

Exhibit 3.5: Self-Efficacy for Computer Use

Exhibit 3.5 presents the results for the ePIRLS 2016 *Self-Efficacy for Computer Use* scale, based on how good students reported that they were at 1) using computers, 2) typing, and 3) looking up information on the Internet. Internationally, on average, 51 percent of the ePIRLS students reported **High Self-Efficacy** in using computers, 41 percent reported having **Medium Self-Efficacy**, and 8 percent reported having **Low Self-Efficacy**. The **High** and **Medium Self-Efficacy** students had similar ePIRLS average achievement (546 vs. 541), but this was higher average achievement than the **Low Self-Efficacy** students (514).

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Students' Reports

Note: Results based on students who participated in both PIRLS and ePIRLS.

Students were scored on the *Self-Efficacy for Computer Use* scale according to their responses to three statements about how good they were at using a computer. Students who had **High Self-Efficacy** for computer use had a score on the scale of at least 10.4, which corresponds to "agreeing a lot" with two of the three statements and "agreeing a little" with the other one, on average. Students who had **Low Self-Efficacy** for using a computer had a score no higher than 7.1, which corresponds to students "disagreeing a little" to two of the three statements and "agreeing a little" with the other one, on average. All other students had **Medium Self-Efficacy** for using a computer.

Country	High Self-Efficacy		Medium Self-Efficacy		Low Self-Efficacy		Average Scale Score
	Percent of Students	Average ePIRLS Achievement	Percent of Students	Average ePIRLS Achievement	Percent of Students	Average ePIRLS Achievement	
Israel	65 (1.2)	544 (2.6)	30 (1.0)	534 (3.5)	5 (0.5)	496 (8.7)	10.6 (0.05)
Portugal	64 (1.1)	526 (2.3)	32 (1.0)	521 (2.5)	4 (0.4)	486 (8.7)	10.6 (0.04)
Slovenia	61 (1.2)	529 (2.1)	34 (1.1)	526 (2.6)	5 (0.4)	509 (7.8)	10.4 (0.05)
Denmark	55 (1.4)	567 (2.6)	39 (1.3)	554 (2.7)	5 (0.4)	525 (6.0)	10.2 (0.05)
Ireland	55 (1.3)	571 (2.8)	39 (1.2)	571 (3.1)	6 (0.6)	542 (7.4)	10.1 (0.06)
Norway (5)	54 (1.2)	573 (2.4)	42 (1.2)	568 (2.6)	4 (0.4)	534 (7.6)	10.2 (0.04)
Italy	52 (1.1)	534 (2.4)	40 (1.0)	536 (2.7)	8 (0.7)	522 (4.8)	10.1 (0.05)
United Arab Emirates	52 (0.6)	490 (2.7)	41 (0.5)	471 (2.4)	7 (0.3)	425 (4.5)	10.0 (0.03)
United States	51 (1.2)	563 (2.8)	42 (1.1)	560 (3.3)	7 (0.5)	536 (5.1)	10.0 (0.05)
Sweden	49 (1.3)	565 (2.7)	45 (1.1)	565 (2.4)	6 (0.6)	529 (5.5)	10.0 (0.05)
Georgia	45 (1.4)	493 (3.6)	45 (1.1)	479 (3.5)	10 (0.8)	462 (7.1)	9.7 (0.06)
Singapore	40 (0.7)	595 (2.9)	49 (0.6)	590 (3.3)	11 (0.5)	567 (5.0)	9.5 (0.03)
Canada	39 (0.8)	550 (3.5)	52 (0.9)	547 (3.7)	9 (0.9)	523 (8.4)	9.5 (0.04)
Chinese Taipei	35 (0.9)	550 (2.6)	46 (0.9)	548 (2.5)	19 (0.8)	536 (3.1)	9.1 (0.04)
International Avg.	51 (0.3)	546 (0.7)	41 (0.3)	541 (0.8)	8 (0.2)	514 (1.8)	

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

Benchmarking Participants

Dubai, UAE	55 (0.8)	541 (1.5)	40 (0.7)	528 (2.3)	5 (0.3)	488 (5.5)	10.2 (0.03)
Abu Dhabi, UAE	51 (1.1)	458 (5.0)	41 (1.0)	437 (4.5)	9 (0.6)	388 (7.7)	9.9 (0.05)

This ePIRLS questionnaire scale was established in 2016 based on the combined response distribution of all countries that participated in ePIRLS 2016. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

(.) Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

