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# **FACTORS DETERMINING THE DEGREE OF COMPUTER IMPLEMENTATION: A COMPARISON BETWEEN FIVE EDUCATIONAL SYSTEMS**

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Based on the theoretical framework of the Comped study, a hypothesized path model (LISREL) is developed in which important determinants of computer implementation are specified. The purpose of the analyses is to investigate the factors that may explain why some schools are using computers for educative purposes to a greater extent than others. Besides, the results show the interrelatedness of factors that influence computer implementation. The hypothesized model is tested with data derived from lower secondary schools in five educational systems: Japan, France, The Netherlands, Switzerland and the USA. This paper presents the hypothesized model and the over-identified recursive path model for each of the analysed educational systems.