PARENTS' MODELLING OF TECHNOLOGY USAGE AND CHILDREN'S ENGAGEMENT IN ONLINE LEARNING

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ENGAGEMENT IN ONLINE LEARNING

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ABSTRACT

Parental modelling has become an essential reference for children to form desirable behaviours as children grow up. Therefore, parents must model appropriate actions for their children to observe. This quantitative study examined the relationship between parents' awareness of their role as a model of technology usage and children's engagement in online learning. Other variables explored concerning the main variables included parents' perception of technology usage, parents' technology usage, and children's technology usage. The respondents in the study comprised 385 Malaysian parents and their four to six-year-old children. Data collected via a virtual platform or face-to-face interaction included parents from all the states in Malaysia. The findings indicated that parents' awareness of their role as a model of technology usage was not related to their children's engagement in online learning. Instead, it showed that parents' perception of technology usage was positively related to their children's technology usage, and children's technology usage was positively related to their online learning engagement. Therefore, the findings imply that parents need to equip themselves with the proper perception of technology usage, as their perception may affect their children's technology usage and engagement in online learning.

Keywords: *Early Childhood Education, Engagement in Online Learning, Parent Role Model, Parent Modelling*

PEMODELAN IBU BAPA TERHADAP PENGGUNAAN TEKNOLOGI DAN PENGLIBATAN KANAK-KANAK DALAM PEMBELAJARAN DALAM TALIAN

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ABSTRAK

Permodelan ibu bapa telah menjadi rujukan penting untuk kanak-kanak membentuk tingkah laku yang diingini apabila kanak-kanak membesar. Oleh itu, ibu bapa mesti mempamerkan tindakan yang sesuai untuk diperhatikan oleh anak-anak mereka. Kajian kuantitatif ini mengkaji hubungan antara kesedaran ibu bapa tentang peranan mereka sebagai model penggunaan teknologi dan penglibatan kanak-kanak dalam pembelajaran dalam talian. Pembolehubah lain yang diterokai yang berkait rapat dengan pembolehubah utama termasuk persepsi ibu bapa terhadap penggunaan teknologi, penggunaan teknologi ibu bapa dan penggunaan teknologi kanak-kanak. Responden dalam kajian itu terdiri daripada 385 ibu bapa warganegara Malaysia yang mempunyai anak yang berumur empat sehingga enam tahun. Data yang dikumpul melalui platform maya atau interaksi bersemuka termasuk ibu bapa dari semua negeri di Malaysia. Dapatan kajian menunjukkan bahawa kesedaran ibu bapa terhadap peranan mereka sebagai model penggunaan teknologi tidak berkaitan dengan penglibatan anak-anak mereka dalam pembelajaran dalam talian. Sebaliknya, ia menunjukkan bahawa persepsi ibu bapa terhadap penggunaan teknologi mempunyai kaitan positif dengan penggunaan teknologi anak-anak mereka, dan penggunaan teknologi kanak-kanak berkaitan secara positif dengan penglibatan pembelajaran dalam talian mereka. Oleh itu, dapatan menunjukkan bahawa ibu bapa perlu melengkapkan diri mereka dengan persepsi yang betul terhadap penggunaan teknologi, kerana persepsi mereka boleh menjejaskan penggunaan teknologi dan penglibatan anak-anak mereka dalam pembelajaran dalam talian.

Kata Kunci: *Pembelajaran awal kanak-kanak, Penglibatan dalam Pembelajaran Dalam Talian, Peranan Ibu Bapa dalam Permodelan, Permodelan Ibu Bapa*

Acknowledgment

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INTRODUCTION

1.1 Introduction

In chapter 1, the current research discusses the background of the study, statement of the problem, research objectives, hypotheses, conceptual framework, the significance of the study, operational definition, terms and definition, and a brief conclusion for this chapter. The current research is about parents' modelling of technology usage and children's engagement in online learning.

1.2 Background of Study

Parental modelling significantly impacts their children's early learning experiences. For instance, parents' behaviour affects their children's actions and decisions (Carey et al., 2019). In addition, children learn to understand a concept by analyzing their parents through observation, communication, and physical activities.

