

Perceived Quality of Verificator in Teaching Programming

T. Orehovački, D. Radošević and M. Konecki

University of Zagreb, Faculty of Organization and Informatics, Varaždin, Croatia
{tihomir.orehovacki, danijel.radosevic, mladen.konecki}@foi.hr

Abstract – Verificator is an educational tool meant for learning syntax and semantics of the C++ programming language at the introductory programming courses. With an objective to explore quality of Verificator from students' perspective, a pilot study was carried out. Data were collected by means of an online post-use questionnaire. The analysis of collected data uncovered pros and cons of Verificator perceived by novice programmers. Empirical findings are presented and discussed.

I. INTRODUCTION

Drawing on our teaching experiences at different programming courses, an initial version of an educational tool meant for writing code in C++ programming language named as Verificator was developed [1]. The idea behind the development of Verificator emerged from the observations of teachers. Students often tend to adopt some bad programming habits in their attempt to pass the exam. For instance, some students have learned even big fragments of program code by heart, almost without any understanding. There were also cases when students have written large amounts of program code without any syntax or logical testing. The set forth has resulted in a huge number of errors, discouraging students from learning programming. The use of Verificator prevents such bad practice and motivates students to adopt good programming habits.

The evaluation of the quality is an integral part of the life cycle of every software product. According to ISO/IEC 25000 [4], quality is a “degree to which a software product satisfies stated and implied needs when used under specified conditions”. In the Software Product Quality Requirements and Evaluation (SQuaRE) series of the international standards [5][6] the quality evaluation framework consists of three models: the product quality model, the quality in use model, and the data quality model. Each of the aforementioned models offers a set of quality characteristics relevant to various groups of stakeholders.

This paper deals with the assessment of the perceived quality of Verificator from students' perspective. The remainder of the paper is structured as follows. Next section provides a brief overview of theories and models that form the background to our research. Features of Verificator are described in the third section. Findings of the pilot study are presented in the fourth section. Conclusions and future research directions are contained in the last section.

II. LITERATURE REVIEW

A. Theoretical background

The constructs that were used and examined in our research are based on several models: Technology Acceptance Model (TAM), Information System Success Model (ISSM), Unified Theory of Acceptance and Use of Technology (UTAUT), Expectation Confirmation Theory (ECT) and Theory of Flow (TOF).

TAM is a theoretical framework which provides insight into the determinants of the adoption and use of the information technology. From its latest version [7], we adopted four different constructs. Perceived ease of use is the degree of ease associated with the use of Verificator. Perceived usefulness represents the extent to which a student believes that using the Verificator will enhance his or hers performance in assignment performance. Self-efficacy denotes the degree to which a student believes that he or she has the ability to perform specific assignment by means of Verificator. Relevance refers to student's perception regarding the degree to which Verificator is suitable for the task at hand.

ISSM was developed as a framework and model for measuring the complex-dependant variable in IS research. For our study, we adapted one construct from its ten-year update [8]. System quality is the extent to which a student perceives the quality of specific aspects of interaction with Verificator.

UTAUT represents a synthesis of eight technology acceptance studies. From its recent extension [9] we adapted one construct. Performance expectancy (in our study added value) is the degree to which the use of Verificator will provide benefits to students.

ECT [10] examines cognitive beliefs and affects influencing one's intention to continue using information systems. Two constructs were adopted from this theory. Confirmation is the degree of fulfilled expectation when student was using the Verificator. Satisfaction refers to a pleasurable or positive emotional state resulting from the use of Verificator.

TOF [14] is a model which examines mental state, involvement and enjoyment of a person in the process of some activity. One construct was adopted from this model. Flow denotes the extent to which a student is fully immersed and enjoys interacting with Verificator.

Apart from the aforementioned, we added three additional constructs that are specific for our research. Helpfulness is the degree to which Verificator helps in better understanding of programming concepts. Good programming habits refer to the extent to which a student can utilize better his or hers programming skills and develop good programming habits when using the Verificator. Feedback represents the degree to which Verificator notifies users about the progress or status of the task at hand through appropriate messages.

B. Related work

There are many tools that were developed to help students' education process of computer programming. A brief overview of these tools is offered in [3]. Lane and VanLehn [18] found that tools developed for learning programming can positively influence on students' perception and motivation.

