

APPENDIX 23 EMPIRICAL DATA OF DiCoSP STUDY

SIGNIFICANCE TEST 1 FOR THE CHARACTERISTIC 'ASSESSMENT OF THE IMPORTANCE OF DIGITAL COMPETENCE' AND THE CHARACTERISTIC 'WORK FIELD'

H0: The characteristic importance of digital competence is independent of the work field in school psychology.

H1: Both characteristics are not independent of each other

G2Q0004 Nominal frequency of assessment of the importance of digital competence in work fields	N=Important	N=Not important	Σ	N=Important	N=Not important
	Contingency table			Indifference table	
ADMINISTRATION AND PROFESSIONAL DEVELOPMENT	170	19	189	141.5627	47.4373
PREVENTION	152	38	190	142.3118	47.6882
ASSESSMENTS AND EVALUATION	137	52	189	141.5627	47.4373
INTERVENTION	108	81	189	141.5627	47.4373
Σ	560	197	757	560	197

χ^2 -Test (3, N=757) = 57,68, $p = .05$. **STATISTICALLY SIGNIFICANT**

Since the chi-square sum of 57.6 is greater than the critical value of 7.81, the result is statistically significant and leads to the rejection of the null hypothesis.

The characteristic "importance of digital competence" is statistically related to the characteristic "school psychological work field". It can be assumed that more SPs consider DC to be important in the work fields administration/prevention/assessments rather than in the work field intervention, where the distribution between the assessment of DC as important/unimportant is rather balanced.

SIGNIFICANCE TEST 2 ON THE CHARACTER 'USE OF DIGITAL RESOURCES' AND CHARACTER 'WORK FIELD'

H0: The characteristic "Use of digital resources in 17 fields of action" and the characteristic "Country of workplace" are independent of each other

H1: The characteristic "Use of digital resources in 17 fields of action" and the characteristic "Country of workplace" are not independent of each other

G2Q0004 USE OF DIGITAL RESOURCES IN WORK FIELDS Handlungsfeldern	N= Frequently and Occasionally	N= Never	Σ	N= Frequently and Occasionally	N= Never
	Contingency table			Indifference table	
ADMINISTRATION AND PROFESSIONAL DEVELOPMENT	170	16	186	138.3780	47.6220
PREVENTION	156	31	187	139.1220	47.8780
ASSESSMENTS AND EVALUATION	131	55	186	138.3780	47.6220
INTERVENTION	98	89	187	139.1220	47.8780
Σ	560	197	746	560	197

Test (3, N=757) = 85,23, $p = .05$. **STATISTICALLY SIGNIFICANT**

χ^2 -

Since the chi-square sum of 85.2 is greater than the critical value of 7.81, the result is statistically significant and leads to the rejection of the null hypothesis. The characteristic "use of digital resources" is statistically significantly related to the characteristic "work field in school psychology". It can be assumed that more SPs do not use digital resources in the field of intervention than in other work fields of action.

SIGNIFICANCE TEST 3 CHARACTERISTIC 'ASSESSMENT OF THE IMPORTANCE OF KNOWLEDGE OF ELECTRONIC TESTS' (ITEM G2Q00003SQ017) AND CHARACTERISTIC 'USE OF ELECTRONIC TESTS' (ITEM G6Q00003).

Null hypothesis: the characteristic "assessment of the importance of knowledge of electronic tests" and characteristic "use of electronic tests" are independent of each other
 H1: Both characteristics are not independent of each other

ITEM G2Q00003 SQ017 Assessment of the importance of knowledge of electronic tests/ ITEM G6Q00003 SQ020 Use of electronic tests N=171	N= Rather/very important	N= Rather not/ Not at all important	Σ	N= Rather/very important	N= Rather not/ Not at all important
	Contingency table			Indifference table	
Yes	44	6	50	34.2105	15.7895
No	73	48	121	82.7895	38.2105
Σ	117	54	171	117	54

χ^2 -Test (1, N=171) = 12,54, $p = .05$. **STATISTICALLY SIGNIFICANT**

Since the chi-square sum of 12.5 is greater than the critical value of 3.84, the null hypothesis must be rejected. The characteristic "Assessment of the importance of knowledge of electronic tests" is statistically significantly related to the characteristic "Use of electronic tests". It can be assumed that more SPs who do not consider the digital competence of knowing electronic tests to be important do not use electronic tests in their practice than SPs who consider the knowledge to be important.

