100%
Total		Number	239	234	243	739	1250	2705
		% within province	8,8%	8,7%	9,0%	27,3%	46,2%	100%

Table F2.2: Chi-Square Tests on comparison of opinions expressed by surveyed students from the three provinces who participated in the study about safety in their schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	233,633(a)	8	0,000
Likelihood Ratio	230,432	8	0,000
Linear-by-Linear Association	159,591	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 33,22

Table F2.3: Comparison of opinions expressed by surveyed students from the three provinces who participated in the study about safety in their schools by gender

			I feel safe at this school					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	149	122	124	392	682	1469
		% within gender	10,1%	8,3%	8,4%	26,7%	46,4%	100%
	Female	Number	90	112	119	347	568	1236
		% within gender	7,3%	9,1%	9,6%	28,1%	46,0%	100%
Total		Number	239	234	243	739	1250	2705
		% within gender	8,8%	8,7%	9,0%	27,3%	46,2%	100%

Table F2.4: **Chi-Square Tests on comparison of opinions expressed by surveyed students from the three provinces who participated in the study about safety in their schools by gender**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,223(a)	4	0,084
Likelihood Ratio	8,305	4	0,081
Linear-by-Linear Association	1,164	1	0,281
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 106,92.

Table F2.5: Comparison of levels of sense of belonging in schools revealed by students from the three provinces who participated in the study

			I feel like I belong at this school					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	12	29	24	120	199	384
		% within province	3,1%	7,6%	6,3%	31,3%	51,8%	100%
	Sofala	Number	67	57	92	499	604	1319
		% within province	5,1%	4,3%	7,0%	37,8%	45,8%	100%
	Maputo City	Number	53	79	172	324	374	1002
		% within province	5,3%	7,9%	17,2%	32,3%	37,3%	100%
Total		Number	132	165	288	943	1177	2705
		% within province	4,9%	6,1%	10,6%	34,9%	43,5%	100%

Table F2.6: **Chi-square Tests on comparison of levels of sense of belonging in schools revealed by students from the three provinces who participated in the study**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	103,035(a)	8	0,000
Likelihood Ratio	100,948	8	0,000
Linear-by-Linear Association	35,775	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 18,74.

Table F2.7: Comparison of opinions of students from the three provinces who participated in the study about what extent they were felt challenged at their schools

			I feel challenged at this school					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	17	26	39	80	222	384
		% within province	4,4%	6,8%	10,2%	20,8%	57,8%	100%
	Sofala	Number	122	124	140	404	529	1319
		% within province	9,2%	9,4%	10,6%	30,6%	40,1%	100%
	Maputo City	Number	146	150	192	239	275	1002
		% within province	14,6%	15,0%	19,2%	23,9%	27,4%	100%
Total		Number	285	300	371	723	1026	2705
		% within province	10,5%	11,1%	13,7%	26,7%	37,9%	100%

Table F2.8: Chi-Square Tests on comparison of opinions of students from the three provinces who participated in the study about what extent they were felt challenged at their schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	175,388(a)	8	0,000
Likelihood Ratio	173,959	8	0,000
Linear-by-Linear Association	134,493	1	0,000
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is   0,46.

Table F2.9: Comparison of opinions expressed by the students from the three provinces who participated in the study about their understanding of how to apply what they learn in the context of the new curriculum to real life   situations

			I understand how to apply what I learn to real life					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	16	9	29	100	230	384
		% within province	4,2%	2,3%	7,6%	26,0%	59,9%	100%
	Sofala	Number	40	49	94	525	611	1319
		% within province	3,0%	3,7%	7,1%	39,8%	46,2%	100%
	Maputo City	Number	26	32	150	347	447	1002
		% within province	2,6%	3,2%	15,0%	34,6%	44,6%	100%
Total		Number	82	90	273	972	1288	2705
		% within province	3,0%	3,3%	10,1%	35,9%	47,6%	100%

Table F2.10: **Chi-Square Tests on Comparison of opinions expressed by the students from the three provinces who participated in the study about their understanding of how to apply what they learn in the context of the new curriculum to real life situations**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	72,550(a)	8	,000
Likelihood Ratio	71,049	8	,000
Linear-by-Linear Association	11,266	1	,001
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 11,64.

Table F2.11: Comparison of opinions expressed by students from three provinces who participated in the study about encouragement from their teachers to assess the quality of their own

			Teachers encourage me to assess the quality of my own work					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Count	29	23	31	89	212	384
		% within province	7,6%	6,0%	8,1%	23,2%	55,2%	100,0%
	Sofala	Count	69	63	98	439	650	1319
		% within province	5,2%	4,8%	7,4%	33,3%	49,3%	100,0%
	Maputo City	Count	29	72	91	318	492	1002
		% within province	2,9%	7,2%	9,1%	31,7%	49,1%	100,0%
Total		Count	127	158	220	846	1354	2705
		% within province	4,7%	5,8%	8,1%	31,3%	50,1%	100,0%

school work

Table F2.12: Chi-Square Test on Comparison of opinions expressed by students from three provinces who participated in the study about encouragement from their teachers to assess the quality of their own school work

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34,191(a)	8	0,000
Likelihood Ratio	34,862	8	0,000
Linear-by-Linear Association	0,325	1	0,568
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 18,03.

Table F2.13: Comparison of opinions expressed by students from the three provinces who participated in the study about self-assessment of their own school work

| | | | I assess my own work | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	31	32	25	92	204	384
		% within province	8,1%	8,3%	6,5%	24,0%	53,1%	100%
	Sofala	Number	77	71	121	458	592	1319
		% within province	5,8%	5,4%	9,2%	34,7%	44,9%	100%
	Maputo City	Number	117	96	137	286	366	1002
		% within province	11,7%	9,6%	13,7%	28,5%	36,5%	100%
Total		Number	225	199	283	836	1162	2705
		% within province	8,3%	7,4%	10,5%	30,9%	43,0%	100%

Table F2. 14: Chi-square Tests on comparison of opinions expressed by students from the three provinces who participated in the study about self-assessment of their own school work

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	89,340(a)	8	0,000
Likelihood Ratio	89,347	8	0,000
Linear-by-Linear Association	43,462	1	0,000
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 28,25.

Table F2.15: Comparison of opinions expressed by students from the three provinces who participated in the study about student-teacher relationships at their schools

| | | | Teachers treat me with respect | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	5	9	34	85	251	384
		% within province	1,3%	2,3%	8,9%	22,1%	65,4%	100,0%
	Sofala	Number	94	104	144	417	560	1319
		% within province	7,1%	7,9%	10,9%	31,6%	42,5%	100,0%
	Maputo City	Number	55	63	156	303	425	1002
		% within province	5,5%	6,3%	15,6%	30,2%	42,4%	100,0%
Total		Number	154	176	334	805	1236	2705
		% within province	5,7%	6,5%	12,3%	29,8%	45,7%	100,0%

Table F2.16: Chi-square Tests on comparison of opinions expressed by students from the three provinces who participated in the study about student-teacher relationships at their schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	93,396(a)	8	0,000
Likelihood Ratio	98,959	8	0,000
Linear-by-Linear Association	30,366	1	0,000
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 21,86.

Table F2.17: Comparison of feelings revealed by students from the three provinces who participated in the study about administrators' relationships in dealing with them at their schools

			School administrators treat me with respect					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	7	12	19	107	239	384
		% within province	1,8%	3,1%	4,9%	27,9%	62,2%	100%
	Sofala	Number	64	82	104	460	609	1319
		% within province	4,9%	6,2%	7,9%	34,9%	46,2%	100%
	Maputo City	Number	45	73	144	280	460	1002
		% within province	4,5%	7,3%	14,4%	27,9%	45,9%	100%
Total		Number	116	167	267	847	1308	2705
		% within province	4,3%	6,2%	9,9%	31,3%	48,4%	100%

Table F2.18:   Chi-square Tests on Comparison of feelings revealed by students from the three provinces who participated in the study about administrators' relationships in dealing with them at their schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	77,852(a)	8	0,000
Likelihood Ratio	79,233	8	0,000
Linear-by-Linear Association	33,054	1	0,000
N of Valid Cases	2705		

a   0 cells (,0%) have expected count less than 5. The minimum expected count is 16,47.

Table F2.19: **Comparison of feelings expressed by students from the three provinces who participated in the study about office staff relationships in dealing with them at their schools**

			I am treated with respect by the office staff					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	10	19	41	114	200	384
		% within province	2,6%	4,9%	10,7%	29,7%	52,1%	100%
	Sofala	Number	125	135	180	435	444	1319
		% within province	9,5%	10,2%	13,6%	33,0%	33,7%	100%
	Maputo City	Number	114	133	207	291	257	1002
		% within province	11,4%	13,3%	20,7%	29,0%	25,6%	100%
Total		Number	249	287	428	840	901	2705
		% within province	9,2%	10,6%	15,8%	31,1%	33,3%	100%

Table F2.20: **Chi-square Tests on comparison of feelings expressed by students from the three provinces who participated in the study about office staff relationships in dealing with them at their schools**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	128,528(a)	8	0,000
Likelihood Ratio	133,066	8	0,000
Linear-by-Linear Association	101,124	1	0,000
N of Valid Cases	2705		

a.   0 cells (0,0%) have expected count less than 5. The minimum expected count is 35,35.

Table F2.21: **Comparison of feelings revealed by students from the three provinces who participated in the study about relationships among them at their schools**

			Other students at this school treat me with respect				
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
province	Niassa	Number	27	34	49	104	170
		% within province	7,0%	8,9%	12,8%	27,1%	44,3%
	Sofala	Number	163	164	229	444	319
		% within province	12,4%	12,4%	17,4%	33,7%	24,2%
	Maputo City	Number	143	175	211	241	232
		% within province	14,3%	17,5%	21,1%	24,1%	23,2%
Total		Number	333	373	489	789	721
		% with province	12,3%	13,8%	18,1%	29,2%	26,7%

Table F2.22: Chi-square Tests on comparison of feelings revealed by students from the three provinces who participated in the study about relationships among them at their schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	112,517(a)	8	0,000
Likelihood Ratio	107,674	8	0,000
Linear-by-Linear Association	66,120	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 47,27.

Table F2.23: Comparison of opinions expressed by students to what extent teachers are seen from them as responsible for what they learn at their schools

			The people responsible for what I learn are my teachers					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	10	10	19	98	247	384
		% within province	2,6%	2,6%	4,9%	25,5%	64,3%	100,0%
	Sofala	Number	122	100	141	363	593	1319
		% within province	9,2%	7,6%	10,7%	27,5%	45,0%	100,0%
	Maputo City	Number	98	107	113	242	442	1002
		% within province	9,8%	10,7%	11,3%	24,2%	44,1%	100,0%
Total		Number	230	217	273	703	1282	2705
		% within province	8,5%	8,0%	10,1%	26,0%	47,4%	100,0%

Table F2.24: Chi-square tests on Comparison of opinions expressed by students to what extent teachers are seen from them as responsible for what they learn at their schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	83,291(a)	8	0,000
Likelihood Ratio	93,353	8	0,000
Linear-by-Linear Association	52,939	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 30,81.