TAM is the most popular model for technology acceptance in the online learning domain [19]. There are a few studies that deal with constructs of TAM in the field of computer programming but they are not specific to a certain learning tool. Orehovački et al. [2] uncovered that perceived usefulness and perceived ease of use have influential role whether students will accept the learning tool and future behaviours towards its use. According to Ramalingam et al. [13], self-efficacy and mental models significantly affect the process of learning programming. Webster et al. [20] emphasize that flow plays a significant role in human-computer interactions. Results of the study conducted by Potosky [17] showed that there is a link between flow and post-training programming efficacy. Previous programming experience can also have significant role in programming education and acceptance of supporting learning tools [12][16]. Finally, findings of several studies indicate that computer anxiety correlates with the students' prediction of their final grade and with perception of their own programming skills and habits [11][15].

The lack of research on the acceptance of tools aimed for teaching programming together with the set forth findings motivated us to initiate a study on the assessment of selected aspects of the perceived quality in the context of the educational software named as Verificator.

III. VERIFICATOR

Verificator¹ is an educational tool developed with the aim to improve the process of teaching programming at the university beginners' level thus helping students to acquire programming skills more easily [1]. The user interface of Verificator is displayed in Figure 1.

After introducing some basic functionalities like preventing copy/paste of program code and obligatory syntax checks within given intervals, over years, Verificator has been enriched with several novel features such as program testing mode, tutor, time control, program structure analysis, etc. The aforementioned functionalities will be explained in more detail in the following subsections.

A. Personalization of programs

Students are asked to fill out the welcome form with some general information about themselves and the assignment (e.g. name, id, program name and description). These data are included into the program code in the form of comments together with a checksum by means of which it can be examined whether the program code was completely written in Verificator or not.

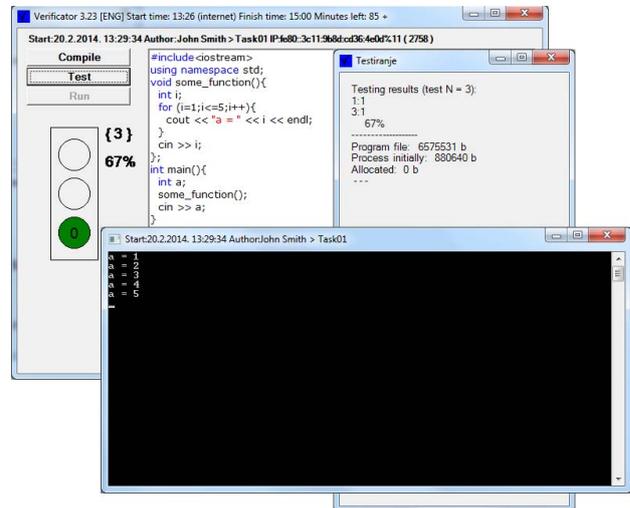


Figure 1. User interface of Verificator

B. Time limitation for solving the assignment

Students should solve the assignment within a predefined time interval. To avoid the problem with various system time at different computers, the time is controlled with the use of time servers on the Internet. After the time runs out, a student can still run the program, but he or she cannot modify it.

C. Prevention of copying programs from colleagues

Verificator prevents copying program code from external sources. In that respect, the overall code, apart from the given library, must be entered by the student. This feature is connected with obligatory intervals of syntax and logical program testing. Therefore, it is not possible to retype the program code. Instead, it has to be verified within the specified intervals.

D. Adoption of good programming habits

Findings of prior studies [1][3] indicate that students who employ standard programming environments to some extent tend to adopt bad programming habits such as learning programming code by heart, programming without syntax and logical checks, etc. Verificator requires from students to check the syntax of their programs after every 10 new lines of code which is graphically illustrated with traffic lights (e.g. red light indicates that is no longer possible to compile the program). Furthermore, program has to be checked logically within the given intervals (expressed in the number of program blocks) in a way that all program blocks have to be reached during the execution.

¹ http://gpml.foi.hr/teaching_tools.html

E. Help for easier detection of syntax and logic errors

Apart from the standard errors and warnings provided by the compiler, Verificator offers further explanation of possible causes of these errors (e.g. unmatched curly brackets or parentheses, incorrect use of certain operators, etc.). In addition, Verificator also contains a tool for the analysis of the program structure as well as the debugging tool.

IV. PILOT STUDY

A. Procedure and Apparatus

During the winter semester of the academic year 2013/2014 the study participants employed Verificator to solve fifteen diverse lab-based programming assignments. Students also had the opportunity to use Verificator in order to prepare themselves for the lab-based exercises which took place once a week. At the end of the semester, students were asked to complete the post-use questionnaire consisted of 7 items related to their demographic characteristics as well as 50 items meant for evaluating twelve different facets of the perceived quality of Verificator in the context of teaching programming. The responses to the items referring to specific aspects of the perceived quality were modulated on a five-point Likert scale (1 – strongly agree, 5 – strongly disagree).