SIGNIFICANCE TEST 4 'ASSESSMENT OF THE IMPORTANCE OF DIGITAL COMPETENCE IN CASEWORK WITH DIGITAL TOOLS' AND 'USE OF DIGITAL RESOURCES IN COLLEGIAL COOPERATION'.

H0: The characteristics "Assessment of the importance of digital competence in casework with digital tools" and "Use of digital resources in collegial collaboration" are statistically independent of each other
 H1: The characteristics "Assessment of the importance of digital competence in casework with digital tools" and "Use of digital resources in collegial collaboration" are not statistically independent of each other

G2Q00003 SQ008 Assessment of DC importance in casework with digital tools/ Item G2Q00004 Frequency of use of digital resources in collegial collaboration	Frequently Occasionally Contingency table		Σ	Frequently Occasionally Indifference Table	
	Contingency table			Indifference Table	
Important (rather/very)	55	13	68	47.64	20.36
Not important (rather not/not at all)	55	34	89	62.36	26.64
Σ	110	47	157	110	47

χ^2 -Test (1, N=157) = 6,69, $p = .05$ **STATISTICALLY SIGNIFICANT**

Since the chi-square sum of 6.69 is greater than the critical value of 3.84, the null hypothesis must be rejected. The characteristic "frequency of use of digital resources in collegial collaboration" is statistically significant related to the characteristic "assessed importance of digital competence in casework with digital tools". It can be assumed that more SPs, who estimate DC to be not important, than SPs, who estimate DC to be important, use digital resources only occasionally.

SIGNIFICANCE TEST 5 CHARACTERISTICS 'ASSESSMENT OF THE IMPORTANCE OF DC" AND "COUNTRY OF EMPLOYMENT'.

H0: The characteristics "Assessment of the importance of digital competence" and "country of work location" are independent of each other.

H1: The characteristic "Assessment of the importance of digital competence" is not independent of the characteristic "Country of employment" together.

	Contingency table			Indifference table			
G2Q00001 How important is digital competence in your daily work? / ITEM G1Q00005 Country of employment	DE	AT	CH	DE	AT	CH	Σ
Rather important (AO04) / very important (AO05) undecided(AO03) / rather / not at all important (AO02/AO01)	88	24	36	87.4917	25.3481	35.1602	148
	19	7	7	19.5083	5.6519	7.8398	33
Σ	107	31	43	107	31	43	181

χ^2 -Test (2, N=181) = 0,52 p =.05 **NOT STATISTICALLY SIGNIFICANT**

Since the chi-square sum of 0.52 is smaller than the critical chi-square value of 5.99, the result is not statistically significant and the null hypothesis must be accepted. Because the PTP quota for Belgian SP was below N=5, the Exact Fisher Test was applied to test the independence of the characteristics "Country of employment and "Importance of digital competence in daily practice". Assuming a significance level of = 0.05, the calculated p-values are all larger, so that even taking the results for Belgian SP into account, the null hypothesis needs to be accepted.