Parents' technology usage differs according to their perception. Parents with a positive perception of technology are more likely to have healthy technology consumption and vice versa. In addition, parents with positive perceptions are more likely to expose their children to proper technology usage.

Parents' technology usage may also indirectly dictate how their children use technology through role modelling. Children watch their parents' behaviours during technology usage in the home setting, and they learn to react and operate technology devices by imitating their parents. A child is unlikely to interact with technology

appropriately if they observe their parents mishandling technology devices (Joshi, 2015).

Children's technology usage can affect their engagement in online learning. A lack of focus and engagement during online classes may result in an inability to catch up with learning materials. Thus, for pre-schoolers to attain a seamless learning experience, they must remain engaged in an online class.

1.3   Statement of Problem

Admittedly, parental modelling is the focal reference for young children to form habits and make sense of their surroundings. For example, the Ecological Theory by Bronfenbrenner discusses how parents are positioned to have direct communication with their children, simultaneously influencing the child's behaviour development (Ettekal & Mohaney, 2017). Therefore, the current study seeks to find the correlation between variables relating to parents' modelling of technology usage and children's engagement in online learning.

Unfortunately, parental awareness of being a role model to their children is subjective to various factors. In this case, parents' awareness of being role models on technology usage may differ. Interestingly, Nikolopoulou (2018) reported that parents whom role model reading on digital books devices (E-Books) invokes a higher percentage of digital literacy interest among their children.

In addition, parental perception of technology usage contributes to children's engagement in online learning. Based on Genc's (2014) findings, 46.88% of parents feel negative when their children engage with technology, 26.56% feel positive, and the rest opts for neutral. The difference in percentage leads to a diverse upbringing of how pre-

schoolers interact during an online class. For example, a child may be refrained from engaging with online lessons if their parents fear that it may cause depletion of critical thinking skills. As a result, parental perception of technology usage affects children's attitudes and values towards technology.

As Akers (2020) quotes in her research, it is natural for children to mirror their parents' actions through imitation and observation. Therefore, parents' technology usage links to their pre-schooler's technology usage. Thus, if parents decide to abuse technology usage, it is highly likely to reflect in their children's technology usage.

Pre-schoolers need to familiarize themselves with technology usage as online classes have become the required learning mode. Online learning has become a preference for modern settings, including preschool-level learning. One example illustrating this is the increased frequency of online classes compared to physical classes. Indeed, pre-schoolers need to remain engaged throughout the online learning session as it is the key to effective learning.

1.4 Research Objectives

This research aims to understand parents' modelling of technology usage and children's engagement in online learning. It seeks to achieve the following objectives:

1. To describe parents' perception of technology, awareness of their role as a model of technology use to their children, and technology usage.

2. To describe children's technology usage and engagement in online learning.

3. To determine the relationship between parents' perception of technology and their awareness of their role as a model of technology usage to their children.

4. To determine the relationship between parents' perception of technology and their technology usage.

5. To determine the relationship between parents' perception of technology and children's technology usage.

6. To determine the relationship between parents' awareness of their role as a model of technology usage to their children and children's technology usage.

7. To determine the relationship between parents' technology usage and children's technology usage.

8. To determine the relationship between parents' technology usage and children's engagement in online learning.

9. To determine the relationship between children's technology usage and their engagement in online learning.

1.5 Hypotheses

The following hypotheses seek answers for the above objectives.

1. There is no significant relationship between parents' perception of technology and their awareness of their role as a model of technology usage to their children.

2. There is no significant relationship between parents' perception of technology and their technology usage.

3. There is no significant relationship between parents' perception of technology and children's technology usage.

4. There is no significant relationship between parents' awareness of their role as a model of technology use to their children's technology usage.

5. There is no significant relationship between parents' technology usage and children's technology usage.

6. There is no significant relationship between parents' technology usage and children's engagement in online learning.

7. There is no significant relationship between children's technology usage and their engagement in online learning.

1.6 Conceptual Framework

The current study proposes an outline of the conceptual framework to clarify areas involved in completing this study. The following figure illustrates the independent variables and dependent variables.