B. Participants

A total of 121 respondents ranging in age from 19 to 28 years ($M = 20.89$, $SD = 1.315$) took part in the study. The sample was composed of 83.47% male and 16.53% female second-year undergraduate students enrolled in the Information Systems study programme. The majority of students (43.80%) perceived their programming skills as good. Similarly, most of the respondents (56.20%) had good knowledge of C++ programming language syntax. Considering the frequency of using the Verificator, 83.47% of students employed it between once and twice a week while 63.64% of them used the aforementioned tool between one and three hours per week. Finally, the majority of participants (84.30%) had up to four years of programming experience.

C. Findings

Responses to the post-use questionnaire items related to the perceived quality of Verificator in teaching programming are presented in Table 1 (see Appendix). Items marked with asterisk are reverse coded. Results of data analysis indicate that majority of pilot study subjects (61.49%) believe that the employment of Verificator contributes to the development of good programming habits. For instance, 63.64% of students reported that Verificator motivates them to be more disciplined while solving the problem-based assignments ($M = 2.40$, $SD = 1.158$). In addition, 59.50% of participants stated that Verificator encourages them to write their program solutions more clearly ($M = 2.62$, $SD = 1.349$).

The collected data also imply that 54.88% of students perceive Verificator as a helpful tool in the context of teaching programming. While 63.64% of respondents reported that Verificator is advantageous in the interpretation of syntax errors ($M = 2.46$, $SD = 1.133$), merely 44.63% of them believe that Verificator explains

messages provided by the interpreter in a more intuitive manner ($M = 2.74$, $SD = 1.061$).

As can be observed from the responses to questionnaire items, 64.30% of study participants think that messages provided by Verificator are of high quality. Namely, majority of them (73.55%, 62.81%, 62.81%, 62.81%, and 59.80%, respectively) agree that messages displayed by Verificator are useful ($M = 2.17$, $SD = 0.898$), understandable ($M = 2.42$, $SD = 0.955$), accurate ($M = 2.30$, $SD = 0.823$), trustworthy ($M = 2.28$, $SD = 0.839$), and clear ($M = 2.45$, $SD = 0.939$).

The data gathered from study participants also indicate that 46.28% of students believe that Verificator has sufficient level of system quality. Namely, 69.42% of the respondents are pleased with the responsiveness of Verificator ($M = 2.32$, $SD = 0.896$). On the other hand, only 29.75% of them agree that Verificator is stable and reliable in its operation ($M = 3.25$, $SD = 1.113$).

Furthermore, the findings of the pilot study imply that Verificator made an impression on only one third (33.33%) of students. More specifically, 40.50% of participants reported that interaction with Verificator was a frustrating experience for them ($M = 2.93$, $SD = 1.209$). On contrary, 31.40% of study subjects were satisfied with using the Verificator ($M = 3.13$, $SD = 1.072$).

According to the results of data analysis, only 41.05% of students agree that the interaction with Verificator was as they expected. While 48.76% of participants reported that majority of their expectations related to interaction with Verificator were confirmed ($M = 2.68$, $SD = 1.035$), 34.71% of them stated that the employment of Verificator has not met their expectations ($M = 3.03$, $SD = 1.016$).

As can be observed from the responses to questionnaire items, 30.74% of study participants believe that frequent use of Verificator improves their programming skills. For instance, 45.45% of students think that there is a positive correlation between frequency of using the Verificator and number of points obtained during lab-based sessions ($M = 2.93$, $SD = 1.219$). On contrary, 36.36% of participants reported that frequency of using the Verificator has nothing with their efficiency in learning programming concepts ($M = 2.78$, $SD = 1.092$).

Considering the results of data analysis, Verificator is a relevant tool for teaching programming. Namely, 46.28% of students think that Verificator is convenient tool for learning programming concepts ($M = 2.85$, $SD = 1.188$).

Data displayed in Table 1 imply that 44.30% of study participants perceived Verificator as useful tool for teaching programming. More specifically, 50.41% of students agree that employment of Verificator improves their effectiveness in understanding both syntax and semantics of the C++ programming language ($M = 2.78$, $SD = 1.165$). Moreover, 38.02% of respondents believe that they can learn programming concepts more efficiently when they use Verificator than when they employ teaching materials (e.g. textbooks, educational artefacts deployed on LMS, etc.) for the same purpose ($M = 2.93$, $SD = 1.146$).

