

Supporting Teachers in Implementing CSE:

Insights from a Baseline Assessment of Capacities in Teaching CSE of Philippine Public School Teachers from Regions 1, 7, and 11

SHORT REPORT
25 NOVEMBER 2020

Key points

Most teachers intend to implement CSE but only a few of them have started. They need support to increase intention and behavior in implementing CSE and improve the quality of outcomes:

- Conduct awareness campaigns and orientations to familiarize teachers and other stakeholders about the scope of CSE and to clarify common misconceptions. • Institute concrete and easy-to-implement monitoring systems in schools to allow teachers to gain experience in teaching CSE.
- Nurture peer learning opportunities and support systems through LACs and CSE related conferences.
- Hold community-based interventions and events related to CSE to provide the social encouragement that teachers need.

Background

With the Policy Guidelines on the Implementation of Comprehensive Sexuality Education (CSE) released in 2018 (DepEd Order No. 31 s. 2018), teachers are expected to be integrating CSE into five learning areas across all levels at this point.

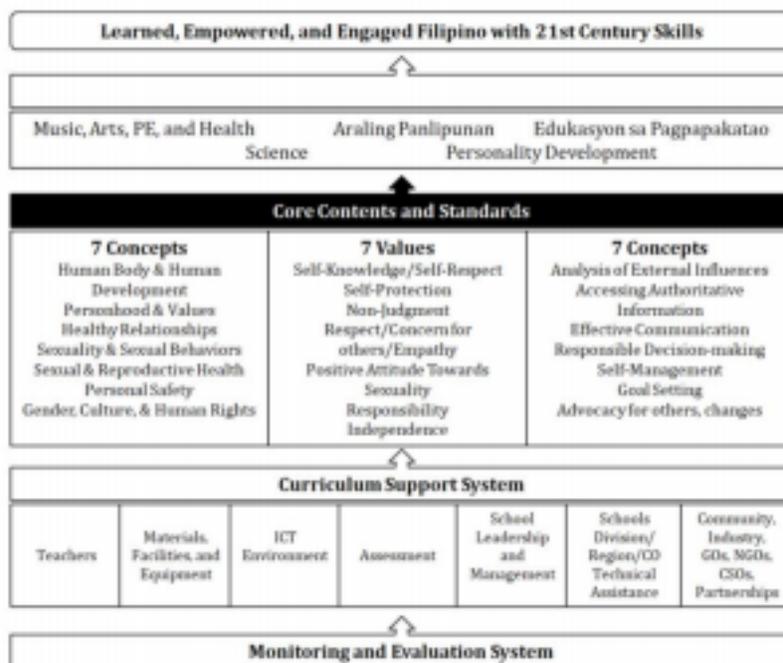
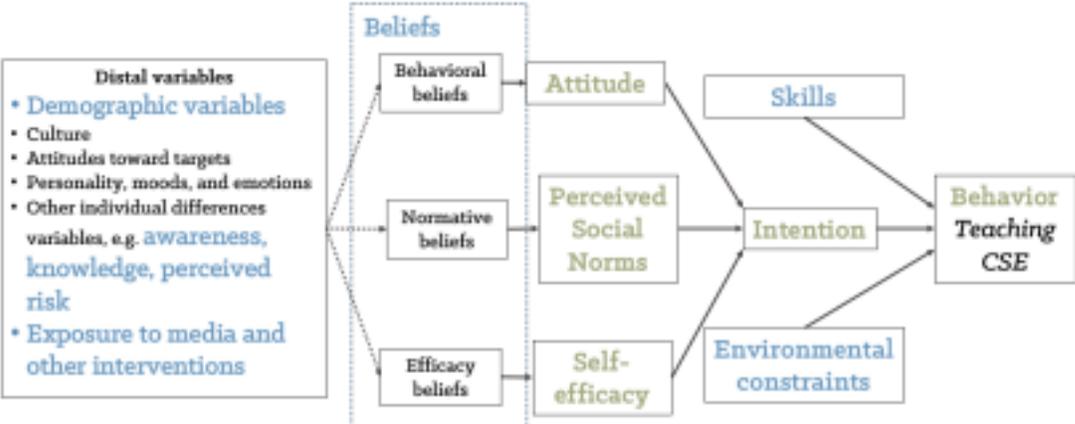


Figure 1. CSE Framework from DO No. 031, s. 2018

The Department of Education (DepEd), in its mission and vision, outlined the primary role of the teacher to facilitate the learning and constantly nurture every learner. The teachers are expected to have the capacity to address the different requirements that come with teaching CSE. They are expected to combine mastery of content and a participatory learner-centered approach in teaching CSE that is scientific, age- and developmentally appropriate, culturally and gender responsive, human rights-based, and comprehensive.

