Influence of student characteristics on satisfaction with pharmacy course.

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Abstract

Objectives: To describe how characteristics of newly graduated pharmacy students may influence their perceptions of, and satisfactions with, an undergraduate pharmacy course.

Methods: In 2007, a piloted postal questionnaire based on the National Student Survey (NSS), which is administered to final year undergraduate students in all universities in England and Northern Ireland and in some in Scotland and Wales, was sent to all 98 pharmacy pre-registration students who had newly graduated from a UK university.

Results: A response rate of 52% was achieved; 84% of the respondents were satisfied with the quality of the course. Characteristics, such as reasons for choosing to study pharmacy and selecting the university, country of origin and language background influenced satisfaction.

Conclusion: Characteristics may influence students' satisfaction with an undergraduate pharmacy course; further research is required into how the expectations of students may be managed and courses enhanced.

Keywords: *National student survey; Pre-registration students; Satisfaction; Undergraduate students*

Introduction

In the United Kingdom (UK), the Quality Assurance Agency (2006) supports improvement of academic standards and quality in Higher Education in general, whereas pharmacy degree courses are accredited by the Royal Pharmaceutical Society of Great Britain (RPSGB, 2002). While the breadth and types of quality assurance processes may vary between the universities, students are recommended to be involved as important stakeholders in quality assurance processes in Higher Education (RPSGB, 2002; UK HE Europe Unit, 2006; Quality Assurance Agency, 2006).

In England, Wales, Northern Ireland and in some institutions in Scotland, the National Student Survey (NSS) has been used to obtain final year undergraduate student feedback on the quality of the courses they have attended since 2005 (Higher Education Funding Council for England, 2008). The NSS provides information on students' satisfaction with the quality of teaching, assessment and feedback, academic support, organisation and management, learning resources, personal development, and overall satisfaction (Surridge, 2008). Once the data has been collected, the results may be utilised at the universities to improve the courses and the university, and they may provide information for students applying to universities (Higher Education Funding Council for England, 2008).

Surridge (2008) reported variation in satisfactions of students with different backgrounds or studying different subjects; however, it is unknown how characteristics of pharmacy undergraduate students may influence satisfaction. While the NSS may influence the students choosing a School of Pharmacy, it is uncertain how fit for purpose the results the NSS provides are as results of other disciplines, such as pharmacology and toxicology, may be combined with pharmacy. Nevertheless, in future, it is envisaged that the NSS results might even influence the accreditation of

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undergraduate pharmacy courses (Day, D, personal communication, November 6, 2007).

In the UK, 27 Schools of Pharmacy provide the four-year undergraduate MPharm course (RPSGB, 2010). Before becoming eligible for registration with the RPSGB and becoming a registered practising pharmacist, MPharm graduates must satisfactorily complete 12 months of pre-registration training, and pass performance assessments as well as the pre-registration exam (RPSGB, 2006). The students are in an ideal position to give feedback on a pharmacy course they have recently completed. The aim of the study was to explore the satisfactions of pharmacy pre-registration students with the pharmacy course they had completed and to identify how respondent characteristics may influence satisfaction with the course.

Methods

The study was a descriptive, cross-sectional, prospective survey of student satisfaction. Ethics approval for the study was sought and obtained through the ethical review process at the university.

Pre-registration students

All the 98 pre-registration students who had graduated from the university 2007 comprised the study population. The contact details of these students were obtained from the university.

Questionnaire development

A questionnaire was developed based on the 2007 NSS and discussions in the research team on issues perceived important to student experience to ensure content validity (Smith, 2002). The NSS comprises 22 statements on teaching, assessment and feedback, academic support, organisation and management, learning resources, personal development and overall satisfaction. The developed questionnaire comprised 50 questions divided into two sections: characteristics; and the NSS with ten additional statements. The statements measured the students' satisfaction with the pharmacy course and the university experience using a five-point *Likert*-scale. The questionnaire was piloted among 12 final year pharmacy undergraduate students and reviewed to ensure face validity (Smith, 2002); unclear or ambiguous questions were clarified.

Administration of the questionnaire

Pre-registration students were sent a cover letter and an information sheet describing the study together with the questionnaire and a free-post self-addressed envelope. To increase the response rate the respondents were offered an opportunity to enter in a £50 prize draw. Initially, the questionnaires were sent to the workplace address of the pre-registration students or to their home address if the former was not available. Two reminders were sent to both work and home addresses of the non-respondents, as appropriate, at two and one week intervals.