Independent Variables   **Dependent Variable**
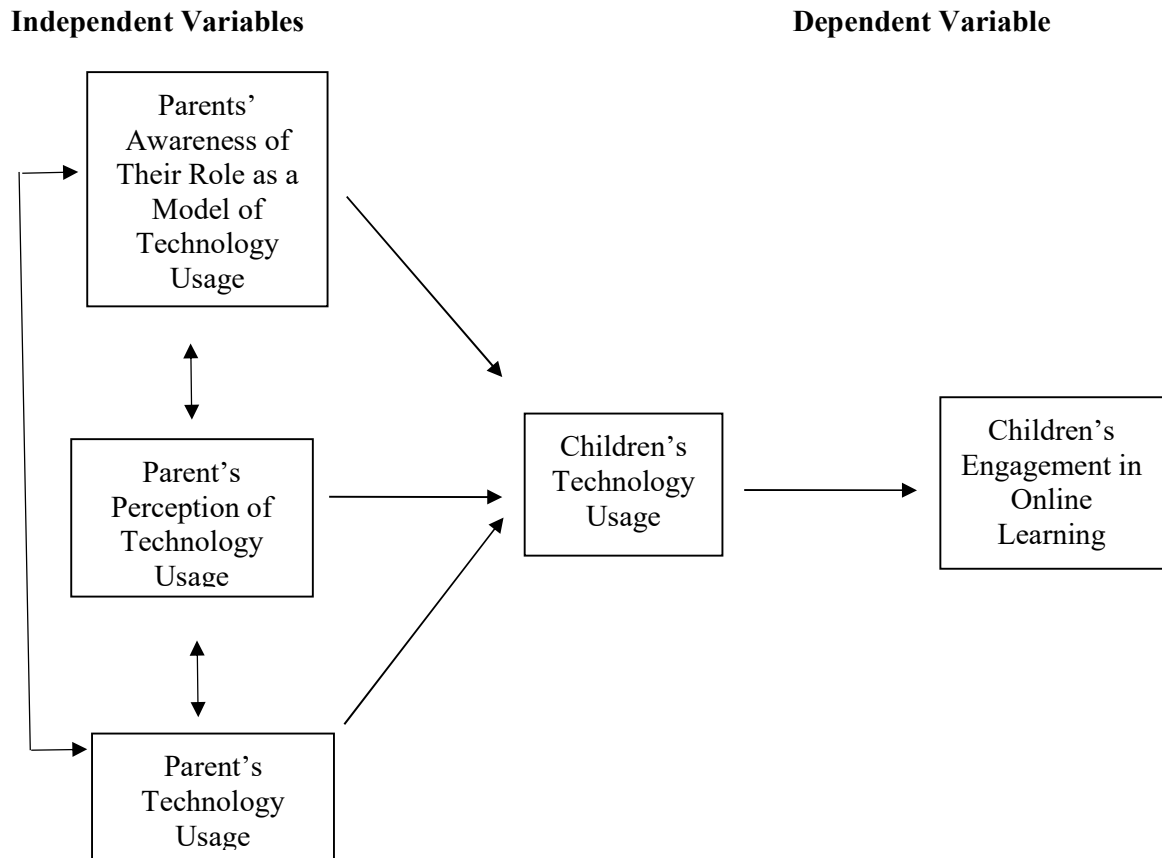
Figure 1.1: Conceptual Framework

1.7 Significant of Study

Currently, past researchers on technology integration in early childhood education were limited. There was also little research focusing solely on parents modelling and children's engagement in online learning. Therefore, this study aims to create an in-depth discussion and find the correlation between variables of parents' modelling of technology usage and children's engagement in online learning.

The results of this study may influence parents to be more thoughtful in showcasing appropriate actions to their children, as children form habits primarily by observing their parents. In addition, the variables identified in this study that leads to parental modelling can be beneficial so parents can ensure they have an adequate understanding of how their actions influence their children. In other words, parents will be informed of the consequences of their decisions to their children's actions.