The Center for Health Solutions and Innovations Philippines, Inc. (CHSI), in partnership with the DepEd and the United Nations Population Fund (UNFPA), conducted the National Training of Trainers (NTOT) for selected public school teachers from different regions in September 2020. The training aimed to equip teachers with perspectives, skills, attitudes, and tools to effectively deliver scientifically accurate, age-appropriate, culturally relevant, gender responsive and comprehensive information on the different aspects of sexuality. These features of CSE are in line with the various tools and materials by the United Nations Educational, Scientific and Cultural Organisation or UNESCO (Sexuality Education Review Assessment Tool or SERAT, 2020; Inside & Out assessment tool, n.d., developed with the International Planned Parenthood Federation; International Technical Guidance on Sexuality Education or ITGSE, 2018) that identified teacher-related indicators for monitoring and evaluation, and discussed expected outcomes and concerns regarding CSE.



Note: The variables in this study are highlighted. Those in green are the primary variables while those in blue are the secondary variables. Figure 2. *Integrative Model of Planned Behavior (p. 167, Fishbein & Yzer, 2003)*

At the same time, a baseline assessment of teachers’ capacity was conducted through examining their attitudes, perceived norms, and self-efficacy in teaching CSE. The study aimed to know apprehensions and concerns they may have in teaching CSE, as well as their recognized strengths to help them in implementing CSE. Guided by the Integrative Model of Planned Behavior (Fishbein & Yzer, 2003), primary (attitude, perceived social norms, self-efficacy, intention, and current behavior) and secondary variables (awareness, knowledge, perceived risk, exposure to media and other interventions, skills, and environmental constraints) in relation to implementing CSE were examined using an Internet-based survey questionnaire. A total of 752 public school teachers from Regions 1, 7, and 11 gave their consent to participate and

completed the survey questionnaire. A little over half of the survey respondents, 383 out of 752,

also attended the NToT.

Before anything else, increase awareness

The current study reflected similar results as the 2018 study conducted by CHSI about the readiness of schools in implementing CSE in Philippine public schools. After two years, the teachers still need to be more aware about the details of the program, how to implement it, and where and how to get resources. Around 65% said they are aware that CSE is one of the DepEd's priority agenda, but only less than half of the respondents (42.69%) said they had access to the official DepEd policy on CSE. There are fewer respondents who said they had access to the other resources (refer to Appendix A), but a number of these resources already exist. Before anything else, the awareness about CSE and its implementation details should be a primary target of interventions.

Awareness campaigns and orientations should be rolled out to clarify the scope and limitations of implementing the CSE curriculum. The awareness campaigns must emphasize the features desired for an effective CSE curriculum and clarify the common misconceptions about CSE. Aligned with the common misconceptions about CSE, some teachers are apprehensive about implementing CSE due to questions or concerns about CSE's age appropriateness, CSE possibly leading to sex or confusion, and CSE going against cultural or religious beliefs. The teachers should also be reminded that using up-to-date scientific knowledge can be balanced with being culturally responsive. Furthermore, interventions should include information on where and how to access the different resources such as funding, learners' materials, teachers' resources, co-curricular programs, and mentoring.

In spreading awareness, consider that more teachers reported to have read or heard about CSE in the mass media than official sources such as the Responsible Parenthood and Reproductive Health Act of 2012, DepEd's Memo, and PRRD's EO 12 (refer to Appendix A).