Results of the data analysis also indicate that majority of respondents (66.94%) believe that using the Verificator

does not require a lot of effort. Namely, 76.03% of students reported that is easy to learn to operate the Verificator ($M = 2.03$, $SD = 0.921$). Similarly, 60.33% of them stated that is easy to become skilful at using the Verificator ($M = 2.33$, $SD = 1.028$).

As can be observed from students' responses, 42.81% of them think that Verificator successfully focuses and holds their attention while making the solution of the problem-based assignment. More specifically, 53.72% of study participants reported that they are completely focused on solving the assignment while they are using the Verificator ($M = 2.71$, $SD = 1.294$). Furthermore, 30.58% of them stated that nothing can distract them while they are writing the program code in the Verificator ($M = 3.16$, $SD = 1.162$).

Finally, data presented in Table 1 indicate that majority of respondents perceived themselves as self-efficient in the context of using the Verificator. For instance, 8.26% of students believe that they could use Verificator only when someone would instruct them what to do ($M = 4.07$, $SD = 0.941$). In addition, 47.93% of study participants think that they could use Verificator even if they had not employed similar tools before ($M = 2.73$, $SD = 1.162$).

V. DISCUSSION AND CONCLUSION

The objective of this paper was to explore diverse facets of the perceived quality in use of the educational tool Verificator. For that purpose a pilot study was carried out during which the post-use questionnaire was developed and administered among information systems students. An analysis of collected data revealed strengths and weaknesses of Verificator. The high quality of the displayed messages, the effortlessness in use and the effect on the development of good programming habits are the main Verificator's advantages. For instance, 64.30% of students believe that messages displayed by Verificator are beneficial and constructive. In addition, 61.71% of respondents find Verificator easy to use. Finally, 61.49% of study participants think that Verificator significantly contributes to the development of good programming habits. On the other hand, the low level of the perceived satisfaction, relevance in the context of teaching programming, and confirmation of expectation are major disadvantages of Verificator. More specifically, only 33.33% of students finds the interaction with Verificator pleasant. Besides, 35.26% of study participants think that Verificator is appropriate tool for learning programming. Finally, 36.09% of respondents believe that the use of Verificator has met their expectations.

Considering all the aforementioned, the introduced questionnaire can be employed for measuring the quality of educational tools meant for teaching programming. Moreover, the proposed quality attributes can be used as a background for future research advances in the field. Given that the work presented in this paper is a part of an ongoing research, our future research efforts will be focused on modelling interrelations among determined quality attributes.