ITEM G2Q00001 How important is digital Competence in your daily work?	N BE	N AT	Fisher exact test
HIGHLY important (AO04) / VERY important (AO05)	10	24	p-value one-sided right = 0.11696388301010063
undecided(AO03)/ Rather / NOT important (AO02/AO01)	0	7	p-value two-sided = 0.16445800495865362

ITEM G2Q00001 How important is digital Competence in your daily work	N BE	N DE	Fisher exact test
VERY important (AO04) / VERY important (AO05)	10	88	p-value one-sided Right = 0.15702046531038527
undecided(AO03)/ Rather / NOT important (AO02/AO01)	0	19	p-value two-sided = 0.3630967643028463

ITEM G2Q00001 How important is digital Competence in your daily work? / ITEM G1Q00005 Country of work	N BE	N CH	Exakter Fisher-Test
VERY important (AO04) / VERY important (AO05)	10	36	p-value one-sided Right = 0.2090532640193728
undecided(AO03)/ Rather / NOT important (AO02/AO01)	0	7	p-value two-sided = 0.32347627931139983

Interpretation

The general assessment of the importance of digital competence in the professional practice of the SP ia not statistically related to the country of the employment. The estimated importance of DC in daily practice is thus equally distributed among the SPs in the four countries studied.

SIGNIFICANCE TEST 6 'ASSESSMENT OF THE IMPORTANCE OF DIGITAL COMPETENCE IN COUNSELLING' AND 'COUNTRY OF THE WORKPLACE'

H0: The characteristic "Assessment of the importance of digital competence in counselling" is independent of the characteristic "Country of employment ", namely "Country Austria / Germany" or "Belgium / Switzerland".
 H1: The two characteristics are not independent of each other

Item G2Q00004 Importance of DC in counselling/ ITEM G1Q00005 Country of employment	Contingency table			Σ N= Rather/very important	Indifference table		
	AT	CH	DE		AT	CH	DE
IMPORTANT	23	19	97	139	23.4270	32.0169	83.5562
NOT IMPORTANT	7	22	10	39	6.5730	8.9831	23.4438
Σ	30	41	107	178	30	41	107

χ^2 -Test (2, N=178) = 34.06 $p=.05$ **STATISTICALLY SIGNIFICANT**

Since the chi-square sum of 34.06 is greater than the critical chi-square value of 5,99, the null hypothesis must be rejected. There is a statistically significant relation between the characteristic "Assessment of the importance of DC in counselling" and the characteristic "Country of employment ". The characteristic "Importance of DC in counselling" is statistically significantly unequally distributed between SP in AT, CH and DE. It could be assumed that more SPs from CH than from AT and DE estimated DC in counselling as being unimportant.

SIGNIFICANCE TEST 7 'ASSESSMENT OF THE IMPORTANCE OF DC IN ASSESSMENTS' AND 'COUNTRY OF WORKPLACE'.

H0: The characteristics "assessment of the importance of digital competence in assessments" and "country of employment " are statistically independent of each other
 H1: The characteristics "assessment of the importance of digital competence in assessments" and "country of work place" are not statistically independent of each other

ITEM G2Q00004 SQ012 Importance of DC in assessments/ ITEM G1Q00005 Country of employment	Rather/very important	Rather not important/not important at all	Σ	Rather/very important	Rather not important/not important at all
	Contingency table			Indifference table	
AT	15	15	30	17.9661	12.0339
CH	29	11	40	23,9548	16,0452
DE	62	45	107	64,0791	42,9209
Σ	106	71	177	106	71

χ^2 -Test (2, N=177) = 4.04 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

Since the value of the chi-square sum of 4.04 is smaller than the critical value of 5.99, the null hypothesis must be accepted. There is no statistically significant relation between the characteristic 'Assessment of the importance of DC in assessments' and the countries AT, CH, DE. It can be assumed that the distribution of the characteristic 'Assessment of the importance of DC in assessments' is equally distributed among the SP of AT, CH, DE.

SIGNIFICANCE TEST 8 FOR 'ASSESSMENT OF THE IMPORTANCE OF DC IN CASEWORK WITH ETHERPAD' AND 'COUNTRY OF EMPLOYMENT'

H0: The characteristics "Assessment of the importance of digital competence in casework with digital tools" and "Country of employment " are statistically independent of each other
 H1: The characteristics "Assessment of the importance of DC in casework with digital tools" and "Country of employment " are not statistically independent of each other

G1Q00005 Country of employment N=167							
Not competent	44	15	22	81	48.99	14.06	17.95
Competent	57	14	15	86	52.01	14.93	19.05
Σ	101	29	37	167	101	29	37

χ^2 -Test (2, N=167) = 2.88 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

Since the chi- square sum of 2.88 is smaller than the critical chi-square value of 5.99, the null hypothesis must be accepted. Digital competence in form of knowledge of electronic test procedures is statistically independent of the country of employment AT, CH and DE. It can be assumed that the distribution of self-rated DC in assessments in form of knowledge of electronic test procedures is equally distributed in the countries studied AT, CH, DE.