Increase self-efficacy in teaching CSE

In the 2018 study, the teachers generally reported that they had the skills to teach CSE topics and that they are likely to comply, especially with the presence of official orders and implementing guidelines from the DepEd. However, many teachers would need to work on some skills as well as their comfort and confidence. In the current study, the teachers reported to have intentions to do the different CSE-related activities more than actual behaviors. Only 15% of the respondents said they have implemented or are currently implementing CSE integration. Around 66% said they are currently planning or have been meaning to do something about it (see Appendix B).

Important to the teachers' comfort and confidence in teaching CSE is self-efficacy. This pertains to the perceived capability of the individual in doing a task and it can predict various outcomes (Bandura, 2006). Having high self-efficacy in teaching CSE could help teachers to

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form intention and perform actual behaviors. Consequently, three out of the four self-efficacy variables in the study are correlated with intention/behavior. While these are not causal

relationships, targeting teachers' self-efficacy could still help increase behaviors and even the quality of outcomes.

Currently, the teachers reported to have only an average level of self-efficacy in teaching CSE (mean=6.99 out of a scale from 0 to 10, sd=1.88). Furthermore, around 59% said they can get their students to participate in CSE. Almost 49% are undecided whether their school is ready to implement CSE or not. Around 49% disagreed that they have adequate training to implement CSE effectively. To equip the teachers with greater confidence, future interventions could target the different sources of self-efficacy (Maddux, 2002).

Actual and imaginal experiences. Having more experience in teaching CSE and being able to picture themselves teaching CSE would increase one's self-efficacy. For teachers to have actual experience, the DepEd and school administration should ensure that CSE is being implemented through concrete monitoring and evaluation processes instituted in the school. More than the required lesson plans and logs, the administration could support teachers in coming up with their own way of monitoring their progress in implementing CSE. They know what would work best in their school context and this could also deepen their ownership in implementing CSE. They could start the process by having a workshop or structured learning experience to determine their goals and success indicators, then brainstorm and prototype simple and easy-to-implement solutions for monitoring their progress.

The teachers are expected to master CSE-related content and use a learner-centered approach, but they tend to feel more efficacious in teaching the different CSE topics than in performing CSE-related skills and in teaching CSE given different conditions. These different CSE-related skills and conditions pertain more to employing more open-ended discussions that is necessary in a learner-centered approach (refer to Appendix C). The topics that have higher mean self-efficacy ratings deal with development (puberty and adolescence, human development and reproduction), pregnancy, and gender. The topics that have lower mean ratings indicate concepts of sex, sexual, and sexuality such as sexually transmitted infections, good touch and bad touch, and sexuality and sexual behaviors. It should also be noted that a more objective topic, sexual and reproductive anatomy and physiology, has the lowest mean rating. In line with these findings, the frequently missed questions of the post-test in the NTOT include questions about the definitions of sexuality, gender stereotyping, and bodily integrity.

Skills related to explaining facts tend to have higher mean self-efficacy ratings than those related to having more open-ended discussions and a learner-centered approach. The skills with the lowest mean ratings involve using up-to-date scientific knowledge and creating age-appropriate activities. The teachers are most confident when they teach in a physical classroom. The mean ratings slightly decrease given different types of students. The condition with the lowest mean rating involves teaching CSE to students who have special needs.

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While some teachers reported that they are equipped with teaching strategies, other teachers have apprehensions. They have concerns about handling different topics and specific groups. Some teachers also see technology as a helpful factor in teaching CSE, but some see online teaching as a weakness. Teachers' various technological needs in terms of resources and

skills should also be addressed in future interventions.

Some teachers have a professional background, have had trainings, have prior teaching experience related to CSE, but others do not. Some teachers also reported their life experiences and knowledge as their strength or as a helpful factor (e.g., experiences as a mother, as an LGBTQIA++ member, etc.). Teachers should be reminded to balance the use of personal stories and anecdotes that may be engaging to students, with the desired features of the CSE curriculum: scientific and comprehensive. Those who teach in the lower levels (Kindergarten and Grade School) also tend to feel less efficacious than others. This is also aligned with the concerns about the age-appropriateness of CSE.