Data handling and analysis

The data were anonymised, coded and entered onto an SPSS (version 14) database. Quality assurance processes were employed to minimise errors in the data entry. Due to the small sample it was not possible to conduct factor analysis on the statements related to satisfaction. Therefore, while the statements related to course satisfaction were analysed individually, using non-parametric tests (Mann-Whitney U - test, Kruskal-Wallis H –test, and Spearman's ρ) to test for any associations and differences between the variables (Field, 2000), the conceptual clusters of the NSS are used to present the data.

Results

Sample and characteristics

Overall, 51 of 98 (response rate 52%) students completed the survey (Appendix I). The median age of respondents was 22 years (ranging from 22 to 48 years). Only half of the graduates reported that they would have used the NSS to inform their choice of university (25/51) had it been available.

Exploring the characteristics

UK students were more likely to be younger than other students (Mann-Whitney U, z = -3.867, p < 0.0005). Students who had no previous work experience in pharmacy were more likely to report that their interest in science had influenced their choosing pharmacy ($\chi^2 = 6.495$, df = 1, p = 0.018). Those who had chosen to study pharmacy to contribute to either patient care or the healthcare team, or both, were more likely to have perused league tables when choosing where to study pharmacy than students who had not ($\chi^2 = 5.264$, df = 1, p = 0.042).

Responses to the statements

Most were satisfied with the quality of the course and would recommend it to prospective students (Appendix II).

Exploring statements related to teaching

European students (UK and other European students together) were more likely to perceive that teacher practitioners provided an insight into their area of expertise than non-European students (Mann-Whitney U z = -2.670, p = 0.007). Respondents who had attended a grammar school were more likely to consider self-directed learning as an effective teaching method than those who had attended a comprehensive or private institute (Kruskal-Wallis H χ^2 = 6.903, df = 2, p = 0.029 with *post hoc* Mann-Whitney U with Bonferroni correction: grammar v private z = -2.557, p = 0.014; grammar v comprehensive z = -2.327, p = 0.021), those who had attended any other type of school were excluded. Similarly, the few who wanted to work in academia in the future were more likely to regard self-directed learning

as an effective teaching method (Mann-Whitney U z = -2.316, p = 0.022). European students were more likely to perceive that the course had been intellectually stimulating (Mann-Whitney U z = -2.517, p = 0.012). The younger the students, the more likely they were to perceive that tutors had been enthusiastic about what they taught (Spearman's ρ = -0.376, p = 0.007).

Exploring statements related to assessment and feedback

UK students were more likely to report that assessment arrangements and marking had been fair than students from elsewhere (Mann-Whitney U z = -2.001, p = 0.048). Students who had chosen to study pharmacy to be able to contribute to patient care and those who had perused league tables when choosing the university were more likely to perceive that feedback they had received had brought clarity to issues they had not previously understood (Mann-Whitney U z = -2.391, p = 0.015; Mann-Whitney U z = -2.265, p = 0.024). Students who had used league tables when deciding which School of Pharmacy to choose and younger students were more likely to perceive that feedback students had provided to the tutors had led to changes in the course (Mann-Whitney U z = -2.781, p = 0.005; Spearman's ρ = -0.358, p = 0.012).

Exploring statements related to academic support

Respondents who had chosen to study pharmacy due to its perceived work/life balance and European students were more likely to perceive that they were able to contact staff when they needed to (Mann-Whitney U z = -3.108, p = 0.002; Mann-Whitney U z = -2.203, p = 0.028).

Exploring statements related to organisation and management

Male respondents, those who had consulted league tables when choosing the place of study, and younger students were more likely to perceive that the course had been well organised and ran smoothly (Mann-Whitney U z = -3.020, p = 0.002; Mann-Whitney U z = -2.274, p = 0.022; Spearman's ρ = -0.305, p = 0.029). European students were more likely to report that changes in the course or teaching were communicated effectively (Mann-Whitney U z = -2.231, p = 0.028).