Table F2.25: Comparison of feelings expressed by surveyed students from the three provinces about the level of challenge, which the work at their schools presents

			The work at this school is challeging					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	15	28	44	113	184	384
		% within province	3,9%	7,3%	11,5%	29,4%	47,9%	100,0%
	Sofala	Number	150	122	157	388	502	1319
		% within province	11,4%	9,2%	11,9%	29,4%	38,1%	100,0%
	Maputo City	Number	130	133	290	275	174	1002
		% within province	13,0%	13,3%	28,9%	27,4%	17,4%	100,0%
Total		Number	295	283	491	776	860	2705
		% within province	10,9%	10,5%	18,2%	28,7%	31,8%	100,0%

Table F2.26: Chi-square on Tests on comparison of feelings revealed by surveyed students from the three provinces about the level of challenge, which the work at their schools presents

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	250,833(a)	8	0,000
Likelihood Ratio	259,537	8	0,000
Linear-by-Linear Association	146,749	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 40,17.

Table F2.27: Comparison of feelings expressed by surveyed students from the three provinces about the level of challenge which the work at their schools presents by gender

			The work at this school is challenging					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	162	130	254	438	485	1469
		% within gender	11,0%	8,8%	17,3%	29,8%	33,0%	100,0%
	Female	Number	133	153	237	338	375	1236
		% within gender	10,8%	12,4%	19,2%	27,3%	30,3%	100,0%
Total		Number	295	283	491	776	860	2705
		% within gender	10,9%	10,5%	18,2%	28,7%	31,8%	100,0%

Table F2.28: Chi-square on Tests on comparison of feelings expressed by surveyed students from the three provinces about the level of challenge which the work at their schools presents by gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12,286(a)	4	0,015
Likelihood Ratio	12,252	4	0,016
Linear-by-Linear Association	4,513	1	0,034
N of Valid Cases	2705		

a 0 cells (0,0%)have expected count less than 5. The minimum expected count is 129,31.

Table F2.29: Comparison of opinions expressed by surveyed students about school learning relevancy regarding real life

			I find what I learn in school relevant to real life					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	9	6	15	83	271	384
		% within province	2,3%	1,6%	3,9%	21,6%	70,6%	100%
	Sofala	Number	32	33	60	337	857	1319
		% within province	2,4%	2,5%	4,5%	25,5%	65,0%	100%
	Maputo City	Number	12	17	51	283	639	1002
		% within province	1,2%	1,7%	5,1%	28,2%	63,8%	100%
Total		Number	53	56	126	703	1767	2705
		% within province	2,0%	2,1%	4,7%	26,0%	65,3%	100%

Table F2.30: Chi-square Tests on comparison of opinions expressed by surveyed students about school learning relevancy regarding real life

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,864(a)	8	0,062
Likelihood Ratio	15,337	8	0,053
Linear-by-Linear Association	0,165	1	0,685
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 7,52.

Table F2.31: Comparison of success feeling at school of surveyed students from the three provinces

			I feel successful at school					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	10	14	46	133	181	384
		% within province	2,6%	3,6%	12,0%	34,6%	47,1%	100,0%
	Sofala	Number	63	90	156	540	470	1319
		% within province	4,8%	6,8%	11,8%	40,9%	35,6%	100,0%
	Maputo City	Number	26	43	168	408	357	1002
		% within province	2,6%	4,3%	16,8%	40,7%	35,6%	100,0%
Total		Number	99	147	370	1081	1008	2705
		% within province	3,7%	5,4%	13,7%	40,0%	37,3%	100,0%

Table F2.32: Chi-Square Tests on comparison of success feeling at school of surveyed students from the three provinces

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44,108(a)	8	0,000
Likelihood Ratio	43,419	8	0,000
Linear-by-Linear Association	2,993	1	0,084
N of Valid Cases	2705		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 14,05.

Table F2.33: Comparison of students' opinions of surveyed students from the three provinces expressing that the most responsible for what they learn were themselves

			The person most responsible for what I learn is myself					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	13	27	20	99	225	384
		% within province	3,4%	7,0%	5,2%	25,8%	58,6%	100,0%
	Sofala	Number	88	115	117	392	607	1319
		% within province	6,7%	8,7%	8,9%	29,7%	46,0%	100,0%
	Maputo City	Number	103	102	118	274	405	1002
		% within province	10,3%	10,2%	11,8%	27,3%	40,4%	100,0%
Total		Number	204	244	255	765	1237	2705
		% within province	7,5%	9,0%	9,4%	28,3%	45,7%	100,0%

Table F2.34: Comparison of students' opinions of surveyed students from the three provinces expressing that the most responsible for what they learn were themselves

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	59,162(a)	8	0,000
Likelihood Ratio	60,684	8	0,000
Linear-by-Linear Association	48,886	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 28,96.

Table F2.35: Comparison of opinions expressed by surveyed students from the three provinces revealing that they find their schools fun, enjoyable

			School is fun here					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	8	11	35	108	222	384
		% within province	2,1%	2,9%	9,1%	28,1%	57,8%	100%
	Sofala	Number	110	89	155	412	553	1319
		% within province	8,3%	6,7%	11,8%	31,2%	41,9%	100%
	Maputo City	Number	91	104	146	318	343	1002
		% within province	9,1%	10,4%	14,6%	31,7%	34,2%	100%
Total		Number	209	204	336	838	1118	2705
		% within province	7,7%	7,5%	12,4%	31,0%	41,3%	100%

Table F2.36: Chi-Square Tests on comparison of opinions expressed by surveyed students from the three provinces revealing that they find their schools fun, enjoyable

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	88,168(a)	8	0,000
Likelihood Ratio	95,098	8	0,000
Linear-by-Linear Association	70,964	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 28,96.

Table F2.37: **Comparison of opinions expressed by surveyed students from the three provinces revealing that they find their schools fun, enjoyable by gender**

			School is fun here					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	135	106	194	440	594	1469
		% within gender	9,2%	7,2%	13,2%	30,0%	40,4%	100%
	Female	Number	74	98	142	398	524	1236
		% within gender	6,0%	7,9%	11,5%	32,2%	42,4%	100%
Total		Number	209	204	336	838	1118	2705
		% within gender	7,7%	7,5%	12,4%	31,0%	41,3%	100%

Table F2.38: **Chi-Square Tests on comparison of opinions expressed by surveyed students from the three provinces revealing that they find their schools fun, enjoyable by gender**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12,677(a)	4	0,013
Likelihood Ratio	12,856	4	0,012
Linear-by-Linear Association	6,185	1	0,013
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 93,21.

Table F2.39: **Comparison of opinions expressed by surveyed students revealing that they like their schools**

			I like this school					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	6	6	15	100	257	384
		% within province	1,6%	1,6%	3,9%	26,0%	66,9%	100%
	Sofala	Number	47	31	67	393	781	1319
		% within province	3,6%	2,4%	5,1%	29,8%	59,2%	100%
	Maputo City	Number	54	51	91	334	472	1002
		% within province	5,4%	5,1%	9,1%	33,3%	47,1%	100%
Total		Number	107	88	173	827	1510	2705
		% within province	4,0%	3,3%	6,4%	30,6%	55,8%	100%

Table 2.40: **Chi-Square Tests on comparison of opinions expressed by surveyed students revealing that they like their schools**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	77,117(a)	8	0,000
Likelihood Ratio	77,739	8	0,000
Linear-by-Linear Association	65,328	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,49.

Table F2.41: **Comparison of opinions of surveyed students from the three provinces expressing how good their schools are**

			I think this is a good school					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	4	5	27	123	225	384
		% within province	1,0%	1,3%	7,0%	32,0%	58,6%	100,0%
	Sofala	Number	48	60	110	503	598	1319
		% within province	3,6%	4,5%	8,3%	38,1%	45,3%	100,0%
	Maputo City	Number	53	69	129	394	357	1002
		% within province	5,3%	6,9%	12,9%	39,3%	35,6%	100,0%
Total		Number	105	134	266	1020	1180	2705
		% within province	3,9%	5,0%	9,8%	37,7%	43,6%	100,0%

Table F2.42: **Chi-square Tests on comparison of opinions of surveyed students from the three provinces expressing how good their schools are**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	86,436(a)	8	0,000
Likelihood Ratio	91,629	8	0,000
Linear-by-Linear Association	77,361	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 14,91.

Table F2.43: Comparison of opinions of surveyed students from the three provinces regarding the statement: "I like to learn"

| | | | I like to learn | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	5	7	16	89	267	384
		% within province	1,3%	1,8%	4,2%	23,2%	69,5%	100%
	Sofala	Number	20	19	42	279	959	1319
		% within province	1,5%	1,4%	3,2%	21,2%	72,7%	100%
	Maputo City	Number	10	4	28	168	792	1002
		% within province	1,0%	,4%	2,8%	16,8%	79,0%	100%
Total		Number	35	30	86	536	2018	2705
		% within province	1,3%	1,1%	3,2%	19,8%	74,6%	100%

Table F2.44: Chi-Square Tests on comparison of opinions of surveyed students from the three provinces regarding the statement: "I like to learn"

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23,137(a)	8	0,003
Likelihood Ratio	24,285	8	0,002
Linear-by-Linear Association	15,781	1	0,000
N of Valid Cases	2705		

a 2 cells (13,3%) have expected count less than 5. The minimum expected count is 4,26.

Table F2.45: Comparison of opinions expressed by surveyed students from the three provinces revealing that doing well in school make them feel good about themselves

| | | | Doing well in school makes me feel good about myself | | | | | Total |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Count	17	16	36	127	188	384
		% within province	4,4%	4,2%	9,4%	33,1%	49,0%	100,0%
	Sofala	Count	53	62	134	533	537	1319
		% within province	4,0%	4,7%	10,2%	40,4%	40,7%	100,0%
	Maputo City	Count	21	32	106	330	513	1002
		% within province	2,1%	3,2%	10,6%	32,9%	51,2%	100,0%
Total		Count	91	110	276	990	1238	2705
		% within province	3,4%	4,1%	10,2%	36,6%	45,8%	100,0%

Table F2.46: Chi-Square Tests on comparison of opinions expressed by surveyed students from the three provinces revealing that doing well in school make them feel good about themselves

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36,236(a)	8	0,000
Likelihood Ratio	36,890	8	0,000
Linear-by-Linear Association	8,703	1	0,003
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,92.