Similar others' experiences. The teachers' self-efficacy may also increase if they see relatable others are also capable of teaching CSE. Currently, many teachers are uncertain about what other teachers and schools are doing about CSE (see Appendix D). Around 51% are undecided on whether other schools in their division are already implementing CSE. Around 48% said that their colleagues will not resist the CSE implementation but almost 37% are undecided about this. Only 10.5% have talked to or are currently talking to colleagues about how to effectively implement CSE in their school or classroom. Most of them intend to (65.3%). Similarly, 66.76% have the intention to work with their colleagues to integrate CSE in their different learning areas and only 8.65% have done or are currently doing something about it.

While teachers feel relatively more efficacious in collaborating with other teachers on CSE projects (mean rating= 7.20), they may feel less efficacious in integrating content standards in their learning area with other learning areas (mean rating= 6.74). Collaborations among teachers of CSE learning areas should be encouraged and teachers could benefit from having CSE-specific learning action cells (LACs) within their school. The DepEd and the school administration should provide opportunities and incentives for doing so. Currently, only 42.15% said they had access to CSE-related peer education opportunities and 34.04% to CSE-related mentoring or supervision.

To address uncertainties about how others are doing and to encourage all schools to implement CSE, a CSE conference or congress may be held. In this event, teachers could learn about best practices and failures to improve their own ways of implementing CSE. Learning and sharing experiences with others could also boost their positive emotions, which may also be a source of self-efficacy. An event like this may also provide them a sense of community.

Social encouragement. Related to having a sense of community, teachers need assurance that others would support the CSE implementation. Their experience should improve with more interventions and the provision of different kinds of support, especially from the

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administration, to implement CSE effectively. Many teachers are willing to implement CSE, but they need help in doing so.

The teachers generally have positive beliefs and attitudes, but they are uncertain about what others are doing (see Appendices D and E). Almost 95% said they would support the CSE of the DepEd. Around 90% said it should be part of the K to 12 curricula. Around 66% disagreed to the item stating that CSE should not be taught in schools. While almost 36% disagreed to the

statement that the parents will not want the school talking about sex to their children, almost 42% are undecided about this.

The teachers' responses to items on perceived norms also reflected uncertainty in how others think about certain CSE misconceptions (see Appendix D). Some responses also showed that teachers may perceive slightly negative attitudes from others. These may be related to how teachers see the presence or absence of external support as a possible source of strength or weakness, and a helpful or hindering factor in teaching CSE. External support refers to getting positive responses from their students. It also refers to getting support from their students' parents, the school administration, their colleagues, and society in general.

To show teachers that they are not alone in providing the curriculum support system to the learners, school- and community-based interventions should be implemented. The administration should help teachers institute a referral system for their students. Only 12% of the respondents reported to have worked on or are currently working on a referral system for their students and most of them are still planning or have been meaning to do it (64.89%). Their mean self-efficacy rating for being able to refer students with CSE-related concerns to the school nurse or health worker is average (mean= 6.84).

Also, community-based interventions and events should be organized to orient the members of the community, especially the students' parents and guardians, about CSE. Teachers have average self-efficacy on being able to orient parents/guardians about CSE and answer their questions about it (mean= 6.99) and being able to facilitate school-community partnerships for CSE-related projects (mean= 6.64). They would also need social and material support from the administration.

As emotional states may also influence self-efficacy, making work delightful could help teachers. For example, having an incentive/recognition system in place for good performance in teaching CSE would help. Currently, only 5.72% said that they have worked on or are currently working on this while 64.76% said they are planning to or have been meaning to do so.

Lastly, programs and interventions will be catering to different kinds of teachers with different contexts. Some may be more aware, knowledgeable, experienced, etc than the others. Differences according to demographic characteristics may also be observed. For a more detailed discussion of the study, refer to the Technical Report, Capacities in Teaching Comprehensive Sexuality Education: A Baseline Assessment of Philippine Public School Teachers from Regions 1, 7, and 11.

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Recommendations for Midline and/or Baseline Assessment

As the current study is a baseline assessment, it is recommended that a midline or endline assessment be conducted to examine possible changes that may occur as the current school year progresses. The actual experience of teaching CSE this school year may improve the scores in the different variables, i.e., lower scores in Perceived Norms and higher scores in all the other variables. The midline or endline assessment may also be helpful in examining possible long-

term effects of the NToT.