Exploring statements related to learning resources

Male and younger respondents were more likely to perceive that sufficient number of books had been available in the library (Mann-Whitney U z = -2.273, p = 0.025; Spearman's ρ = -0.319, p = 0.022). UK and younger students were more likely to perceive that they were able to access specialised equipment, facilities and rooms when required (Mann-Whitney z = -2.517, p = 0.011; Spearman's ρ = -0.364, p = 0.010).

Exploring statements related to personal development

Non-European students, those who had chosen to study pharmacy to contribute to patient care or to the healthcare team, or both, and those who had used league tables to choose the University, were more likely to perceive that interaction with medical students in inter-professional learning seminars had supported their learning (Mann-Whitney U z = -3.049, p = 0.002; Mann-Whitney U z = -2.628, p = 0.008; Mann-Whitney U z = -2.537, p = 0.010). Students who had perused league tables when choosing where to study pharmacy and those who were younger were more likely to perceive that they had become confident in tackling problems as a result of the course (Mann-Whitney U z = -2.588, p = 0.009; Spearman's ρ = -0.327, p = 0.019).

Exploring statements related to overall satisfaction

Students who had used league tables when choosing the University and those who were younger were more likely to report overall satisfaction with the course (Mann-Whitney U z = -2.132, p = 0.040; Spearman's ρ = -0.319, p = 0.022). Satisfaction with many specific aspects of the course or the University was correlated with measures of general satisfaction (Appendix III).

Discussion

While most respondents reported overall satisfaction with the pharmacy course at the university and would recommend it to prospective students, characteristics of the respondents influenced the satisfactions.

Strengths and limitations

The general response rate of 52 % was acceptable and was within the range of response rates of 20-90% achieved in surveys amongst community pharmacists (Smith, 2002). This study explored the perceptions of the pre-registration students graduated from one university. Their perceptions of their pharmacy course may not be representative of other pre-registration students in 2007. Indeed, students who received a higher grade were reported to demonstrate a higher level of satisfaction with their instructor (Phipps, Kidd, & Latif, 2006), suggesting that the respondents' perceptions may be influenced by the final degree classification they received. However, they could reflect on the full course experience in relation to practice in the pre-registration training. Thus, the findings offer an insight into which student characteristics may be associated with satisfaction with a pharmacy undergraduate course and the university offering such a course.

Reasons for choosing to study pharmacy at the university

Many had chosen to study pharmacy due to their interest in science; it has been reported that pharmacy students may be perceive scientific subjects intellectually stimulating (Willis & Hassell, 2004). However, despite the respondents' interest

in science when choosing the subject, few envisaged a career in academia or industry. Indeed, Willis and Hassell (2004) observed that students viewed the pharmacy degree as a vocational course. In this study, many reported that contribution to patient care, perceived career prospects and a job guarantee upon qualification had influenced their choice of discipline.

At the time the respondents had chosen to study at the university, the NSS had not been available and only half of the graduates thought that it might have been useful. External factors, such as the appeal of the campus and the city, had been influential factors for the majority when choosing the university, suggesting that the environment surrounding students may inform choice. Nevertheless, many had also examined league tables which currently may include the results of the NSS and most were content with their choice of university. The reputation of the university may be one of the main influences on where to study pharmacy (Willis & Hassell, 2004; Wilson, Jesson, Langley, Hatfield, & Clarke, 2006). Those participants, who wanted to contribute to patient care or the healthcare team, or both, were more likely to have considered the information offered by league tables than others.

Satisfaction with the pharmacy course

Overall, the respondents were satisfied with the pharmacy course and the university. The Quality Assurance Agency (2000) reported that most Schools of Pharmacy were providing high quality teaching and equipping students with adequate resources which enabled students to meet their learning needs. Students with different learning approaches could experience a variety of teaching methods, ranging from lectures through practical classes to interactive workshops and self-directed learning, ensuring their needs are met. In this study, those who had studied in grammar schools or strived for a career in academia were more likely to perceive self-directed learning effective, suggesting differences in learning styles, previous exposure to self-directed learning, or greater independence and maturity.