Apart from benefiting parents, this study also provides an updated insight into children's engagement in online learning and its factors. It will enrich discussions on implementing online lessons for preschoolers as it has become a preferred learning mode during the Covid-19 pandemic. It is essential to understand how children engage in online lessons and if preschoolers can follow through.

Besides that, the current study aims to help other researchers interested in doing similar topics or investigate them at a more in-depth level. Therefore, it will be beneficial for researchers to refer to the findings and implications of this study in order to create more value in early childhood education research. Simultaneously, increasing the quality of early childhood education for the coming years.

1.8 Limitation of Study

One of the challenging limitations of this study is the researcher's initial inability to commit to this study due to work commitments. Therefore, the research undergoes time and cost constraints.

Apart from that, the Malaysian government has implemented a total lockdown period to restrict any social events during the current study period and not allow Malaysians to leave their house to observe Standard Operating Procedures (SOP). Thus, the study encountered difficulty in approaching respondents of this study.

In addition to that, the study may encounter a few respondents who do not adhere to the sample criteria. There is a slight possibility as most of the respondents were approached virtually. However, responses were checked carefully to minimize such possibilities.

1.9 Operational Definition

1.9.1 Parents' Awareness of Their Role as a Model of Technology Usage

Parents' awareness of their role as a model of technology usage means parents' consciousness of their position in using technology. In this study, the operational definition given is parents' level of understanding of their role as parents. The level of understanding may be diverse based on parents' demographic background (Sharma, Assessment of Awareness Levels of Parents – A Multivariate Approach, 2015). It is also operationally defined as how parents influence their children's technology usage by serving as role models.

Parents represent the terms caregivers, mother, and father and are used extensively in this thesis. In this research, the word He / His / Him is a gender-neutral term for writing convenience.

The terms technology usage include mobile phones, tablets, laptops, and other portable technological devices to ease reading comprehension.

1.9.2 Parent's Perception of Technology Usage

Parents' perception of technology usage is how parents recognize the need for technology usage in their life. This study operationally defines it as parents' negative and positive views on technology usage. Therefore, it shall compromise the benefits and harms of using technology devices. Pros and cons may be accessed from the functionality of technology usage in everyday life (Ebbeck et al., 2015).

1.9.3 Parent's Technology Usage

Parent's technology usage is how often parents interact with technology devices daily. In the current study, it is operationally defined as the number of experiences parents have using technology and their usage intention.

1.9.4 Children's Technology Usage

Children's technology usage is how often or how familiar children can use technology. Therefore, this study operationally defines it as the number of hours children spend on technology devices and the types of devices owned. Apart from that, children's nature of technology usage is also accessed—for example, children's dependency on devices (Zabatiero et al., 2018).

1.9.5 Children's Engagement in Online Learning

Children's engagement in online learning is the attention span given during online lessons. Children's engagement in the current study will encompass the ability to complete tasks during an online class and observe body language. According to Heflin et al. (2017); Cole & Chan (1987), the body language when children are focused during online class portrays a deep focus while the body faces the class instructor.

1.10 Conclusion

Chapter 1 discusses the objectives and hypotheses of the current study, its conceptual framework, possible limitation, significance, and most importantly, its variables. There are nine objectives to achieve. Two objectives are to find descriptive statistical values of variables, and the other six objectives are to find the correlational values of the variables. Then, six null hypotheses are formed to correlate variables in the selected six objectives.

Next, a conceptual framework is laid out to give an overview of how variables of the current study relate to each other. From the conceptual framework, each variable is given its operational definition. Operational definitions are essential to create an extensive discussion for literature review in chapter 2.

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APPENDICES

Appendix 1: Questionnaire for the current study.

Section A: Parents Demographic

Instructions: These questions are solely created to access the demographic of participants. Please be ensured that all data collected will be kept confidential, solely for research purposes. You are not required to put your name on the questionnaire.