A midline assessment could be done in January/February 2021. Aside from examining the possible changes after the training and possibly having actual experience in teaching CSE, the data can be used to inform decisions about the teachers' in-service training before the next school year starts. An endline assessment could be done at the end of the school year, right before the in-service training season. The data from the endline assessment could also be used to inform adjustments in teaching CSE for the succeeding school year.

Focus group discussions and/or key informant interviews can also be conducted to provide more context to the survey results.

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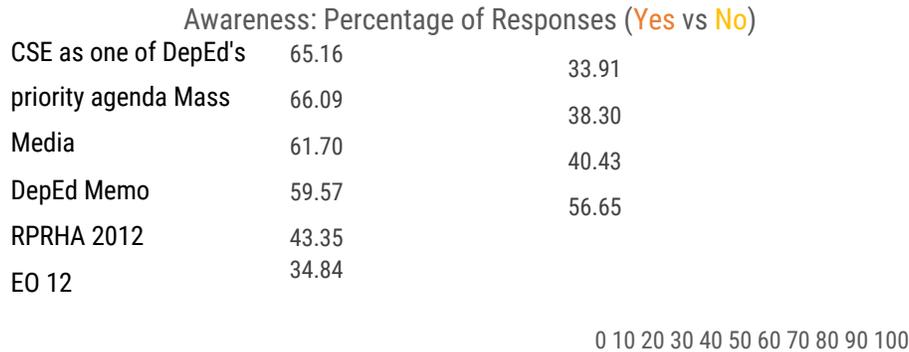
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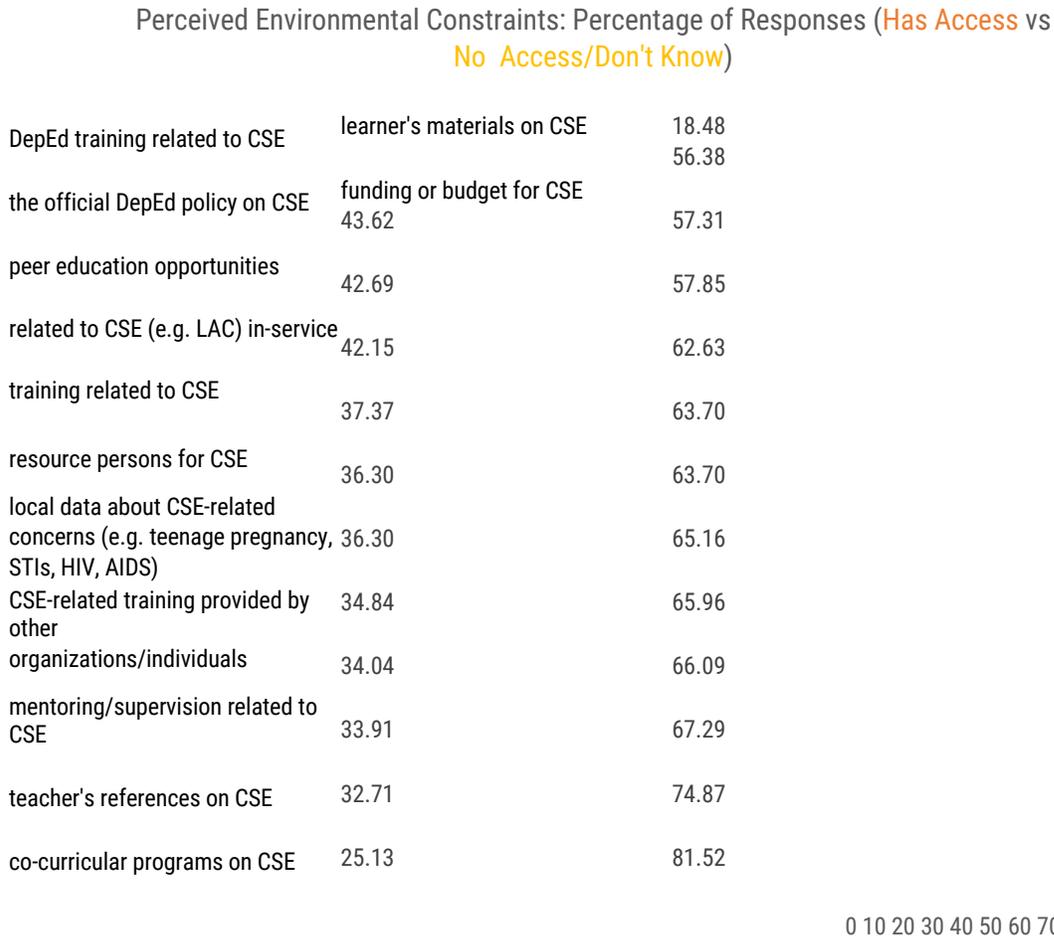
Appendix A