Table F2.47: Comparison of opinions of surveyed students from the three provinces revealing whether they are doing their best in school

			I am doing my best in school					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Count	14	18	71	113	168	384
		% within province	3,6%	4,7%	18,5%	29,4%	43,8%	100,0%
	Sofala	Count	55	75	150	474	565	1319
		% within province	4,2%	5,7%	11,4%	35,9%	42,8%	100,0%
	Maputo City	Count	19	43	98	311	531	1002
		% within province	1,9%	4,3%	9,8%	31,0%	53,0%	100,0%
Total		Count	88	136	319	898	1264	2705
		% within province	3,3%	5,0%	11,8%	33,2%	46,7%	100,0%

Table F2.48: Chi-Square Tests on comparison of opinions of surveyed students from the three provinces revealing whether they are doing their best in school

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	49,265(a)	8	0,000
Likelihood Ratio	47,849	8	0,000
Linear-by-Linear Association	23,969	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,49.

Table F2.49: Comparison of opinions expressed by surveyed students from the three provinces revealing the opportunities they have to learn from each other at their schools

			Students at this school have opportunities to learn from each other					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	14	30	24	119	197	384
		% within province	3,6%	7,8%	6,3%	31,0%	51,3%	100,0%
	Sofala	Number	95	119	155	487	463	1319
		% within province	7,2%	9,0%	11,8%	36,9%	35,1%	100,0%
	Maputo City	Number	70	58	127	366	381	1002
		% within province	7,0%	5,8%	12,7%	36,5%	38,0%	100,0%
Total		Number	179	207	306	972	1041	2705
		% within province	6,6%	7,7%	11,3%	35,9%	38,5%	100,0%

Table F2.50: Chi-Square Tests on comparison of opinions expressed by surveyed students from the three provinces revealing the opportunities they have to learn from each other at their schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47,813(a)	8	0,000
Likelihood Ratio	49,355	8	0,000
Linear-by-Linear Association	5,055	1	0,025
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 25,41.

Table F2.51: Comparison of opinions expressed by surveyed students from the three provinces about opportunities for them to learn about each other at their schools

			Students at this school have opportunities to learn about each other					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	10	15	23	113	223	384
		% within province	2,6%	3,9%	6,0%	29,4%	58,1%	100,0%
	Sofala	Number	65	77	139	462	576	1319
		% within province	4,9%	5,8%	10,5%	35,0%	43,7%	100,0%
	Maputo City	Number	39	38	82	372	471	1002
		% within province	3,9%	3,8%	8,2%	37,1%	47,0%	100,0%
Total		Number	114	130	244	947	1270	2705
		% within province	4,2%	4,8%	9,0%	35,0%	47,0%	100,0%

Table F2.52: Chi- Square Tests on comparison of opinions expressed by surveyed students from the three provinces about opportunities for them to learn about each other at their schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35,814(a)	8	0,000
Likelihood Ratio	36,049	8	0,000
Linear-by-Linear Association	1,212	1	0,271
N of Valid Cases	2705		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 16,18.

Table F2.53: Comparison of opinions of surveyed students from the three provinces about the importance of students' participation in extracurricular activities

| | | | Participating in extracurricular activities is important to me | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	10	9	34	132	199	384
		% within province	2,6%	2,3%	8,9%	34,4%	51,8%	100,0%
	Sofala	Number	60	57	138	515	549	1319
		% within province	4,5%	4,3%	10,5%	39,0%	41,6%	100,0%
	Maputo City	Number	44	52	178	338	390	1002
		% within province	4,4%	5,2%	17,8%	33,7%	38,9%	100,0%
Total		Number	114	118	350	985	1138	2705
		% within province	4,2%	4,4%	12,9%	36,4%	42,1%	100,0%

Table F2.54: Chi-Square Tests on comparison of opinions of surveyed students from the three provinces about the importance of students' participation in extracurricular activities

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53,216(a)	8	0,000
Likelihood Ratio	52,851	8	0,000
Linear-by-Linear Association	26,122	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 16,18.

Table F2.55: **Comparison of opinions expressed by surveyed students regarding respect to colleagues who look different than they are**

			Students at this school respect other students who are different than they are					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	19	20	49	132	164	384
		% within province	4,9%	5,2%	12,8%	34,4%	42,7%	100,0%
	Sofala	Number	146	166	221	418	368	1319
		% within province	11,1%	12,6%	16,8%	31,7%	27,9%	100,0%
	Maputo City	Number	217	163	256	199	167	1002
		% within province	21,7%	16,3%	25,5%	19,9%	16,7%	100,0%
Total		Number	382	349	526	749	699	2705
		% within province	14,1%	12,9%	19,4%	27,7%	25,8%	100,0%

Table F2.56: Chi-Square on comparison of opinions expressed by surveyed students regarding respect to colleagues who look different than they are

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	244,403(a)	8	0,000
Likelihood Ratio	250,684	8	0,000
Linear-by-Linear Association	213,099	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 49,54.

Table F2.57: Comparison of opinions of the surveyed students from the three provinces about teachers' attitude towards students' learning at school

			My teachers expect students to do their best					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Province	Niassa	Number	11	13	35	130	195	384
		% within province	2,9%	3,4%	9,1%	33,9%	50,8%	100%
	Sofala	Number	65	60	124	500	570	1319
		% within province	4,9%	4,5%	9,4%	37,9%	43,2%	100%
	Maputo City	Number	23	31	132	283	533	1002
		% within province	2,3%	3,1%	13,2%	28,2%	53,2%	100%
Total		Number	99	104	291	913	1298	2705
		% within province	3,7%	3,8%	10,8%	33,8%	48,0%	100%

Table F2.58: Chi-square Tests on comparison of opinions of the surveyed students from the three provinces about teachers' attitude towards students' learning at school

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51,898(a)	8	0,000
Likelihood Ratio	52,259	8	0,000
Linear-by-Linear Association	2,286	1	0,131
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 14,05.

Table F2.59: Comparison of opinions of the surveyed students from the three provinces about teachers' attitude towards individual student's learning at school

			My teachers expect me to do my best					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	12	21	41	136	174	384
		% within province	3,1%	5,5%	10,7%	35,4%	45,3%	100%
	Sofala	Number	75	53	156	432	603	1319
		% within province	5,7%	4,0%	11,8%	32,8%	45,7%	100%
	Maputo City	Number	34	40	114	310	504	1002
		% within province	3,4%	4,0%	11,4%	30,9%	50,3%	100%
Total		Number	121	114	311	878	1281	2705
		% within province	4,5%	4,2%	11,5%	32,5%	47,4%	100%

Table F2.60: **Chi-Square on comparison of opinions of the surveyed students from the three provinces about teachers' attitude towards individual student's learning at school**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15,249(a)	8	0,054
Likelihood Ratio	15,171	8	0,056
Linear-by-Linear Association	3,107	1	0,078
N of Valid Cases	2705		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 16,18.

Table F2.61: **Comparison of opinions of the surveyed students from the three provinces about teachers understanding towards students having personal problems**

			My teachers understand when students have personal problems					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	28	26	59	104	167	384
		% within province	7,3%	6,8%	15,4%	27,1%	43,5%	100%
	Sofala	Number	113	112	168	465	461	1319
		% within province	8,6%	8,5%	12,7%	35,3%	35,0%	100%
	Maputo City	Number	99	85	243	281	294	1002
		% within province	9,9%	8,5%	24,3%	28,0%	29,3%	100%
Total		Number	240	223	470	850	922	2705
		% within province	8,9%	8,2%	17,4%	31,4%	34,1%	100%

Table F2.62: **Chi-Square Tests on comparison of opinions of the surveyed students from the three provinces about teachers understanding towards students having personal problems**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	77,010(a)	8	0,000
Likelihood Ratio	75,344	8	0,000
Linear-by-Linear Association	25,813	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 31,66.

Table F2.63: Comparison of opinions of the surveyed students from the three provinces about teachers' effort in helping them to gain confidence in their ability to learn

			My teachers help me gain confidence in my ability to learn					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	5	13	30	120	216	384
		% within province	1,3%	3,4%	7,8%	31,3%	56,3%	100%
	Sofala	Number	68	83	133	491	544	1319
		% within province	5,2%	6,3%	10,1%	37,2%	41,2%	100%
	Maputo City	Number	36	48	162	366	390	1002
		% within province	3,6%	4,8%	16,2%	36,5%	38,9%	100%
Total		Number	109	144	325	977	1150	2705
		% within province	4,0%	5,3%	12,0%	36,1%	42,5%	100%

Table F2.64: Chi-Square Tests on comparison of opinions of the surveyed students from the three provinces about teachers' effort in helping them to gain confidence in their ability to learn

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	65,003(a)	8	,000
Likelihood Ratio	65,787	8	,000
Linear-by-Linear Association	20,567	1	,000
N of Valid Cases	2705		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 15,47.

Table F2.65: Comparison of opinions of the surveyed students from the three provinces about teachers   confidence in each student's learning

			My teachers have confidence in me					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	22	17	38	141	166	384
		% within province	5,7%	4,4%	9,9%	36,7%	43,2%	100%
	Sofala	Number	90	120	212	475	422	1319
		% within province	6,8%	9,1%	16,1%	36,0%	32,0%	100%
	Maputo City	Number	72	96	250	336	248	1002
		% within province	7,2%	9,6%	25,0%	33,5%	24,8%	100%
Total		Number	184	233	500	952	836	2705
		% within province	6,8%	8,6%	18,5%	35,2%	30,9%	100%

Table F2.66: **Chi-Square Tests on comparison of opinions of the surveyed students from the three provinces about teachers confidence in each student's learning**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	65,003(a)	8	0,000
Likelihood Ratio	65,787	8	0,000
Linear-by-Linear Association	20,567	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 15,47.

Table F2.67: **Comparison of opinions of the surveyed students from the three provinces about teachers' knowledge of each student**

			My teachers know me well					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	11	20	42	112	199	384
		% within province	2,9%	5,2%	10,9%	29,2%	51,8%	100%
	Sofala	Number	96	108	196	452	467	1319
		% within province	7,3%	8,2%	14,9%	34,3%	35,4%	100%
	Maputo City	Number	77	88	268	286	283	1002
		% within province	7,7%	8,8%	26,7%	28,5%	28,2%	100%
Total		Number	184	216	506	850	949	2705
		% within province	6,8%	8,0%	18,7%	31,4%	35,1%	100%

Table F2.68: **Chi-square Tests on comparison of opinions of the surveyed students from the three provinces about teachers' knowledge of each student**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	123,099(a)	8	0,000
Likelihood Ratio	121,886	8	0,000
Linear-by-Linear Association	69,763	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 26,12.

Table F2.69: Comparison of opinions of surveyed students from the three provinces about teachers' reception of the ideas of each student

			My teachers listen to my ideas					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	21	27	58	118	160	384
		% within province	5,5%	7,0%	15,1%	30,7%	41,7%	100%
	Sofala	Number	85	116	166	469	483	1319
		% within province	6,4%	8,8%	12,6%	35,6%	36,6%	100%
	Maputo City	Number	67	86	218	335	296	1002
		% within province	6,7%	8,6%	21,8%	33,4%	29,5%	100%
Total		Number	173	229	442	922	939	2705
		% within province	6,4%	8,5%	16,3%	34,1%	34,7%	100%

Table F2.70: Chi- square Tests on comparison of opinions of surveyed students from the three provinces about teachers' reception of the ideas of each student

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48,184(a)	8	0,000
Likelihood Ratio	47,648	8	0,000
Linear-by-Linear Association	16,723	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 24,56.