The students' country of origin was observed to influence their satisfactions. The value of teacher practitioners brought to teaching was more likely to be recognised by the European students than by non-European students. The non-European students had found the course less intellectually stimulating, perhaps due to their being older or due different teaching and learning expectations. Teaching students with diverse backgrounds may be challenging as teaching traditions in the home countries of the students and the expectations of students may be different (Fisher, McAteer, & Brown, 2008). European students were more likely to think that they could contact staff when required and that changes in the course or teaching were communicated effectively, suggesting that communication strategies should be reviewed or that non-European students do not feel confident about communicating with staff. Additionally, UK students were more likely to report that assessment arrangements and marking had been

fair compared to non-UK students. Language background has been shown to influence the ability of students to understand scientific terms (Long et al., 2008), indicating that to become competent healthcare professionals international pharmacy students should strive to improve their language skills. At the university, while students with international backgrounds are recommended to attend courses in English if deemed appropriate, their attendance is not checked. At a US University, if students did not pass a proficiency test in North American English, they were placed in an oral communication course which was reported to have improved the students' skills (Parkhurst, 2007). Strategies of how best support students with different cultural or language backgrounds should be explored.

Some respondents seemed not to understand the value of inter-professional learning. In contrast, Horsburgh et al. (2001) reported that students believed that inter-professional learning was an effective form of learning, especially with healthcare professionals now working as part of a multidisciplinary team. However, various barriers to effective inter-professional learning may exist, including the variation in the age, knowledge and clinical experience of students (McPherson, Headrick, & Moss, 2001). In this study, the pharmacy and medical students participating in inter-professional learning at two local universities were both in their fourth year of study. What's more, those who had chosen to study pharmacy to contribute to patient care or to the healthcare team or both, those who had used league tables, and non-European students were more likely to perceive that interaction with medical students had supported their learning, suggesting inherent differences between students.

The recent graduates had chosen to study pharmacy and the university due to various reasons. The motives for choice of discipline and university both influenced the satisfactions of students and, thus, may have wider implications on the NSS results of a School of Pharmacy. Students may be inherently more satisfied or dissatisfied. Pharmacy undergraduate students have reported dissatisfaction with feedback and assessment (Surridge, 2008). The students who wanted to contribute to patient care and those who had perused league tables when choosing the university were more likely to perceive that feedback had clarified issues than others. Indeed, the university has plans to improve the feedback given to students on examinations by providing feedback sessions and by providing generic key point feedback. However, when students were offered examination feedback at the School of Pharmacy, University of London, an average of 80% of students collected their examination scripts and an average of 23% of students attended a feedback session (Murdan, 2002), demonstrating that the opportunity may not be taken when offered. What are the expectations of feedback of pharmacy students? Many students may believe that comments provided by tutors on assignments are not useful and would like to have their mistakes explained and know how to improve their work (Higgins, Hartley, & Skelton, 2002). In this study, many perceived that not enough detailed comments had been provided on their work. However, the number of students enrolled in pharmacy schools have increased in recent years, whilst the numbers of tutors have remained unchanged

(Taylor, Bates, & Harding, 2004). Consequently, tutors may be unable to deliver detailed personal feedback. Further research is required into how student characteristics influence satisfaction with the course and the university and whether these may change during the university experience.

Conclusions

The reasons for choosing to study pharmacy were generally encouraging in the light of the extended roles of pharmacists; many wanted to contribute to patient care and to the healthcare team. Half of the respondents would have used the NSS had it been available at the time of applying to university, suggesting that the NSS may be used by prospective students. However, the NSS does not evaluate the effects of student characteristics on satisfaction. While the overall satisfaction of the pre-registration students with the course was high, characteristics of the students, notably reasons for choosing to study pharmacy, reasons for choosing the university, and the country of origin, influenced students' specific satisfactions. To provide more accurate information on university education, the NSS requires refinement, taking into account student characteristics. Future research could investigate how prospective students use NSS results and the perceptions of students on feedback whilst at university.

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APPENDIX 1: Characteristics of survey respondents