REFERENCES

- [1] D. Radošević, T. Orehovački and A. Lovrenčić, "Verificator: Educational Tool for Learning Programming", *Informatics in Education*, vol. 8, no. 2, pp. 261-280, October 2009.
- [2] T. Orehovački, D. Radošević and M. Konecki, "Acceptance of Verificator by Information Science Students", *Proceedings of the 34th International Conference on Information Technology Interfaces*, V. Lužar-Stiffler, I. Jarec and Z. Bekić, Eds. Cavtat: IEEE, 2012, pp. 223-230.
- [3] D. Radošević and T. Orehovački, "An Analysis of Novice Compilation Behavior using Verificator", *Proceedings of the 33rd International Conference on Information Technology Interfaces*, V. Lužar-Stiffler, I. Jarec and Z. Bekić, Eds. Cavtat: IEEE, 2011, pp. 325-330.
- [4] ISO/IEC 25000, "Software Engineering -- Software product Quality Requirements and Evaluation (SQuaRE) -- Guide to SQuaRE", 2005.
- [5] ISO/IEC 25010, "Systems and software engineering -- Systems and software Quality Requirements and Evaluation (SQuaRE) -- System and software quality models", 2011.
- [6] ISO/IEC 25012, "Software engineering -- Software product Quality Requirements and Evaluation (SQuaRE) -- Data quality model", 2008.
- [7] V. Venkatesh and H. Bala, "Technology Acceptance Model 3 and a Research Agenda on Interventions", *Decision Sciences*, vol. 39, no. 2, pp. 273-315, May 2008.
- [8] W. H. DeLone and E. R. McLean, "The DeLone and McLean model of information systems success: a ten-year update", *Journal of management information systems*, vol. 19, no. 4, pp. 9-30, 2003.
- [9] V. Venkatesh, J.Y.L. Thong, X. Xu, "Consumer acceptance and use of information technology: extending the unified theory of acceptance and use of technology", *MIS Quarterly*, vol. 36, no. 1, pp. 157-178, March 2012.
- [10] A Bhattacherjee, "Understanding information systems continuance: an expectation-confirmation model", *MIS Q.* vol. 25, no. 3, pp. 351-370, 2001.
- [11] E. C. Sheeson, "Computer anxiety and perception of task complexity in learning programming-related skills", *Computers in Human Behavior*, Vol. 21, no. 5, pp. 713-728, 2005.
- [12] A. A. Anderson, "Predictors of computer anxiety and performance in information systems", *Computers in Human Behavior*, vol. 12, no. 1, pp. 61-77, 1996.
- [13] V. Ramalingam, D. LaBelle and S. Wiedenbeck, "Self-efficacy and mental models in learning to program", *SIGCSE Bull.*, vol. 36, no. 3, pp. 171-175, 2004.
- [14] M. Csikszentmihalyi, M., "Beyond Boredom and Anxiety", San Francisco: Jossey-Bass, 1975.
- [15] J. J. Beckers, R. M.J.P. Rikers, H. G. Schmidt, "The influence of computer anxiety on experienced computer users while performing complex computer tasks", *Computers in Human Behavior*, vol. 22, no. 3, pp. 456-466, 2006.
- [16] B. C. Wilson and S. Shrock, "Contributing to success in an introductory computer science course: a study of twelve factors." *SIGCSE Bull.*, vol. 33, no. 1, pp. 184-188, 2001.
- [17] D. Potosky, "A field study of computer efficacy beliefs as an outcome of training: the role of computer playfulness, computer knowledge, and performance during training", *Computers in Human Behavior*, vol. 18, no. 3, pp. 241-255, 2002.
- [18] H. C. Lane and K. VanLehn, "Teaching the tacit knowledge of programming to novices with natural language tutoring", *Computer Science Education*, vol. 15, no. 3, pp. 183-201, 2005.
- [19] S. H. Chang, C. H. Chou and J. M. Yang, "The Literature Review of Technology Acceptance Model: A Study of the Bibliometric Distributions", *PACIS Proceedings*, 2010.
- [20] J. Webster, L. K. Trevino, L. Ryan, "The dimensionality and correlates of flow in human-computer interactions", *Computers in Human Behavior*, vol. 9, no. 4, pp. 411-426, 1993.

APPENDIX

TABLE I. RESPONSES OF STUDENTS TO QUESTIONNAIRE ITEMS RELATED TO THE PERCEIVED QUALITY OF THE VERIFICATOR

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Good Programming Habits					
Verificator encourages me to prepare myself better for the lab-based exercises.	18.18%	43.80%	19.83%	9.09%	9.09%
Verificator stimulates me to write a program code more clearly.	20.66%	38.84%	14.05%	10.74%	15.70%
Verificator encourages me to be more disciplined while writing a program code.	22.31%	41.32%	17.36%	12.40%	6.61%
Verificator stimulates me to better manage my time during the lab-based exercises.	23.14%	37.19%	21.49%	8.26%	9.92%
Verificator encourages me to think more while solving the problem-based assignment.	15.70%	46.28%	19.83%	10.74%	7.44%
Helpfulness					
Verificator is helping me in the interpretation of syntax errors that occur in the program.	16.53%	47.11%	18.18%	9.92%	8.26%
Verificator is helping me find logical errors that occur in the program.	7.44%	51.24%	16.53%	16.53%	8.26%
Verificator enables me a better insight into the structure of the program.	13.22%	40.50%	23.14%	13.22%	9.92%
Verificator clarifies messages of the interpreter in a more intuitive way.	9.09%	35.54%	36.36%	9.92%	9.09%
Verificator is helping me in debugging the program.	11.57%	42.15%	23.97%	14.88%	7.44%
Feedback					
The messages displayed by Verificator are clear.	12.40%	47.11%	26.45%	11.57%	2.48%
The messages displayed by Verificator are understandable.	12.40%	50.41%	23.14%	10.74%	3.31%
The messages displayed by Verificator are useful.	20.66%	52.89%	17.36%	7.44%	1.65%
The messages displayed by Verificator are accurate.	14.88%	47.93%	30.58%	5.79%	0.83%
The messages displayed by Verificator are trustworthy.	16.53%	46.28%	30.58%	5.79%	0.83%
System Quality					
Verificator has all the necessary functionalities.	8.26%	34.71%	25.62%	22.31%	9.09%
Verificator is stable and reliable in operation.	4.13%	25.62%	25.62%	30.58%	14.05%
Verificator contains various forms of user help.	4.13%	31.40%	35.54%	22.31%	6.61%
The response time of Verificator is acceptable.	12.40%	57.02%	19.01%	9.09%	2.48%
Verificator contains mechanisms that prevent users to make mistakes during the use.	16.53%	37.19%	23.97%	15.70%	6.61%
Satisfaction					
I am pleased with using the Verificator.	3.31%	28.10%	33.88%	21.49%	13.22%
Using the Verificator was a frustrating experience for me.*	13.22%	27.27%	21.49%	28.93%	9.09%
I think that Verificator is an excellent tool for teaching programming.	5.79%	24.79%	34.71%	19.01%	15.70%
Confirmation					
Most of my expectations related to the use of Verificator were confirmed.	9.92%	38.84%	30.58%	14.88%	5.79%
The interaction with Verificator has not met my expectations.*	8.26%	19.83%	37.19%	29.75%	4.96%
I expected the benefits from using the Verificator would be higher than they actually were.*	9.09%	30.58%	35.54%	21.49%	3.31%