Table F2.71: Comparison of opinions of surveyed students from the three provinces concerning teachers caring about each student

			My teachers care about me					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	15	13	59	118	179	384
		% within province	3,9%	3,4%	15,4%	30,7%	46,6%	100,0%
	Sofala	Number	101	121	247	449	401	1319
		% within province	7,7%	9,2%	18,7%	34,0%	30,4%	100,0%
	Maputo City	Number	106	138	287	268	203	1002
		% within province	10,6%	13,8%	28,6%	26,7%	20,3%	100,0%
Total		Number	222	272	593	835	783	2705
		% within province	8,2%	10,1%	21,9%	30,9%	28,9%	100,0%

Table F2.72: **Chi-square Tests on Comparison of opinions of surveyed students from the three provinces concerning teachers caring about each student**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	160,423[a]	8	,000
Likelihood Ratio	162,531	8	,000
Linear-by-Linear Association	129,992	1	,000
N of Valid Cases	2705		

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 31,51.

Table F2.73: **Comparison of opinions of surveyed students from the three provinces expressing whether their teachers make learning activities fun, enjoyable**

			My teachers make learning fun					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	4	15	34	116	215	384
		% within province	1,0%	3,9%	8,9%	30,2%	56,0%	100%
	Sofala	Number	74	85	167	465	528	1319
		% within province	5,6%	6,4%	12,7%	35,3%	40,0%	100%
	Maputo City	Number	55	55	191	375	326	1002
		% within province	5,5%	5,5%	19,1%	37,4%	32,5%	100%
Total		Number	133	155	392	956	1069	2705
		% within province	4,9%	5,7%	14,5%	35,3%	39,5%	100%

Table F2.74: **Chi- Square Tests on comparison of opinions of surveyed students from the three provinces expressing whether their teachers make learning activities fun, enjoyable**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	86,014(a)	8	0,000
Likelihood Ratio	89,861	8	0,000
Linear-by-Linear Association	48,920	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 18,88.

Table F2.75: **Comparison by gender of opinions of surveyed students from the three provinces expressing whether their teachers make learning activities fun, enjoyable**

| | | | My teachers make learning fun | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	91	86	216	499	577	1469
		% within gender	6,2%	5,9%	14,7%	34,0%	39,3%	100,0%
	Female	Number	42	69	176	457	492	1236
		% within gender	3,4%	5,6%	14,2%	37,0%	39,8%	100,0%
Total		Number	133	155	392	956	1069	2705
		% within gender	4,9%	5,7%	14,5%	35,3%	39,5%	100,0%

Table F2.76: Chi- Square Tests on comparison by gender of opinions of surveyed students from the three provinces expressing whether their teachers make learning activities fun, enjoyable

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12,626(a)	4	0,013
Likelihood Ratio	12,959	4	0,011
Linear-by-Linear Association	5,455	1	0,020
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 60,77.

Table F2.77: Comparison of opinions of surveyed students from the three provinces concerning teachers' excitement about the subjects they teach

| | | | My teachers are excited about the subjects they teach | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	8	7	17	114	238	384
		% within province	2,1%	1,8%	4,4%	29,7%	62,0%	100%
	Sofala	Number	40	36	83	405	755	1319
		% within province	3,0%	2,7%	6,3%	30,7%	57,2%	100%
	Maputo City	Number	24	27	128	312	511	1002
		% within province	2,4%	2,7%	12,8%	31,1%	51,0%	100%
Total		Number	72	70	228	831	1504	2705
		% within province	2,7%	2,6%	8,4%	30,7%	55,6%	100%

Table F2.78: Chi-Square on comparison of opinions of surveyed students from the three provinces concerning teachers' excitement about the subjects they teach

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46,788(a)	8	0,000
Likelihood Ratio	46,053	8	0,000
Linear-by-Linear Association	17,165	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 9,94.

Table F2.79:   Comparison of opinions of surveyed students from the three provinces on teachers paying individual attention to them when needed.

			My teachers give me individual attention when I need it					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
província	Niassa	Count	29	29	31	125	170	384
		% within província	7,6%	7,6%	8,1%	32,6%	44,3%	100%
	Sofala	Count	109	96	109	516	489	1319
		% within província	8,3%	7,3%	8,3%	39,1%	37,1%	100%
	Maputo City	Count	87	108	178	386	243	1002
		% within província	8,7%	10,8%	17,8%	38,5%	24,3%	100%
Total		Count	225	233	318	1027	902	2705
		% within província	8,3%	8,6%	11,8%	38,0%	33,3%	100%

Table F2.80:   Chi-Square Tests on comparison of opinions of surveyed students from the three provinces about teachers paying individual attention to them when needed

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	105,608(a)	8	0,000
Likelihood Ratio	104,613	8	0,000
Linear-by-Linear Association	41,547	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 31,94.

Table F2.81: **Comparison of surveyed students' opinions about learning towards the real world in the context of the new curriculum concerning ability to write**

			The new curriculum will contribute to my education in reference to my ability to write					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	5	10	14	114	241	384
		% within province	1,3%	2,6%	3,6%	29,7%	62,8%	100%
	Sofala	Number	23	28	54	456	758	1319
		% within province	1,7%	2,1%	4,1%	34,6%	57,5%	100%
	Maputo City	Number	25	19	77	296	585	1002
		% within province	2,5%	1,9%	7,7%	29,5%	58,4%	100%
Total		Number	53	57	145	866	1584	2705
		% within province	2,0%	2,1%	5,4%	32,0%	58,6%	100%

Table F2.82: Chi-Square Tests on comparison of surveyed students' opinions about learning towards the real world in the context of the new curriculum concerning ability to write

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26,130(a)	8	0,001
Likelihood Ratio	25,504	8	0,001
Linear-by-Linear Association	4,520	1	0,034
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 7,52.

Table F2.83: Comparison of surveyed students' opinions about learning towards the real world in the context of the new curriculum concerning the ability to read

			The new curriculum will contribute to my education in reference to my ability to read					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	2	11	15	106	250	384
		% within province	,5%	2,9%	3,9%	27,6%	65,1%	100%
	Sofala	Number	19	21	49	399	831	1319
		% within province	1,4%	1,6%	3,7%	30,3%	63,0%	100%
	Maputo City	Number	26	19	65	288	604	1002
		% within province	2,6%	1,9%	6,5%	28,7%	60,3%	100%
Total		Number	47	51	129	793	1685	2705
		% within province	1,7%	1,9%	4,8%	29,3%	62,3%	100%

Table F2.84: Chi-Square Tests on comparison of surveyed students' opinions about learning towards the real world in the context of the new curriculum concerning the ability to read

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22,744(a)	8	0,004
Likelihood Ratio	22,903	8	0,003
Linear-by-Linear Association	8,493	1	0,004
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 6,67.

Table F2.85: Chi-Square Tests on comparison by gender of surveyed students' opinions about learning towards the real world in the context of the new curriculum concerning the ability to read

			The new curriculum will contribute to my education in reference to my ability to read					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	35	25	75	428	906	1469
		% within gender	2,4%	1,7%	5,1%	29,1%	61,7%	100%
	Female	Number	12	26	54	365	779	1236
		% within gender	1,0%	2,1%	4,4%	29,5%	63,0%	100%
Total		Number	47	51	129	793	1685	2705
		% within gender	1,7%	1,9%	4,8%	29,3%	62,3%	100%

Table F2.86: Chi-Square Tests on comparison by gender of surveyed students' opinions about learning towards the real world in the context of the new curriculum concerning the ability to read

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,270(a)	4	0,055
Likelihood Ratio	9,704	4	0,046
Linear-by-Linear Association	3,066	1	0,080
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 21,48.

Table F2.87: **Comparison of surveyed students' opinions about learning in the context of the new curriculum concerning the ability to deal with mathematical problems**

			The new curriculum will contribute to my education in reference to my ability with Mathematics					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	4	7	26	111	236	384
		% within province	1,0%	1,8%	6,8%	28,9%	61,5%	100%
	Sofala	Number	34	30	81	497	677	1319
		% within province	2,6%	2,3%	6,1%	37,7%	51,3%	100%
	Maputo City	Number	25	21	100	301	555	1002
		% within province	2,5%	2,1%	10,0%	30,0%	55,4%	100%
Total		Number	63	58	207	909	1468	2705
		% within province	2,3%	2,1%	7,7%	33,6%	54,3%	100%

Table F2.88: **Chi-Square Tests on comparison of surveyed students' opinions about learning in the context of the new curriculum concerning the ability to deal with mathematical problems**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33,746(a)	8	0,000
Likelihood Ratio	34,040	8	0,000
Linear-by-Linear Association	4,219	1	0,040
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 8,23.

Table F2.89: **Comparison of surveyed students' opinions for the real world about learning in the context of the new curriculum concerning the ability to present information**

			The new curriculum will contribute to my education in reference to my ability to present information					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	5	13	14	126	226	384
		% within province	1,3%	3,4%	3,6%	32,8%	58,9%	100%
	Sofala	Number	34	47	123	500	615	1319
		% within province	2,6%	3,6%	9,3%	37,9%	46,6%	100%
	Maputo City	Number	39	39	180	366	378	1002
		% within province	3,9%	3,9%	18,0%	36,5%	37,7%	100%
Total		Number	78	99	317	992	1219	2705
		% within province	2,9%	3,7%	11,7%	36,7%	45,1%	100%

Table F2.90: **Chi-Square Tests on comparison of surveyed students' opinions for the real world about learning in the context of the new curriculum concerning the ability to present information**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	99,717(a)	8	0,000
Likelihood Ratio	103,282	8	0,000
Linear-by-Linear Association	64,540	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 11,07.

Table F2.91: Comparison of surveyed students' opinions for the real world about learning in the context of the new curriculum concerning the ability to cope with technology

			The new curriculum will contribute to my education in reference to my ability to cope with technology					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	9	15	44	99	217	384
		% within province	2,3%	3,9%	11,5%	25,8%	56,5%	100,0%
	Sofala	Number	59	59	131	415	655	1319
		% within province	4,5%	4,5%	9,9%	31,5%	49,7%	100,0%
	Maputo City	Number	82	85	268	297	270	1002
		% within province	8,2%	8,5%	26,7%	29,6%	26,9%	100,0%
Total		Number	150	159	443	811	1142	2705
		% within province	5,5%	5,9%	16,4%	30,0%	42,2%	100,0%

Table F2.92: Chi-Square Tests on comparison of surveyed students' opinions for the real world about learning in the context of the new curriculum concerning the ability to cope with technology

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	240,362(a)	8	0,000
Likelihood Ratio	241,386	8	0,000
Linear-by-Linear Association	160,936	1	0,000
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 21,29.