		N/n	%
Gender	Female	42/51	82
	Male	9/51	18
Origin	United Kingdom	38/51	74
	Non-European Union (EU) country	11/51	22
	Another EU country	2/51	4
Type of school/college attended before university	Comprehensive / State	24/51	47
	Independent / Private	15/51	29
	Grammar	8/51	16
	Other	4/51	8
Sector of pre-registration training	Community	23/51	45
	Hospital	24/51	47
	Industry	1/51	2
	Split-sector: hospital / industry; community / industry; or community / hospital	3/51	6
Favourite future sector of work	Community	22/51	43
	Hospital	21/51	41
	Academia	4/51	8
	Industry	2/51	4
	Other	2/51	4
Reasons for choosing to study pharmacy (students were allowed to choose three reasons)	Interest in science	29/51	57
	Contribution to patient care	20/51	39
	Career prospects	20/51	39
	Job guarantee	18/51	35
	Previous pharmacy work experience	12/51	24
	Flexible work / life balance	11/51	22
	Contribution to healthcare team	9/51	18
	Salary upon qualification	8/51	16
	Job satisfaction	5/51	10
	Recommendation from family / friends	5/51	10
	Family / friends in the profession	5/51	10
	Status of profession	4/51	8
	Second choice to another course	4/51	8
	Careers test result	1/51	2
Reasons for choosing this university (students were allowed to choose three reasons)	Appeal of the campus university	34/51	67
	Appeal of the city	33/51	65
	League tables	31/51	61
	Far from home	8/51	16
	Safety of the area	7/51	14
	Near to home	7/51	14
	Recommendation from family / friends	5/51	10
	Social aspects	4/51	8
	Attainable entry requirements	3/51	6
	Family / friends in local area	3/51	6
	Modular course structure	3/51	6
	Sports facilities	3/51	6
	Affordable cost of living	2/51	4
	Family / friends applying to the same university	2/51	4

APPENDIX 2: Distribution of responses to statements and the median responses						
Statement	**DA**	**MA**	**N**	**MD**	**DD**	**Median**
	% (n/N)	**% (n/N)**	**% (n/N)**	**% (n/N)**	**% (n/N)**	
Staff were good at explaining things	10 (5/51)	71 (36/51)	16 (8/51)	4 (2/51)	-	4.0
Teacher practitioners gave insight into their area of expertise*	31 (16/51)	39 (20/51)	22 (11/51)	8 (4/51)	-	4.0
Staff made the subject interesting	6 (3/50)	50 (25/50)	36 (18/50)	4 (2/50)	4 (2/50)	4.0
The teaching methods used were *not* captivating*	2 (1/50)	4 (2/50)	42 (21/50)	40 (20/50)	12 (6/50)	2.0
Staff were enthusiastic about what they were teaching	16 (8/51)	51 (26/51)	29 (15/51)	4 (2/51)	-	4.0
The course was intellectually stimulating	33 (17/51)	57 (29/51)	10 (5/51)	-	-	4.0
Self-directed learning was *not* an effective teaching method*	4 (2/50)	14 (7/50)	34 (17/50)	34 (17/50)	14 (7/50)	3.0
The criteria used in marking was clear in advance	8 (4/51)	25 (13/51)	18 (9/51)	33 (17/51)	16 (8/51)	3.0
Assessment arrangements and marking were fair	8 (4/51)	37 (19/51)	31 (16/51)	14 (7/51)	10 (5/51)	3.0
Feedback on my work was prompt	4 (2/51)	21 (11/51)	31 (16/51)	24 (12/51)	20 (10/51)	3.0
I received detailed comments on my work	4 (2/51)	16 (8/51)	16 (8/51)	39 (20/51)	25 (13/51)	2.0
Student feedback did *not* lead to the implementation of changes to the course*	6 (3/49)	20 (10/49)	49 (24/49)	22 (11/49)	2 (1/49)	3.0
Feedback on my work helped me clarify things I did not understand	4 (2/50)	44 (22/50)	26 (13/50)	18 (9/50)	8 (4/50)	3.0
Student feedback is necessary for the development of undergraduate pharmacy education*	69 (35/51)	25 (13/51)	4 (2/51)	2 (1/51)	-	5.0
I received sufficient advice and support with my studies	12 (6/50)	54 (27/50)	26 (13/50)	8 (4/50)	-	4.0
I was able to contact staff when I needed to	22 (11/50)	52 (26/50)	14 (76/50)	10 (5/50)	2 (1/50)	4.0
Good advice was available when I needed to make study choices	20 (10/51)	39 (20/51)	23 (12/51)	16 (8/51)	2 (1/51)	4.0
The timetable worked efficiently as far as my activities were concerned	20 (10/51)	49 (25/51)	25 (13/51)	6 (3/51)	-	4.0
Any changes in the course or teaching were communicated effectively	12 (6/51)	49 (25/51)	23 (12/51)	12 (6/51)	4 (2/51)	4.0
The course was well organised and ran smoothly	20 (10/51)	51 (26/51)	23 (12/51)	4 (2/51)	2 (1/51)	4.0
The library resources and services were good enough for my needs	22 (11/51)	55 (28/51)	8 (4/51)	12 (6/51)	4 (2/51)	4.0
I was able to access general IT resources when I needed to	22 (11/51)	18 (9/51)	16 (8/51)	33 (17/51)	12 (6/51)	3.0
Books were available in sufficient numbers for my course*	4 (2/51)	18 (9/51)	27 (14/51)	31 (16/51)	20 (10/51)	2.0
I was able to access specialised equipment, facilities, or rooms when I needed to	14 (7/49)	37 (18/49)	22 (11/49)	27 (13/49)	-	4.0
The course helped me to present myself with confidence	20 (10/51)	54 (27/51)	22 (11/51)	-	4 (2/51)	4.0
My communication skills have improved	35 (18/51)	41 (21/51)	20 (10/51)	2 (1/51)	2 (1/51)	4.0
There were *not* enough opportunities to work as part of a group*	-	2 (1/51)	35 (18/51)	37 (19/51)	26 (13/51)	2.0
Interaction with medical students supported my learning*	6 (3/48)	23 (11/48)	21 (10/48)	21 (10/48)	29 (14/48)	2.5
As a result of the course, I feel confident in tackling unfamiliar problems	14 (7/51)	51 (26/51)	22 (11/51)	10 (5/51)	4 (2/51)	4.0
I have *not* been able to apply the knowledge and skills that I have learnt at university in placements and during my pre-registration year*	-	4 (2/50)	10 (5/50)	36 (18/50)	50 (25/50)	1.5
Overall, I am satisfied with the quality of the course	25 (13/51)	59 (30/51)	12 (6/51)	-	4 (2/51)	4.0
I would *not* recommend the pharmacy course at the university to prospective students*	2 (1/50)	2 (1/50)	4 (2/50)	18 (9/50)	74 (37/50)	1.0