1. Please indicate your parental role:

    ☐ Father

    ☐ Mother

2. Please select your age range:

    ☐ 20 – 29

    ☐ 30 – 39

    ☐ 40 – 49

    ☐ 50 and above

3. Please select your level of education:

    ☐ SPM

    ☐ Diploma

    ☐ Degree

    ☐ Masters

    ☐ PhD

    ☐ Others: (Please State)

4. Please indicate your work experience (years)

    _____

5. Please indicate your computer usage experience (years)

_____

6. Please select your monthly salary range

☐ RM 0 – RM 1000

☐ RM 1001 – RM 2000

☐ RM 2001 – RM 5000

☐ RM 5001 – RM 10000

☐ RM 10,000

7. Please indicate the number of children under your care (at home)

_____

8. What is the age of the child you refer to when you answer this questionnaire?

☐ Four years old

☐ Five years old

☐ Six years old

9. Where do you currently live (City)?

_____

10. Where do you currently live (State)?

_____

11. Where do you currently live (Country)?

_____

Section B: Parent's Awareness of Their Role as a Model of Technology Usage.

Instruction: This scale is created to understand Parent's Awareness of Their Role as a Model of Technology Usage —kindly tick one response for every item in this scale.

Please refer to the same child you chose in Q8 above when answering the following questions. Your honest answers are very much appreciated

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agree

5: Strongly Agree

Items	1	2	3	4	5
1. Children don't know the rules unless parents tell them what the rules are.					
2. Parents who are too busy can make their children feel neglected.					
3. Discussing the rules with children encourages them to obey the rules.					
4. Spending too much time on my device will influence my children's usage ofdevices.					
5. My children like to play online games with me.					
6. I implement rules regarding using devices at mealtime and bedtime.					
7. When I am using my phone or computer, my children are also on a digitaldevice.					
8. It is better to punish the child for every rule broken from the time they areyoung.					
9. When children throw tantrums, the fastest way to calm them is to give themwhat they want.					
10. When children make mistakes, it is better to explain why instead of spankingor yelling at them.					
11. Young children learn everything from their parents.					
12. Mindful parenting roles influence children to develop mindful practices.					
13. Parents need to help young children develop independence.					
14. Children can develop good habits on their own.					
15. Scolding or shaming is worse than physical abuse.					

Section C: Parent's Perception of Technology Usage

Instruction: This scale is created to understand Parents' Perception of Technology Usage —kindly tick one response for every item in this scale.

Please refer to the same child you chose in Q8 above when answering the following questions. Your honest answers are very much appreciated

1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

Items	1	2	3	4	5
1. Technological devices are essential to managing my daily tasks.					
2. Technology complicates my daily life.					
3. I completed more work with the help of technological devices.					
4. Technological devices are not worth buying.					
5. Smartphones make my life easier.					
6. Online transactions make shopping easier					
7. Smartphone notification takes away my attention from my children.					
8. I am concerned about technology addiction.					
9. I am keen to learn new technology updates.					
10. I cannot leave the house without my phone.					
11. I feel helpless without the internet.					
12. It is crucial to update social media every day.					
13. Technology devices bring more harm than good.					
14. Technology devices save my time.					
15. I am constantly frustrated every time I buy things through online shopping.					

Section D: Parent's Technology Usage

Instruction: This scale is created to understand Parent's Technology Usage — kindly tick one response for every item in this scale.

Please refer to the same child you chose in Q8 above when answering the following questions. Your honest answers are very much appreciated

1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

Items	1	2	3	4	5
1. I always buy the latest trending mobile technology for myself.					
2. I use online banking transactions to pay my bills and buy products.					
3. I always pay bills online.					
4. I automated my house chores using technology.					
5. Technology maximizes my quality of life.					
6. I completed more work with the help of technology devices.					
7. I use technology devices to save time and energy.					
8. I don't play games on a computer or smartphone.					
9. I don't upload my data, photos, or files on the internet for safekeeping.					
10. I do my banking transactions at the bank because online banking is very risky.					
11. I spend more than one-hour playing computer games every day.					
12. Buying the latest technology device is a waste of my money.					
13. I use online shopping, such as Foodpanda, Lazada, or Shopee, to buy food orthings.					
14. I take advantage of special savings and discounts in online shopping.					
15. I don't buy my groceries using online grocery stores such as Panda Mart or Happy Fresh.					

Section E: Children's Technology Usage

Instruction: This scale is created to understand Children's Technology Usage—kindly tick one response for every item in this scale.