Table F2.93: **Comparison of surveyed students' opinions for the real world about learning in the context of the new curriculum concerning the ability to cope with technology by gender**

| | | | The new curriculum will contribute to my education in reference to my ability to cope with technology | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	90	72	218	447	642	1469
		% within gender	6,1%	4,9%	14,8%	30,4%	43,7%	100,0%
	Female	Number	60	87	225	364	500	1236
		% within gender	4,9%	7,0%	18,2%	29,4%	40,5%	100,0%
Total		Number	150	159	443	811	1142	2705
		% within gender	5,5%	5,9%	16,4%	30,0%	42,2%	100,0%

Table F2.94: **Chi-Square Tests on comparison of surveyed students' opinions for the real world about learning in the context of the new curriculum concerning ability to cope with technology by gender**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,709(a)	4	0,008
Likelihood Ratio	13,686	4	0,008
Linear-by-Linear Association	2,543	1	0,111
N of Valid Cases	2705		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 68,54.

Table F2.95: **Comparison of surveyed students' opinions about time use in teaching of the new curriculum listening to the teacher talk**

| | | | In the teaching of the new curriculum, time is spent listening to the teacher talk | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	50	35	27	67	205	384
		% within province	13,0%	9,1%	7,0%	17,4%	53,4%	100%
	Sofala	Number	256	187	169	336	371	1319
		% within province	19,4%	14,2%	12,8%	25,5%	28,1%	100%
	Maputo City	Number	255	153	197	191	206	1002
		% within province	25,4%	15,3%	19,7%	19,1%	20,6%	100%
Total		Number	561	375	393	594	782	2705
		% within province	20,7%	13,9%	14,5%	22,0%	28,9%	100%

Table F2.96: Chi-Square Tests on comparison of surveyed students' opinions about time use in teaching of the new curriculum listening to the teacher talk

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	185,169(a)	8	0,000
Likelihood Ratio	175,558	8	0,000
Linear-by-Linear Association	107,505	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 53,23

Table F2.97: Comparison of surveyed students' opinions about time use in teaching of the new curriculum listening to the teacher talk by gender

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			In the teaching of the new curriculum, time is spent listening to the teacher talk					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	322	211	225	329	382	1469
		% within gender	21,9%	14,4%	15,3%	22,4%	26,0%	100,0%
	Female	Number	239	164	168	265	400	1236
		% within gender	19,3%	13,3%	13,6%	21,4%	32,4%	100,0%
Total		Number	561	375	393	594	782	2705
		% within gender	20,7%	13,9%	14,5%	22,0%	28,9%	100,0%

Table F2.98: Chi-Square Tests on comparison of surveyed students' opinions about time use in teaching of the new curriculum listening to the teacher talk by gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,780(a)	4	0,008
Likelihood Ratio	13,756	4	0,008
Linear-by-Linear Association	9,539	1	0,002
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 171,35.

Table F2.99: **Comparison of surveyed students' opinions about time use in the teaching of the new curriculum in whole-class discussions with the teacher**

			In the teaching of the new curriculum, time is spent in whole-class discussion with the teacher					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	41	47	42	88	166	384
		% within province	10,7%	12,2%	10,9%	22,9%	43,2%	100,0%
	Sofala	Number	191	182	229	395	322	1319
		% within province	14,5%	13,8%	17,4%	29,9%	24,4%	100,0%
	Maputo City	Number	225	152	241	205	179	1002
		% within province	22,5%	15,2%	24,1%	20,5%	17,9%	100,0%
Total		Number	457	381	512	688	667	2705
		% within province	16,9%	14,1%	18,9%	25,4%	24,7%	100,0%

Table F2.100: **Chi-square Tests on Comparison of surveyed students' opinions about time use in the teaching of the new curriculum in whole-class discussions with the teacher**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	155,843(a)	8	0,000
Likelihood Ratio	149,213	8	0,000
Linear-by-Linear Association	99,561	1	0,000
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 54,09.

Table F2.101: **Comparison of surveyed students' opinions about time use in the teaching of the new curriculum working in small groups**

			In the teaching of the new curriculum time is spent working in small groups					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	33	27	46	95	183	384
		% within province	8,6%	7,0%	12,0%	24,7%	47,7%	100%
	Sofala	Number	106	76	129	495	513	1319
		% within province	8,0%	5,8%	9,8%	37,5%	38,9%	100%
	Maputo City	Number	130	115	157	278	322	1002
		% within province	13,0%	11,5%	15,7%	27,7%	32,1%	100%
Total		Number	269	218	332	868	1018	2705
		% within province	9,9%	8,1%	12,3%	32,1%	37,6%	100%

Table F2.102: **Chi-square Tests on Comparison of surveyed students' opinions about time use in the teaching of the new curriculum working in small groups**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	97,938(a)	8	0,000
Likelihood Ratio	96,340	8	0,000
Linear-by-Linear Association	46,619	1	0,000
N of Valid Cases	2705		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 30,95.

Table F2.103: **Comparison of surveyed students' opinions about time use for reading in the teaching of the new curriculum**

			In the teaching of the new curriculum, time is spent reading					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	40	48	33	89	174	384
		% within province	10,4%	12,5%	8,6%	23,2%	45,3%	100,0%
	Sofala	Number	150	129	163	388	489	1319
		% within province	11,4%	9,8%	12,4%	29,4%	37,1%	100,0%
	Maputo City	Number	149	129	148	252	324	1002
		% within province	14,9%	12,9%	14,8%	25,1%	32,3%	100,0%
Total		Number	339	306	344	729	987	2705
		% within province	12,5%	11,3%	12,7%	27,0%	36,5%	100,0%

Table F2.104: **Chi-square Tests on Comparison of surveyed students' opinions about time use in the teaching of the new curriculum reading**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40,390(a)	8	0,000
Likelihood Ratio	40,440	8	0,000
Linear-by-Linear Association	21,661	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 43,44.

Table F2.105: **Comparison of surveyed students' opinions about time use for reading in the teaching of the new curriculum by gender**

			In the teaching of the new curriculum, time is spent reading					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	189	164	183	435	498	1469
		% within gender	12,9%	11,2%	12,5%	29,6%	33,9%	100%
	Female	Number	150	142	161	294	489	1236
		% within gender	12,1%	11,5%	13,0%	23,8%	39,6%	100%
Total		Number	339	306	344	729	987	2705
		% within gender	12,5%	11,3%	12,7%	27,0%	36,5%	100%

Table F2.106: **Chi-square Tests on Comparison of surveyed students' opinions about time use for reading in the teaching of the new curriculum by gender**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,870(a)	4	0,005
Likelihood Ratio	14,919	4	0,005
Linear-by-Linear Association	1,523	1	0,217
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 139,82.

Table F2.107: **Comparison of surveyed students' opinions about time use in the teaching of the new curriculum answering questions from a book for worksheet**

			In the teaching of the new curriculum, time is spent answering questions from a book or worksheet					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	30	37	24	81	212	384
		% within province	7,8%	9,6%	6,3%	21,1%	55,2%	100,0%
	Sofala	Number	108	129	133	448	501	1319
		% within province	8,2%	9,8%	10,1%	34,0%	38,0%	100,0%
	Maputo City	Number	120	92	98	257	435	1002
		% within province	12,0%	9,2%	9,8%	25,6%	43,4%	100,0%
Total		Number	258	258	255	786	1148	2705
		% within province	9,5%	9,5%	9,4%	29,1%	42,4%	100,0%

Table F2.108: Chi-square Tests on Comparison of surveyed students' opinions about time use in the teaching of the new curriculum answering questions from a book for worksheet

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	59,498(a)	8	0,000
Likelihood Ratio	59,204	8	0,000
Linear-by-Linear Association	9,100	1	0,003
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 36,20.

Table F2.109: Comparison of surveyed students' opinions about time use in the teaching of the new curriculum analyzing individual or class performance

			In the teaching of the new curriculum, time is spent analyzing individual or class performance					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	50	43	34	105	152	384
		% within province	13,0%	11,2%	8,9%	27,3%	39,6%	100%
	Sofala	Number	122	132	209	464	392	1319
		% within province	9,2%	10,0%	15,8%	35,2%	29,7%	100%
	Maputo City	Number	113	134	222	303	230	1002
		% within province	11,3%	13,4%	22,2%	30,2%	23,0%	100%
Total		Number	285	309	465	872	774	2705
		% within province	10,5%	11,4%	17,2%	32,2%	28,6%	100%

Table F2.110: Chi-square Tests on Comparison of surveyed students' opinions about time use in the teaching of the new curriculum analyzing individual or class performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	77,355(a)	8	0,000
Likelihood Ratio	78,564	8	0,000
Linear-by-Linear Association	22,135	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 40,46.

Table F2.111: Comparison of surveyed students' opinions about time use in the teaching of the new curriculum analyzing individual or class performance by gender

			In the teaching of the new curriculum, time is spent analyzing individual or class performance					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	171	165	277	463	393	1469
		% within gender	11,6%	11,2%	18,9%	31,5%	26,8%	100%
	Female	Number	114	144	188	409	381	1236
		% within gender	9,2%	11,7%	15,2%	33,1%	30,8%	100%
Total		Number	285	309	465	872	774	2705
		% within gender	10,5%	11,4%	17,2%	32,2%	28,6%	100%

Table F2.112: Chi-square Tests on Comparison of surveyed students' opinions about time use in the teaching of the new curriculum analyzing individual or class performance by gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,421(a)	4	0,009
Likelihood Ratio	13,483	4	0,009
Linear-by-Linear Association	7,987	1	0,005
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 130,23.

Table F2.113: Comparison of surveyed students' opinions about their effective learning method, namely, working on projects or research

			I work well in the new curriculum when I am working in projects or research					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	33	30	61	102	158	384
		% within province	8,6%	7,8%	15,9%	26,6%	41,1%	100%
	Sofala	Number	107	96	166	503	447	1319
		% within province	8,1%	7,3%	12,6%	38,1%	33,9%	100%
	Maputo City	Number	95	90	254	323	240	1002
		% within province	9,5%	9,0%	25,3%	32,2%	24,0%	100%
Total		Number	235	216	481	928	845	2705
		% within province	8,7%	8,0%	17,8%	34,3%	31,2%	100%

Table F2.114: Chi-Square Tests on Comparison of surveyed students' opinions about their effective learning method, namely, working on projects or research

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	102,059(a)	8	0,000
Likelihood Ratio	101,273	8	0,000
Linear-by-Linear Association	30,737	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 30,66.