* reverse coded items

TABLE I. CONTINUED

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Added Value					
The students who employ the Verificator more often get higher scores than those who use it infrequently.	8.26%	37.19%	23.97%	14.88%	15.70%
The students who employ the Verificator on a regular basis pass the course earlier than those who use it less frequently.	7.44%	27.27%	35.54%	16.53%	13.22%
The frequency of using the Verificator does not have significant effect on students' efficiency in learning programming concepts.	15.70%	20.66%	38.84%	19.83%	4.96%
The frequency of using the Verificator has significant effect on students' effectiveness in gaining programming competence.	3.31%	23.14%	42.98%	18.18%	12.40%
The frequency of using the Verificator does not have significant effect on students' productivity in solving problem-based assignments.	14.05%	26.45%	37.19%	18.18%	4.13%
Relevance					
Verificator plays an important role in learning programming.	6.61%	18.18%	42.98%	19.83%	12.40%
Verificator is appropriate for solving various problem-based assignments.	5.79%	28.93%	28.93%	23.14%	13.22%
Verificator is suitable for learning programming concepts.	9.92%	36.36%	24.79%	16.53%	12.40%
Perceived Usefulness					
Using the Verificator improves students' efficiency in understanding the programming concepts.	6.61%	38.02%	28.10%	17.36%	9.92%
Using the Verificator enhances students' effectiveness in understanding the syntax and semantics of the programming language.	9.92%	40.50%	22.31%	16.53%	10.74%
Using the Verificator, students can learn programming concepts much faster than when employing teaching materials for the same purpose.	8.26%	29.75%	25.62%	22.31%	14.05%
Using the Verificator, students can understand the syntax and semantics of the programming language much easier than during lectures.	7.44%	34.71%	26.45%	19.83%	11.57%
Verificator is useful for learning programming.	9.92%	36.36%	23.14%	19.01%	11.57%
Perceived Ease of Use					
Learning to operate the Verificator is easy.	29.75%	46.28%	16.53%	5.79%	1.65%
It is easy to get the Verificator does what the user wants.	13.22%	35.54%	21.49%	19.83%	9.92%
It is easy to become skilful at using the Verificator.	22.31%	38.02%	27.27%	9.09%	3.31%
Flow					
Using the Verificator successfully holds my attention for a longer time.	6.61%	36.36%	21.49%	19.83%	15.70%
While using the Verificator, I am completely focused on solving the assignment.	18.18%	35.54%	14.88%	19.83%	11.57%
While using the Verificator, I am not aware of what is happening around me.	12.40%	26.45%	28.10%	19.01%	14.05%
While using the Verificator, I do not realize the time elapsed.	20.66%	27.27%	22.31%	19.01%	10.74%
While using the Verificator, nothing can distract me.	8.26%	22.31%	28.10%	28.10%	13.22%
Self-efficacy					
I could employ the Verificator even if I had not used similar educational tool before.	13.22%	34.71%	28.10%	14.05%	9.92%
I could use the Verificator only when there would be someone around to tell me what to do.*	0.83%	7.44%	13.22%	40.50%	38.02%
Verificator cannot be used without consulting the help contents.*	2.48%	15.70%	24.79%	37.19%	19.83%

* reverse coded items