Distribution of Responses, in Percentages, in Items on Awareness and Perceived Environmental Constraints

Teachers were asked to yes-no questions about their awareness of CSE as one of DepEd's priority agenda. They were also asked if they read about/heard of CSE from different sources.



Teachers were asked whether they had access to some CSE-related resources.



Appendix B

Distribution of Responses, in Percentages, in Items on Intention and Behavior

Teachers were asked to indicate the stage they are in doing CSE-related tasks.

Intention/Behavior: Percentage of Responses
 (Finished vs Currently doing vs Currently planning vs Have been meaning to vs Still deciding vs Not going to)

Join a training on CSE.	24.73	Have guidelines for a referral system (counselling, reporting abuse, medical/reproductive/sexual/mental health services).	0.40	32.58
Teach about ways to prevent teen pregnancy.	31.38	Talk to my colleagues about how to effectively implement CSE in my school or classroom.	2.26	33.11
Teach about ways to prevent sexually transmitted infections (including HIV and AIDS).	26.33	Work with my colleagues to integrate CSE in our different learning areas.	0.93	28.86
Implement CSE integration.	22.21	Have an incentive/recognition system in place for good performance in teaching CSE.	1.20	30.59
	31.65			33.78
	33.91		33.78	17.42
	1.99 5.98 5.19 2.66 0.80			21.54
	10.77		31.78	22.61
	1.60		36.44	23.14
	13.83		36.17	26.20
	1.86			1.46 1.60 1.46 3.32
	16.49		30.98	
	1.20			

0 10 20 30 40 50 60 70 80 90 100

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Appendix C

Distribution of Responses, in Percentages, of Control Beliefs and Self-Efficacy Variables

Teachers were asked to rate their level of agreement to statements about control beliefs in teaching CSE using a scale of 1 to 5 (1=Strongly Disagree or SD, 2= Disagree or D, 3=Undecided, 4= Agree or A, and 5= Strongly Agree or SA). Items with an asterisk are intended to be reversely scored.

Control Beliefs: Percentage of Responses (A/SA vs Undecided vs D/SD)

I can get our students to participate and be engaged in CSE.	Our school is not ready to implement CSE.*	59.04	8.91
	I have adequate training to	48.54	28.99
		27.79	32.05 49.34
		22.47 22.87	

Teachers were asked to rate how confident they were in teach CSE given different topics (Content), tasks (Skills), and circumstances (Given Conditions) using a scale of 0 to 10. They could put decimals in their self-appraisals. The general trend in self-efficacy mean ratings show that their content-related self-efficacy (means range from 6.25 to 7.74, out of a scale from 0 to 10) is generally higher than their skills-related self-efficacy (means range from 5.82 to 7.68, out of a scale from 0 to 10). Their Self-Efficacy ratings given Different Conditions are generally lower (means range from 5.28 to 6.91, out of a scale from 0 to 10).

Self-Efficacy (Content): Mean Ratings (out of 10)

	Sexual and reproductive anatomy and physiology
Changes during puberty and adolescence	7.74
Tolerance and respect of individual differences	7.72
Gender identity	7.28
Prevention of teenage pregnancy	7.26
Pregnancy	7.17
Prevention of gender-based abuse and violence	7.13
Gender roles and stereotypes	7.02
Prevention of HIV & AIDS	6.99
Human development and reproduction	6.96
Prevention of sexually transmitted infections (STIs)	6.88
Good touch vs. Bad touch	6.81
Sexual preference	6.78
Media and sexuality	6.76
Sexuality and sexual life cycle	6.43
Sexual behaviors	6.25

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy (Skills): Mean Ratings (out of 10)