Table F2.115: Chi-Square Tests on Comparison of the surveyed students' opinions about their effective learning method, namely, discussion with whole class led by the teacher

			I work well in the new curriculum when the teachers are leading discussions with the whole class					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	24	24	40	103	193	384
		% within province	6,3%	6,3%	10,4%	26,8%	50,3%	100,0%
	Sofala	Number	72	99	153	539	456	1319
		% within province	5,5%	7,5%	11,6%	40,9%	34,6%	100,0%
	Maputo City	Number	86	91	195	354	276	1002
		% within province	8,6%	9,1%	19,5%	35,3%	27,5%	100,0%
Total		Number	182	214	388	996	925	2705
		% within province	6,7%	7,9%	14,3%	36,8%	34,2%	100,0%

Table F2.116: Chi-Square Tests on Comparison of surveyed students' opinions about their effective learning method, namely, discussion with whole class led by the teacher

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	99,990(a)	8	0,000
Likelihood Ratio	97,035	8	0,000
Linear-by-Linear Association	49,624	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 25,84.

Table F2.117: **Comparison of surveyed students' opinions about their effective learning method, namely, working in small group**

| | | | I work well in the new curriculum when I am working in small group | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	12	37	40	122	173	384
		% within province	3,1%	9,6%	10,4%	31,8%	45,1%	100%
	Sofala	Number	72	108	160	474	505	1319
		% within province	5,5%	8,2%	12,1%	35,9%	38,3%	100%
	Maputo City	Number	69	67	210	366	290	1002
		% within province	6,9%	6,7%	21,0%	36,5%	28,9%	100%
Total		Number	153	212	410	962	968	2705
		% within province	5,7%	7,8%	15,2%	35,6%	35,8%	100%

Table F2.118: Chi-Square Tests on Comparison of surveyed students' opinions about their effective learning method, namely, working in small group

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	73,015(a)	8	0,000
Likelihood Ratio	72,798	8	0,000
Linear-by-Linear Association	26,815	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 21,72.

Table F2.119: Comparison of the surveyed students' opinions about their effective learning method, namely, individual work

| | | | I work well in the new curriculum when I am working by myself | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	25	28	25	92	214	384
		% within province	6,5%	7,3%	6,5%	24,0%	55,7%	100,0%
	Sofala	Number	116	104	126	424	549	1319
		% within province	8,8%	7,9%	9,6%	32,1%	41,6%	100,0%
	Maputo City	Number	79	76	182	303	362	1002
		% within province	7,9%	7,6%	18,2%	30,2%	36,1%	100,0%
Total		Number	220	208	333	819	1125	2705
		% within province	8,1%	7,7%	12,3%	30,3%	41,6%	100,0%

Table F2.120: Chi-Square Tests on Comparison of the surveyed students' opinions about their fruitful working style, namely, individual work

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	80,948(a)	8	0,000
Likelihood Ratio	79,217	8	0,000
Linear-by-Linear Association	20,928	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 29,53.

Table F2.121: Comparison by gender of the surveyed students' opinions about their fruitful working style, namely, individual work

			I work well in the new curriculum when I am working by myself					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
gender	Male	Number	138	121	192	433	585	1469
		% within gender	9,4%	8,2%	13,1%	29,5%	39,8%	100,0%
	Female	Number	82	87	141	386	540	1236
		% within gender	6,6%	7,0%	11,4%	31,2%	43,7%	100,0%
Total		Number	220	208	333	819	1125	2705
		% within gender	8,1%	7,7%	12,3%	30,3%	41,6%	100,0%

Table F2.122: Chi-Square Tests on Comparison of the surveyed students' opinions about their effective learning method, namely, working individually by gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12,140(a)	4	0,016
Likelihood Ratio	12,241	4	0,016
Linear-by-Linear Association	11,240	1	0,001
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 95,04.

Table F2.123: **Comparison of opinions of the surveyed students about the level of importance of the Portuguese subject, which they are taught in the context of the new curriculum**

			I think that the important subject is Portuguese					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	3	5	9	88	279	384
		% within province	,8%	1,3%	2,3%	22,9%	72,7%	100%
	Sofala	Number	21	14	33	273	978	1319
		% within province	1,6%	1,1%	2,5%	20,7%	74,1%	100%
	Maputo City	Number	21	5	26	174	776	1002
		% within province	2,1%	,5%	2,6%	17,4%	77,4%	100%
Total		Number	45	24	68	535	2033	2705
		% within province	1,7%	,9%	2,5%	19,8%	75,2%	100%

Table F2.124: **Chi-square Tests on Comparison of opinions of the surveyed students about the level of importance of the Portuguese subject, which they are taught in the context of the new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12,554(a)	8	0,128
Likelihood Ratio	13,137	8	0,107
Linear-by-Linear Association	,542	1	0,462
N of Valid Cases	2705		

a 1 cells (6,7%) have expected count less than 5. The minimum expected count is 3,41.

Table F2. 125: **Comparison of opinions of the surveyed students about the level of importance of the Local Language subject, which they are taught in the context of the new curriculum**

			I think that the important subject is the Local Language					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	42	31	87	82	142	384
		% within province	10,9%	8,1%	22,7%	21,4%	37,0%	100%
	Sofala	Number	62	62	743	184	268	1319
		% within province	4,7%	4,7%	56,3%	13,9%	20,3%	100%
	Maputo City	Number	100	65	244	249	344	1002
		% within province	10,0%	6,5%	24,4%	24,9%	34,3%	100%
Total		Number	204	158	1074	515	754	2705
		% within province	7,5%	5,8%	39,7%	19,0%	27,9%	100%

Table F2.126: Chi-square Tests on Comparison of opinions of the surveyed students about the level of importance of the Local Language subject, which they are taught in the context of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	304,465(a)	8	0,000
Likelihood Ratio	310,167	8	0,000
Linear-by-Linear Association	4,535	1	0,033
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 22,43.

Table F2.127: Comparison of opinions of the surveyed students about the level of importance of the Local Language subject, which they are taught in the context of the new curriculum by gender

			I think that the important subject is the Local Language					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	117	97	608	260	387	1469
		% within gender	8,0%	6,6%	41,4%	17,7%	26,3%	100%
	Female	Number	87	61	466	255	367	1236
		% within gender	7,0%	4,9%	37,7%	20,6%	29,7%	100%
Total		Number	204	158	1074	515	754	2705
		% within gender	7,5%	5,8%	39,7%	19,0%	27,9%	100%

Table F2.128: Chi-square Tests on Comparison of opinions of the surveyed students about the level of importance of the Local Language subject, which they are taught in the context of the new curriculum by gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,987(a)	4	0,017
Likelihood Ratio	12,017	4	0,017
Linear-by-Linear Association	8,433	1	0,004
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 72,20.

Table F2.129: **Comparison of opinions of the surveyed students about the level of importance of the English subject, which they are taught in the context of the new curriculum**

			I think that the important subject is English					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	21	34	52	100	177	384
		% within province	5,5%	8,9%	13,5%	26,0%	46,1%	100,0%
	Sofala	Number	39	63	198	462	557	1319
		% within province	3,0%	4,8%	15,0%	35,0%	42,2%	100,0%
	Maputo City	Number	31	46	134	336	455	1002
		% within province	3,1%	4,6%	13,4%	33,5%	45,4%	100,0%
Total		Number	91	143	384	898	1189	2705
		% within province	3,4%	5,3%	14,2%	33,2%	44,0%	100,0%

Table F2.130: **Chi-square Tests on Comparison of opinions of the surveyed students about the level of importance of the English subject, which they are taught in the context of the new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27,009(a)	8	0,001
Likelihood Ratio	25,176	8	0,001
Linear-by-Linear Association	5,436	1	0,020
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,92.

Table 1.131: **Comparison of opinions of the surveyed students about the level of importance of the English subject, which they are taught in the context of the new curriculum by gender**

			I think that the important subject is English					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	48	69	191	465	696	1469
		% within gender	3,3%	4,7%	13,0%	31,7%	47,4%	100,0%
	Female	Number	43	74	193	433	493	1236
		% within gender	3,5%	6,0%	15,6%	35,0%	39,9%	100,0%
Total		Number	91	143	384	898	1189	2705
		% within gender	3,4%	5,3%	14,2%	33,2%	44,0%	100,0%

Table F2.132: Chi-square Tests on Comparison of opinions of the surveyed students about the level of importance of the English subject, which is taught them in the context of the new curriculum by gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16,310(a)	4	0,003
Likelihood Ratio	16,335	4	0,003
Linear-by-Linear Association	10,946	1	0,001
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 41,58.

Table F2.133:   Comparison of opinions of the surveyed students about the level of importance of the Social Sciences subject, which they are taught in the context of the new curriculum

			I think that the important subject is: Social Sciences					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	12	23	39	128	182	384
		% within province	3,1%	6,0%	10,2%	33,3%	47,4%	100%
	Sofala	Number	35	67	220	473	524	1319
		% within province	2,7%	5,1%	16,7%	35,9%	39,7%	100%
	Maputo City	Number	33	37	161	384	387	1002
		% within province	3,3%	3,7%	16,1%	38,3%	38,6%	100%
Total		Number	80	127	420	985	1093	2705
		% within province	3,0%	4,7%	15,5%	36,4%	40,4%	100%

Table F2.134:   Chi-square Tests on Comparison of opinions of the surveyed students about the level of importance of the Social Sciences subject, which they are taught in the context of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20,909(a)	8	0,007
Likelihood Ratio	21,712	8	0,005
Linear-by-Linear Association	1,903	1	0,168
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 11,36.

Table F2.135: **Comparison of opinions of the surveyed students about the level of importance of the Moral and Civic Education subject, which they are taught in the context of the new curriculum**

			I think that the important subject is Moral and Civic Education					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	15	18	37	111	203	384
		% within province	3,9%	4,7%	9,6%	28,9%	52,9%	100%
	Sofala	Number	40	55	184	442	598	1319
		% within province	3,0%	4,2%	13,9%	33,5%	45,3%	100%
	Maputo City	Number	21	29	142	331	479	1002
		% within province	2,1%	2,9%	14,2%	33,0%	47,8%	100%
Total		Number	76	102	363	884	1280	2705
		% within province	2,8%	3,8%	13,4%	32,7%	47,3%	100%

Table F2.136: **Chi-square Tests on Comparison of opinions o f the surveyed students about the level of importance of the Moral and Civic Education subject, which they are taught them in the context of the new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,575(a)	8	0,025
Likelihood Ratio	18,094	8	0,021
Linear-by-Linear Association	,335	1	0,563
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 10,79.

Table F2.137 **Comparison of opinions of the surveyed students about the level of importance of the Mathematics subject, which they are taught in the context of the new curriculum**

			I think that the important subject is Mathematics					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	6	6	15	98	259	384
		% within province	1,6%	1,6%	3,9%	25,5%	67,4%	100%
	Sofala	Number	19	20	66	273	941	1319
		% within province	1,4%	1,5%	5,0%	20,7%	71,3%	100%
	Maputo City	Number	17	9	47	192	737	1002
		% within province	1,7%	,9%	4,7%	19,2%	73,6%	100%
Total		Number	42	35	128	563	1937	2705
		% within province	1,6%	1,3%	4,7%	20,8%	71,6%	100%

Table F2.138: **Chi-square Tests on Comparison of opinions of surveyed students about the level of importance of the Mathematics subject, which is taught them in the context of the new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,815(a)	8	0,278
Likelihood Ratio	9,725	8	0,285
Linear-by-Linear Association	1,985	1	0,159
N of Valid Cases	2705		

a 1 cells (6,7%) have expected count less than 5. The minimum expected count is 4,97.