Please refer to the same child you chose in Q8 above when answering the following questions. Your honest answers are very much appreciated

1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

Items	1	2	3	4	5
1. My child has digital devices, like a tv, tablet, or smartphone, for his use.					
2. My child enjoys exercising along with Youtube exercise videos.					
3. My child started using a smartphone when he was less than three years old.					
4. My child spends more than two hours on technology devices (excluding time spent on online lessons).					
5. My child prefers digital devices compared to toys.					
6. My child prefers to play outdoors, compared to using digital devices.					
7. My child prefers to buy a toy, compared to a digital game.					
8. My child throws tantrums if I take away his digital device.					
9. My child does not watch TV every day.					
10. My child does not know how to use YouTube to watch a video.					
11. My child learns most of the children's songs from YouTube videos.					
12. My child knows how to do digital arts in tablet applications.					
13. My child does not play games on a smartphone when we visit relatives.					
14. My child does not play games on a digital device.					
15. My child prefers to play with his cousins or friends compared to a digital device.					

Section F: Children's Engagement in Online Learning

Instruction: This scale is created to understand Children's Engagement in Online Learning—kindly tick one response for every item in this scale.

Please refer to the same child you chose in Q8 above when answering the following questions. Your honest answers are very much appreciated

1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

Items	1	2	3	4	5
1. My child can follow through with online lessons.					
2. My child can complete tasks given during online lessons.					
3. My child cannot focus during class.					
4. My child does not engage with other devices during class.					
5. My child looks forward to the online classes every day.					
6. My child sits facing the teacher during online lessons.					
7. My child struggles to do homework given by the teachers online every day.					
8. My child gets distracted and wants to play with his siblings when onlineclasses are on.					
9. My child finds it challenging to attend online lessons on his own.					
10. My child falls asleep during online classes.					
11. My child rarely talks during online classes.					
12. My child often skips the online lessons.					
13. My child can easily understand what the teachers say during the onlineclasses.					
14. My child likes to answer the teachers' questions during online classes.					
15. My child is excited to talk with his friends during online classes.					

Appendix 2 : Items Scoring Masterlist

	Items	Score
A1. Please indicate you parental role	Father Mother	1 2
A2. Please select your age range	20 – 29 years old 30 – 39 years old 40 – 49 years old 50 and Above	1 2 3 4
A3. Please select your level of education	SPM Diploma Degree Masters PhD Others	1 2 3 4 5 6
A6. Please select our monthly salary range	RM 0 – RM 1000 RM 1001 – RM 2000 RM 5001 – RM 10000 > RM 10,000	1 2 3 4
A8. What is the age of the child you refer to when you answer this questionnaire	Four years old Five years old Six years old	1 2 3
A10. Where do you currently live?	Johor Kedah Kelantan Melaka Negeri Sembilan Pahang Penang Perak Perlis Sabah Sarawak Selangor Terengganu WP Kuala Lumpur WP Labuan WP Putrajaya	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Section B **Parent's Awareness of Their Role as a Model of Technology Usage.**	Fully Not Aware	1	
	Not Aware	2	
	Neutral	3	
	Aware	4	
	Fully Aware	5	
Section C **Parent's perception of technology use**	Strongly Disagree	1	
	Disagre	2	
	Neutral	3	
	Agree	4	
	Strongly Agree	5	
Section D **Parent's technology use**	Strongly Disagree	1	
	Disagre	2	
	Neutral	3	
	Agree	4	
	Strongly Agree	5	
Section E **Children's technology use**	Strongly Disagree	1	
	Disagre	2	
	Neutral	3	
	Agree	4	
	Strongly Agree	5	
Section F **Children's engagement in online learning**	Strongly Disagree	1	
	Disagre	2	
	Neutral	3	
	Agree	4	
	Strongly Agree	5	