Talk to students about healthy relationships.	Name the private body parts (i.e. reproductive organs) in front of your class.
Discuss the risks associated with teenage pregnancy.	Discuss safe use of Information and Communication Technologies (ICTs).
Explain puberty and all the changes that happen to the minds and bodies of young people during this period.	Orient parents/guardians about CSE and answer their questions about it.
Collaborate with other teachers on CSE projects.	Discuss causes and symptoms of sexually

transmitted infections (STIs).	7.2
Refer my students with CSE-related concerns to the school nurse or to a health worker.	7.07
Allow students to share questions and participate in CSE sessions without feeling singled out or vulnerable.	6.99
Integrate CSE content standards in my learning area with other learning areas.	6.91
Facilitate school-community partnerships for CSE related projects/programs.	6.84
Discuss sexual orientation and gender identity and expression (SOGIE) in the context of human rights.	6.83
Apply a variety of assessment tools and strategies in teaching CSE.	6.74
Draw on your students' experiences in discussing CSE topics.	6.64
Identify key content standards of CSE in the curriculum guide.	6.57
Explain CSE-related facts based on up-to-date scientific knowledge.	6.43
Create age-appropriate activities on CSE.	6.4
7.68	6.38
7.54	5.85
7.44	5.82
7.2	

0 1 2 3 4 5 6 7 8 9 10

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Self-Efficacy (Given Conditions): Mean Ratings (out of 10)

physical classroom	when there is opposition from your colleagues
with underprivileged students	virtual setting
when you have to suspend your own values and opinions to address your students' actual needs	when there is opposition from your students' parents/guardians
with cisgender female students	with students who are members of an indigenous
with LGBTQ+ students	group with disengaged
with cisgender male students	students
with transgender students	with students who have special needs
with students having various religions	6.91

6.12

5.79

5.95

5.78

5.95

5.7

5.91

5.68

5.91

5.61

5.8

5.28

5.8

0 1 2 3 4 5 6 7 8 9 10

Appendix D

Distribution of Responses, in Percentages, of Normative Beliefs and Perceived Norms

Teachers were asked to rate their level of agreement to statements about normative beliefs in teaching CSE using a scale of 1 to 5 (1=Strongly Disagree or SD, 2= Disagree or D, 3=Undecided, 4= Agree or A, and 5= Strongly Agree or SA). Items with an asterisk are intended to be reversely scored.

Normative Beliefs: Percentage of Responses (A/SA vs Undecided vs D/SD)

	no resistance to the implementation of CSE in our school.		Other schools in our division are already implementing CSE.
Our students' parents will not want the school talking about sexual behaviors to their children.*	22.61	36.57 35.64	33.91
My colleagues will have	48.01 41.76	15.43	51.46 14.63

0 10 20 30 40 50 60 70 80 90 100

Participants were asked to rate how others might think about the different statements using a 7-point scale (0= No one is likely to think this way, 3= I am not sure about how people think about this, 6= Most, if not all, are likely to think this way). The orange-colored cell for each row represents the median rating for the statement. The three items that have the midpoint as their medians pertain to common concerns about CSE leading to early sexual initiation, CSE going against culture or religion, and parents objecting to CSE.

	No one is likely to think this way.			I am not sure about how people think about this.			Most, if not all, are likely to think this way.
	0	1	2	3	4	5	6
CSE leads to early sexual initiation.	9.04	7.98	8.64	38.70	16.76	11.30	7.58
CSE goes against our culture or religion.	9.44	9.31	10.24	30.32	18.09	14.23	8.38
The family should be the ones to educate young people about sexuality.	1.20	2.79	5.32	20.08	20.88	23.14	26.60
Parents will object to CSE being taught in schools.	9.44	7.45	9.57	38.16	16.22	10.24	8.91
CSE may be good for adolescents but not for young children.	3.06	4.65	5.32	22.07	18.09	20.48	26.33
The teachers may be uncomfortable or lack skills to teach CSE.	6.12	3.19	6.78	24.47	21.01	21.54	16.89
CSE is already covered in other subjects.	1.60	3.46	3.72	24.07	25.27	24.47	17.42
Young people already know everything about sex and sexuality through the Internet and social media.	5.19	4.79	7.58	25.27	20.74	18.88	17.55