Table F2.139: **Comparison of opinions of the surveyed students about the level of importance of the Mathematics subject, which they are taught in the context of the new curriculum by gender**

			I think that the important subject is Mathematics					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	26	17	72	272	1082	1469
		% within gender	1,8%	1,2%	4,9%	18,5%	73,7%	100%
	Female	Number	16	18	56	291	855	1236
		% within gender	1,3%	1,5%	4,5%	23,5%	69,2%	100%
Total		Number	42	35	128	563	1937	2705
		% within gender	1,6%	1,3%	4,7%	20,8%	71,6%	100%

Table F2.140: **Chi-square Tests on Comparison of opinions of the surveyed students about the level of importance of the Mathematics subject, which they are taught the context of the new curriculum by gender**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,670(a)	4	0,020
Likelihood Ratio	11,648	4	0,020
Linear-by-Linear Association	1,206	1	0,272
N of Valid Cases	2705		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 15,99.

Table F2.141: **Comparison of opinions of surveyed students about the level of importance of the Natural Sciences subject, which is taught them in the context of the new curriculum**

| | | | I think that the important subject is: Natural Sciences | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	10	13	31	120	210	384
		% within province	2,6%	3,4%	8,1%	31,3%	54,7%	100%
	Sofala	Number	18	31	97	408	765	1319
		% within province	1,4%	2,4%	7,4%	30,9%	58,0%	100%
	Maputo City	Number	18	20	106	340	518	1002
		% within province	1,8%	2,0%	10,6%	33,9%	51,7%	100%
Total		Number	46	64	234	868	1493	2705
		% within province	1,7%	2,4%	8,7%	32,1%	55,2%	100%

Table F2.142: **Chi-square Tests on Comparison of opinions of surveyed students about the level of importance of the Natural Sciences subject, which is taught them in the context of the new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,871(a)	8	0,022
Likelihood Ratio	17,365	8	0,027
Linear-by-Linear Association	1,085	1	0,298
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 6,53.

Table F2.143: Comparison of opinions of surveyed students about the level of importance of the Crafts/ Arts subject, which is taught them in the context of the new curriculum

| | | | I think that the important subject is: Crafts/ Arts | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	21	26	61	120	156	384
		% within province	5,5%	6,8%	15,9%	31,3%	40,6%	100%
	Sofala	Number	63	83	250	508	415	1319
		% within province	4,8%	6,3%	19,0%	38,5%	31,5%	100%
	Maputo City	Number	78	82	253	325	264	1002
		% within province	7,8%	8,2%	25,2%	32,4%	26,3%	100%
Total		Number	162	191	564	953	835	2705
		% within province	6,0%	7,1%	20,9%	35,2%	30,9%	100%

Table F2.144: Chi-square Tests on Comparison of opinions of surveyed students about the level of importance of the Crafts/ Arts subject, which is taught them in the context of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	54,472(a)	8	0,000
Likelihood Ratio	53,374	8	0,000
Linear-by-Linear Association	33,107	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 23,00.

Table F2.145:   Comparison of opinions of surveyed students about the level of importance of the Visual/ Aesthetic Education subject, which is taught them in the context of the new curriculum

			I think that the important subject is: Visual/ Aesthetic Education					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	17	32	52	107	176	384
		% within province	4,4%	8,3%	13,5%	27,9%	45,8%	100,0%
	Sofala	Number	38	78	235	488	480	1319
		% within province	2,9%	5,9%	17,8%	37,0%	36,4%	100,0%
	Maputo City	Number	58	71	245	348	280	1002
		% within province	5,8%	7,1%	24,5%	34,7%	27,9%	100,0%
Total		Number	113	181	532	943	936	2705
		% within province	4,2%	6,7%	19,7%	34,9%	34,6%	100,0%

Table F2.146: Chi-square Tests on Comparison of opinions of surveyed students about the level of importance of the Visual/ Aesthetic Education subject, which is taught them in the context of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	54,472(a)	8	0,000
Likelihood Ratio	53,374	8	0,000
Linear-by-Linear Association	33,107	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 23,00.

Table F2.147: **Comparison of opinions of surveyed students about the level of importance of the Music Education subject, which is taught them in the context of the new curriculum**

			I think that the important subject is Music Education					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	16	14	39	113	202	384
		% within province	4,2%	3,6%	10,2%	29,4%	52,6%	100,0%
	Sofala	Number	51	62	242	466	498	1319
		% within province	3,9%	4,7%	18,3%	35,3%	37,8%	100,0%
	Maputo City	Number	52	75	246	337	292	1002
		% within province	5,2%	7,5%	24,6%	33,6%	29,1%	100,0%
Total		Number	119	151	527	916	992	2705
		% within province	4,4%	5,6%	19,5%	33,9%	36,7%	100,0%

Table F2.148: Chi-square Tests on Comparison of opinions of surveyed students about the level of importance of the Music Education subject, which is taught them in the context of the new curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	74,339(a)	8	0,000
Likelihood Ratio	78,306	8	0,000
Linear-by-Linear Association	45,394	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 16,18.

Table F2.149: **Comparison of opinions of surveyed students about the level of importance of the Physical Education subject, which is taught them in the context of the new curriculum**

			I think that the important subject is Physical Education					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	15	17	29	113	210	384
		% within province	3,9%	4,4%	7,6%	29,4%	54,7%	100,0%
	Sofala	Number	30	55	184	401	649	1319
		% within province	2,3%	4,2%	13,9%	30,4%	49,2%	100,0%
	Maputo City	Number	35	38	192	301	436	1002
		% within province	3,5%	3,8%	19,2%	30,0%	43,5%	100,0%
Total		Number	80	110	405	815	1295	2705
		% within province	3,0%	4,1%	15,0%	30,1%	47,9%	100,0%

Table F2.150: **Chi-square Tests on Comparison of opinions of surveyed students about the level of importance of the Physical Education subject, which is taught them in the context of the new curriculum**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39,641(a)	8	0,000
Likelihood Ratio	41,849	8	0,000
Linear-by-Linear Association	14,656	1	0,000
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 11,36.

Table F2.151: **Comparison of opinions of surveyed students about the level of their preference to the new curriculum Portuguese textbook**

			My preferable textbook is Portuguese textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	7	6	9	83	279	384
		% within province	1,8%	1,6%	2,3%	21,6%	72,7%	100%
	Sofala	Number	23	6	63	248	979	1319
		% within province	1,7%	,5%	4,8%	18,8%	74,2%	100%
	Maputo City	Number	19	9	41	159	774	1002
		% within province	1,9%	,9%	4,1%	15,9%	77,2%	100%
Total		Number	49	21	113	490	2032	2705
		% within province	1,8%	,8%	4,2%	18,1%	75,1%	100%

Table F2.152: Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Portuguese textbook

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16,105(a)	8	0,041
Likelihood Ratio	16,207	8	0,040
Linear-by-Linear Association	,921	1	0,337
N of Valid Cases	2705		

a 1 cells (6,7%) have expected count less than 5. The minimum expected count is 2,98.

Table F2.153: **Comparison of opinions of surveyed students about the level of their preference to the new curriculum Local language textbook**

			My preferable textbook is: Local language textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	36	35	76	99	138	384
		% within province	9,4%	9,1%	19,8%	25,8%	35,9%	100%
	Sofala	Number	62	52	786	182	237	1319
		% within province	4,7%	3,9%	59,6%	13,8%	18,0%	100%
	Maputo City	Number	94	90	286	243	289	1002
		% within province	9,4%	9,0%	28,5%	24,3%	28,8%	100%
Total		Number	192	177	1148	524	664	2705
		% within province	7,1%	6,5%	42,4%	19,4%	24,5%	100%

Table F2.154: **Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Local language textbook**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	323,590(a)	8	0,000
Likelihood Ratio	332,405	8	0,000
Linear-by-Linear Association	0,246	1	0,620
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 25,13.

Table F2.155: **Comparison of opinions of surveyed students about the level of their preference to the new curriculum Local language textbook by gender**

			My preferable textbook is: Local language textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	126	93	640	269	341	1469
		% within gender	8,6%	6,3%	43,6%	18,3%	23,2%	100%
	Female	Number	66	84	508	255	323	1236
		% within gender	5,3%	6,8%	41,1%	20,6%	26,1%	100%
Total		Number	192	177	1148	524	664	2705
		% within gender	7,1%	6,5%	42,4%	19,4%	24,5%	100%

Table F2.156: **Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Local language textbook by gender**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15,291(a)	4	0,004
Likelihood Ratio	15,504	4	0,004
Linear-by-Linear Association	10,383	1	0,001
N of Valid Cases	2705		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 80,88.

Table F2.157: **Comparison of opinions of surveyed students about the level of their preference to the new curriculum English textbook**

			My preferable textbook is: English textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	17	33	53	111	170	384
		% within province	4,4%	8,6%	13,8%	28,9%	44,3%	100,0%
	Sofala	Number	39	57	201	435	587	1319
		% within province	3,0%	4,3%	15,2%	33,0%	44,5%	100,0%
	Maputo City	Number	31	42	133	321	475	1002
		% within province	3,1%	4,2%	13,3%	32,0%	47,4%	100,0%
Total		Number	87	132	387	867	1232	2705
		% within province	3,2%	4,9%	14,3%	32,1%	45,5%	100,0%

Table F2.158: **Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum English textbook**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,112(a)	8	0,014
Likelihood Ratio	17,025	8	0,030
Linear-by-Linear Association	6,342	1	0,012
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,35.

Table F2.159:   Comparison of opinions of surveyed students about the level of their preference to the new curriculum English textbook by gender

			My preferable textbook is: English textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	37	71	194	435	732	1469
		% within gender	2,5%	4,8%	13,2%	29,6%	49,8%	100,0%
	Female	Number	50	61	193	432	500	1236
		% within gender	4,0%	4,9%	15,6%	35,0%	40,5%	100,0%
Total		Number	87	132	387	867	1232	2705
		% within gender	3,2%	4,9%	14,3%	32,1%	45,5%	100,0%

Table F2 .160:   Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum English textbook by gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26,528(a)	4	0,000
Likelihood Ratio	26,577	4	0,000
Linear-by-Linear Association	17,229	1	0,000
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 39,75.