Appendix 3 : Item - Total Statistics for Subscales in the Actual Study

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Section B: Parents' Awareness on Their roles as a Model to Their Children (Cronbach's Alpha coefficients = 0.810)					
B1	54.88	46.833	.608	.517	.788
B2	54.78	46.188	.680	.612	.784
B3	54.86	46.579	.680	.607	.785
B4	54.86	46.445	.659	.562	.785
B5	56.00	48.326	.318	.199	.808
B6	55.02	47.010	.514	.308	.793
B7	55.79	49.535	.251	.158	.813
B8	55.83	49.745	.205	.205	.818
B9	55.82	52.641	.007	.149	.837
B10	54.87	46.126	.669	.608	.784
B11	54.81	46.822	.634	.506	.787
B12	54.81	46.055	.709	.662	.782
B13	54.75	47.102	.707	.632	.785
B14	55.96	51.150	.106	.155	.827
B15	55.25	47.874	.346	.189	.806

Section C: Parents Perception in Technology					
(Cronbach's Alpha coefficients = 0.769)					
C1	51.69	41.180	.482	.417	.748
C2	52.18	40.567	.413	.252	.753
C3	51.59	40.872	.561	.507	.743
C4	51.89	39.450	.554	.457	.739
C5	51.46	40.265	.637	.564	.737
C6	51.22	41.126	.653	.546	.740
C7	52.59	45.523	.036	.251	.791
C8	51.95	44.235	.112	.275	.785
C9	51.88	42.243	.407	.227	.754
C10	51.66	41.491	.351	.419	.759
C11	52.00	42.294	.280	.403	.766
C12	51.75	44.138	.154	.190	.777
C13	52.41	41.920	.441	.294	.752
C14	51.71	41.661	.508	.370	.747
C15	52.01	41.518	.418	.380	.753
Section D: Parents' Technology Use					
(Cronbach's Alpha coefficients = 0.730)					
D1	48.17	45.444	.121	.219	.738
D2	46.08	42.418	.510	.709	.702
D3	46.05	42.601	.474	.682	.705
D4	47.61	41.963	.391	.298	.710
D5	46.89	40.996	.571	.494	.694
D6	46.57	41.147	.569	.620	.695
D7	46.53	41.354	.581	.607	.695
D8	47.55	42.478	.231	.256	.731
D9	47.11	43.285	.235	.238	.728
D10	46.58	44.286	.171	.329	.735
D11	48.36	44.279	.173	.269	.735
D12	47.38	43.185	.273	.126	.722
D13	46.23	42.695	.420	.456	.708
D14	46.40	42.392	.416	.367	.708
D15	47.56	42.481	.237	.084	.730

Section E: Children's Technology Use (Cronbach's Alpha coefficients = 0.717)					
E1	42.01	50.628	.339	.296	.700
E2	41.83	55.993	.087	.149	.725
E3	42.83	49.835	.401	.265	.693
E4	42.22	49.609	.442	.353	.688
E5	42.56	50.559	.447	.298	.689
E6	42.77	52.114	.324	.449	.702
E7	42.87	52.408	.306	.493	.704
E8	42.75	51.844	.338	.281	.701
E9	42.07	54.463	.130	.178	.725
E10	41.69	53.296	.190	.378	.718
E11	41.60	51.797	.377	.239	.697
E12	42.24	52.302	.282	.162	.707
E13	42.76	50.552	.388	.383	.695
E14	42.00	49.568	.416	.400	.691
E15	42.89	51.737	.344	.496	.700

Section F: Children's Engagement in Online Learning					
(Cronbach's Alpha coefficients = 0.863)					
F1	44.25	74.863	.674	.692	.846
F2	44.25	76.407	.604	.639	.850
F3	44.77	77.688	.486	.410	.855
F4	44.10	81.920	.237	.130	.867
F5	44.46	74.693	.625	.519	.848
F6	44.03	75.811	.594	.486	.850
F7	44.65	75.336	.586	.422	.850
F8	44.74	74.692	.538	.468	.852
F9	44.99	74.546	.534	.508	.853
F10	43.92	79.446	.308	.347	.865
F11	44.25	79.352	.340	.215	.863
F12	44.15	74.698	.523	.418	.853
F13	44.17	75.628	.616	.510	.849
F14	44.10	75.108	.658	.595	.847
F15	44.28	79.870	.317	.304	.864