DA = Definitely agree, MA = Mostly agree, N = Neither agree nor disagree, MD = Mostly disagree, DD = Definitely disagree. *Survey items added to the NSS.

APPENDIX 3: Non-parametric correlation (Spearman's ρ) of specific statements and general satisfaction statements.

Statement	Overall, I am satisfied with the quality of the course		I would *not* recommend the pharmacy course at my university to prospective students		I am happy with my choice of university	
	ρ	p	ρ	p	ρ	p
Staff were good at explaining things	0.671	<0.0005	0.468	0.001	0.446	0.001
Teacher practitioners gave insight into their area of expertise*	0.330	0.018	-	-	-	-
Staff made the subject interesting	0.371	0.008	0.372	0.008	-	-
The teaching methods used were *not* captivating*	0.353	0.012	-	-	-	-
Staff were enthusiastic about what they were teaching	0.553	<0.0005	0.453	0.001	-	-
The course was intellectually stimulating	0.365	0.008	0.348	0.013	-	-
Feedback on my work was prompt	0.312	0.026	0.332	0.018	-	-
I received detailed comments on my work	-	-	0.380	0.007	-	-
Student feedback did *not* lead to the implementation of changes to the course*	0.557	<0.0005	-	-	-	-
I received sufficient advice and support with my studies	0.484	<0.0005	0.529	<0.0005	0.470	0.001
I was able to contact staff when I needed to	0.424	0.002	-	-	0.318	0.024
Good advice was available when I needed to make study choices	0.479	<0.0005	-	-	0.330	0.018
The course was well organised and ran smoothly	0.479	<0.0005	0.500	<0.0005	0.425	0.002
The library resources and services were good enough for my needs	-	-	0.302	0.033	-	-
Books were available in sufficient numbers for my course*	-	-	0.326	0.021	0.312	0.026
I was able to access specialised equipment, facilities, or rooms when I needed to	0.406	0.004	-	-	0.418	0.003
The course helped me to present myself with confidence	0.638	<0.0005	0.331	0.020	-	-
My communication skills have improved	0.492	<0.0005	0.431	0.002	-	-
There were *not* enough opportunities to work as part of a group*	0.446	0.001	0.346	0.014	-	-
As a result of the course, I feel confident in tackling unfamiliar problems	0.615	<0.0005	0.347	0.013	0.334	0.017

Note: The coding of the negative statements was reversed for this analysis.