Table F2.161:   Comparison of opinions of surveyed students about the level of their preference to the new curriculum Social Sciences textbook

			My preferable textbook is: Social Sciences textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	11	19	40	132	182	384
		% within province	2,9%	4,9%	10,4%	34,4%	47,4%	100%
	Sofala	Number	40	82	229	467	501	1319
		% within province	3,0%	6,2%	17,4%	35,4%	38,0%	100%
	Maputo City	Number	34	53	185	356	374	1002
		% within province	3,4%	5,3%	18,5%	35,5%	37,3%	100%
Total		Number	85	154	454	955	1057	2705
		% within province	3,1%	5,7%	16,8%	35,3%	39,1%	100%

Table F2.162: **Chi-square Tests on Comparison of opinions of surveyed students about the   level of their preference to the new curriculum Social Sciences textbook**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20,967(a)	8	0,007
Likelihood Ratio	21,958	8	0,005
Linear-by-Linear Association	7,384	1	0,007
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,07.

Table F2.163: **Comparison of opinions of surveyed students about the level of their preference to the new curriculum Moral and Civic Education textbook**

			My preferable textbook is: Moral and Civic Education textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	11	21	37	97	218	384
		% within province	2,9%	5,5%	9,6%	25,3%	56,8%	100%
	Sofala	Number	35	51	222	425	586	1319
		% within province	2,7%	3,9%	16,8%	32,2%	44,4%	100%
	Maputo City	Number	23	40	154	339	446	1002
		% within province	2,3%	4,0%	15,4%	33,8%	44,5%	100%
Total		Number	69	112	413	861	1250	2705
		% within province	2,6%	4,1%	15,3%	31,8%	46,2%	100%

Table F2.164: **Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Moral and Civic Education textbook**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29,817(a)	8	0,000
Likelihood Ratio	30,581	8	0,000
Linear-by-Linear Association	2,528	1	0,112
N of Valid Cases	2705		

a   0 cells (0,0%) have expected count less than 5. The minimum expected count is 9,80.

Table F2.165: **Comparison of opinions of surveyed students about the level of their preference to the new curriculum Moral and Civic Education textbook by gender**

			My preferable textbook is: Moral and Civic Education textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	44	54	231	437	703	1469
		% within gender	3,0%	3,7%	15,7%	29,7%	47,9%	100%
	Female	Number	25	58	182	424	547	1236
		% within gender	2,0%	4,7%	14,7%	34,3%	44,3%	100%
Total		Number	69	112	413	861	1250	2705
		% within gender	2,6%	4,1%	15,3%	31,8%	46,2%	100%

Table F2.166: **Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Moral and Civic Education textbook by gender**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,864(a)	4	0,028
Likelihood Ratio	10,891	4	0,028
Linear-by-Linear Association	0,200	1	0,655
N of Valid Cases	2705		

a   0 cells (,0%) have expected count less than 5. The minimum expected count is 31,53.

Table F2.167: **Comparison of opinions of surveyed students about the level of their preference to the new curriculum Mathematics textbook**

			My preferable textbook is: Mathematics textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	10	16	20	103	235	384
		% within province	2,6%	4,2%	5,2%	26,8%	61,2%	100,0%
	Sofala	Number	28	25	101	288	877	1319
		% within province	2,1%	1,9%	7,7%	21,8%	66,5%	100,0%
	Maputo City	Number	19	14	70	208	691	1002
		% within province	1,9%	1,4%	7,0%	20,8%	69,0%	100,0%
Total		Number	57	55	191	599	1803	2705
		% within province	2,1%	2,0%	7,1%	22,1%	66,7%	100,0%

Table F2.168: **Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Mathematics textbook**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21,158(a)	8	0,007
Likelihood Ratio	19,351	8	0,013
Linear-by-Linear Association	6,528	1	0,011
N of Valid Cases	2705		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 7,81.

Table F2.169: **Comparison of opinions of surveyed students about the level of their preference to the new curriculum Natural Sciences textbook**

			My preferable textbook is: Natural Sciences textbook					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
province	Niassa	Number	11	12	32	129	200	384
		% within province	2,9%	3,1%	8,3%	33,6%	52,1%	100%
	Sofala	Number	22	28	145	385	739	1319
		% within province	1,7%	2,1%	11,0%	29,2%	56,0%	100%
	Maputo City	Number	13	21	119	338	511	1002
		% within province	1,3%	2,1%	11,9%	33,7%	51,0%	100%
Total		Number	46	61	296	852	1450	2705
		% within province	1,7%	2,3%	10,9%	31,5%	53,6%	100%

Table F2.170: **Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Natural Sciences textbook**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15,957(a)	8	0,043
Likelihood Ratio	15,586	8	0,049
Linear-by-Linear Association	0,019	1	0,892
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 6,53.

Table F2.171:   Comparison of opinions of surveyed students about the level of their preference to the new curriculum Crafts/ Arts textbook

			My preferable textbook is: Crafts/ Arts textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	9	26	61	116	172	384
		% within province	2,3%	6,8%	15,9%	30,2%	44,8%	100%
	Sofala	Number	67	83	300	460	409	1319
		% within province	5,1%	6,3%	22,7%	34,9%	31,0%	100%
	Maputo City	Number	96	78	295	293	240	1002
		% within province	9,6%	7,8%	29,4%	29,2%	24,0%	100%
Total		Number	172	187	656	869	821	2705
		% within province	6,4%	6,9%	24,3%	32,1%	30,4%	100%

Table F2.172:   Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Crafts/ Arts textbook

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	101,007(a)	8	0,000
Likelihood Ratio	100,676	8	0,000
Linear-by-Linear Association	81,027	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 24,42.

Table F2.173:   Comparison of opinions of surveyed students about the level of their preference to the new curriculum Visual/ Aesthetic Education textbook

			My preferable textbook is: Visual Aesthetic Education					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	19	25	53	119	168	384
		% within province	4,9%	6,5%	13,8%	31,0%	43,8%	100%
	Sofala	Number	43	80	255	462	479	1319
		% within province	3,3%	6,1%	19,3%	35,0%	36,3%	100%
	Maputo City	Number	63	70	244	347	278	1002
		% within province	6,3%	7,0%	24,4%	34,6%	27,7%	100%
Total		Number	125	175	552	928	925	2705
		% within province	4,6%	6,5%	20,4%	34,3%	34,2%	100%

Table F2.174: Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Visual/ Aesthetic Education textbook

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	101,007(a)	8	0,000
Likelihood Ratio	100,676	8	0,000
Linear-by-Linear Association	81,027	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 24,42.

Table F2.175:   Comparison of opinions of surveyed students about the level of their preference to the new curriculum Music Education textbook

			My preferable textbook is: Music Education textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	13	24	33	114	200	384
		% within province	3,4%	6,3%	8,6%	29,7%	52,1%	100%
	Sofala	Number	48	63	257	449	502	1319
		% within province	3,6%	4,8%	19,5%	34,0%	38,1%	100%
	Maputo City	Number	53	72	242	306	329	1002
		% within province	5,3%	7,2%	24,2%	30,5%	32,8%	100%
Total		Number	114	159	532	869	1031	2705
		% within province	4,2%	5,9%	19,7%	32,1%	38,1%	100%

Table F2.176: Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Music Education textbook

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36,149(a)	8	0,000
Likelihood Ratio	37,815	8	0,000
Linear-by-Linear Association	22,863	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,49.

Table F2.177: **Comparison of opinions of surveyed students about the level of their preference to the new curriculum Physical Education textbook**

			My preferable textbook is: Physical Education textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	13	17	31	111	212	384
		% within province	3,4%	4,4%	8,1%	28,9%	55,2%	100%
	Sofala	Number	33	47	185	392	662	1319
		% within province	2,5%	3,6%	14,0%	29,7%	50,2%	100%
	Maputo City	Number	42	51	178	295	436	1002
		% within province	4,2%	5,1%	17,8%	29,4%	43,5%	100%
Total		Number	88	115	394	798	1310	2705
		% within province	3,3%	4,3%	14,6%	29,5%	48,4%	100%

Table F2.178: Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Physical Education textbook

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36,149(a)	8	0,000
Likelihood Ratio	37,815	8	0,000
Linear-by-Linear Association	22,863	1	0,000
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,49.

Table F2.179: **Comparison of opinions of surveyed students about the level of their preference to the new curriculum Physical Education textbook by gender**

			My preferable textbook is: Physical Education textbook					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
gender	Male	Number	59	59	199	403	749	1469
		% within gender	4,0%	4,0%	13,5%	27,4%	51,0%	100%
	Female	Number	29	56	195	395	561	1236
		% within gender	2,3%	4,5%	15,8%	32,0%	45,4%	100%
Total		Number	88	115	394	798	1310	2705
		% within gender	3,3%	4,3%	14,6%	29,5%	48,4%	100%

Table F2.180: **Chi-square Tests on Comparison of opinions of surveyed students about the level of their preference to the new curriculum Physical Education textbook by gender**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,466(a)	4	0,002
Likelihood Ratio	17,613	4	0,001
Linear-by-Linear Association	0,930	1	0,335
N of Valid Cases	2705		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 40,21.

Table F2.181: Comparison of the level of reading other books from surveyed students beyond their textbooks

			Beyond my textbooks, I read other books					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	9	11	10	73	281	384
		% within province	2,3%	2,9%	2,6%	19,0%	73,2%	100%
	Sofala	Number	38	13	77	293	898	1319
		% within province	2,9%	1,0%	5,8%	22,2%	68,1%	100%
	Maputo City	Number	19	10	43	168	762	1002
		% within province	1,9%	1,0%	4,3%	16,8%	76,0%	100%
Total		Number	66	34	130	534	1941	2705
		% within province	2,4%	1,3%	4,8%	19,7%	71,8%	100%

Table F2.182: **Chi-square Tests on Comparison of the level of reading other books from surveyed students beyond their textbooks**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32,672(a)	8	0,000
Likelihood Ratio	31,391	8	0,000
Linear-by-Linear Association	5,086	1	0,024
N of Valid Cases	2705		

a 1 cells (6,7%) have expected count less than 5. The minimum expected count is 4,83.

Table F2.183: **Comparison of the level of no reading other books from surveyed students beyond their textbooks**

			Beyond my textbooks, I don't read other books					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
province	Niassa	Number	202	43	30	55	54	384
		% within province	52,6%	11,2%	7,8%	14,3%	14,1%	100,0%
	Sofala	Number	491	203	251	165	209	1319
		% within province	37,2%	15,4%	19,0%	12,5%	15,8%	100,0%
	Maputo City	Number	483	169	227	60	63	1002
		% within province	48,2%	16,9%	22,7%	6,0%	6,3%	100,0%
Total		Number	1176	415	508	280	326	2705
		% within province	43,5%	15,3%	18,8%	10,4%	12,1%	100,0%

Table F2.184: **Chi-Square on Comparison of the level of no reading other books from surveyed students beyond their textbooks**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32,672(a)	8	0,000
Likelihood Ratio	31,391	8	0,000
Linear-by-Linear Association	5,086	1	0,024
N of Valid Cases	2705		

a   1 cells (6,7%) have expected count less than 5. The minimum expected count is 4,83.