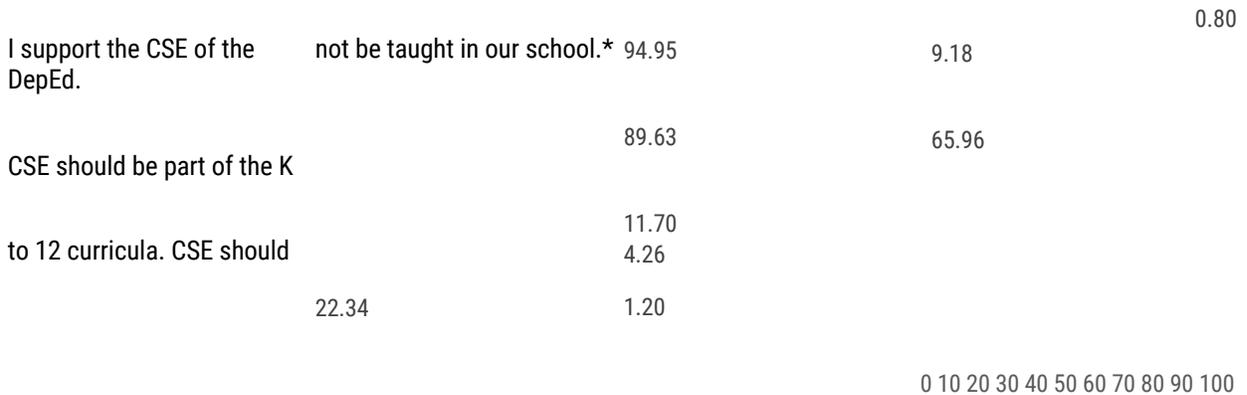
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Appendix E

Distribution of Responses, in Percentages, of Behavioral Beliefs and Attitudes

Teachers were asked to rate their level of agreement to statements about behavioral beliefs in teaching CSE using a scale of 1 to 5 (1=Strongly Disagree or SD, 2= Disagree or D, 3=Undecided, 4= Agree or A, and 5= Strongly Agree or SA). Items with an asterisk are intended to be reversely scored.

Behavioral Beliefs: Percentage of Responses (A/SA vs Undecided vs D/SD)



Teachers were asked to rate "Teaching CSE" in terms of adjective pairs using a 7-point scale. Seven (7) represents the positive adjective and one (1) represents the negative adjective. Four (4) represents the midpoint of the scale. Each cell shows the percentage of respondents who answered a specific rating per adjective pair. The orange-colored cell for each row represents the median rating for the adjective pair. Teachers generally evaluate teaching CSE with positive adjectives. It should be noted that some teachers may also find teaching CSE as quite difficult given that this adjective pair has the lowest median rating, and the response percentages for the ratings of 1 to 5. The responses in this adjective pair are well-distributed. This implies that teachers may have mixed attitudes towards the difficulty or easiness of teaching CSE.

1	2	3	4	5	6	7
Ambiguous 6.25	5.85	8.91	12.37	13.83	15.96	Clear 36.84
Bad 1.06	3.32	5.59	8.24	8.51	14.36	Good 58.91
Useless 0.93	2.53	4.26	5.98	6.65	12.77	Useful 66.89
Negative 1.06	2.79	4.79	8.51	8.24	17.69	Positive 56.91
Uncomfortable 3.59	5.45	6.25	10.90	13.96	20.48	Comfortable 39.36
Difficult 9.97	6.52	11.97	19.41	18.35	13.83	Easy 19.95
Unrealistic 0.93	4.12	4.52	8.64	10.24	19.28	Realistic 52.26
Irrelevant 1.20	3.72	3.46	6.12	7.85	16.89	Relevant 60.77
Unrewarding 1.73	4.39	4.79	8.91	11.44	20.74	Rewarding 48.01
Inconvenient 1.73	5.59	5.05	11.44	16.09	20.61	Convenient 39.49
Unacceptable 1.60	3.86	5.05	8.51	10.51	19.15	Acceptable 51.33
Unimportant 1.06	3.59	4.39	4.79	7.45	12.77	Important 65.96