SIGNIFICANCE TEST 11 CHARACTERISTIC 'ASSESSMENT OF DC IMPORTANCE IN SCHOOL PSYCHOLOGY PRACTICE' AND 'SELF-RATED OWN DIGITAL COMPETENCE LEVEL'.

H0: The characteristic "Self-rated digital competence level" and the characteristic "Assessment of DC importance in school psychological practice" are independent of each other
H1: There is a relation between two characteristics.

ITEM G2Q00006 Please rate your digital competence/ Importance of DC in daily practice N=181	Beginner	Compe tente	Experts	Σ	Beginner	Compe tente	Experts
	Kontingenztabelle				Indifferenztabelle		
Very/rather important	27	82	46	155	26,38	84,92	43,69
Undecided/rather/not at all important	5	21	7	33	5,6	18,1	9,3
Σ	32	103	53	188	32	103	53

χ^2 Test (2, N=188) = 1.35 $p=.05$; **NOT STATISTICALLY SIGNIFICANT**

Since the chi-square sum of 1,35 is smaller than the critical chi - square value of 5,99, the null - hypotheses needs to be accepted. There is no statistically significant relationship between self - rated own DC level and the assessment of DC importance in SP's professional practice.

SIGNIFICANCE TEST 12 CHARACTERISTIC 'USE OF DIGITAL RESOURCES IN 17 WORK FIELDS' AND CHARACTERISTIC 'COUNTRY OF EMPLOYMENT'.

H0: The characteristic "Frequency of use of digital resources in 17 fields of action" and the characteristic "Country of employment " are independent of each other
H1: The characteristic "Frequency of use of digital resources in 17 fields of action" and the characteristic "Country of employment " are not independent of each other

ITEM G2Q00004 Use of digital resources in 17 fields of action/ ITEM G1Q00005 Country of employment	Contingency table				Indifference table		
	AT	CH	DE	Σ	AT	CH	DE
Frequently	8	10	35	53	8.7829	12.1143	32.1029
Occasionally	12	20	47	79	13.0914	18.0571	47.8514
Never	9	10	24	43	7.1257	9.8286	26.0457

Σ	29	40	106	175	29	40	106
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χ^2 -Test (4, N=175) = 1.67 $p=.05$ **NOT STATISTICALLY SIGNIFICANT**

Since the chisquare sum of 1.67 is smaller than the critical value of 9.49, the null hypothesis cannot be rejected. The characteristic "Frequency of use of digital resources in 17 fields of action" and the characteristic "Country of employment " are independent of each other. It can be assumed that the frequency of use of digital resources by SP is equally distributed in AT, CH and DE.

SIGNIFICANCE TEST 13 CHARACTERISTIC 'USE OF DIGITAL RESOURCES IN THE WORK FIELD TREATMENT/THERAPY AND CHARACTERISTIC 'COUNTRY OF EMPLOYMENT'.

H0: The characteristic 'frequency of use of digital resources in treatment/therapy' and the characteristic 'country of employment' are independent from each other
H1: Both characteristics are related

ITEM G2Q00004 Use of digital resources in treatment/therapy/ITEM G1Q00005 Country of Employment	Contingency table				Indifference table		
	AT	CH	DE	Σ	AT	CH	DE
Frequent/Occasional	17	25	38	80	13.33	17.931	48.73
Never	12	14	68	94	15.67	21.07	57.26
Σ	29	39	106	174	29	39	106

χ^2 -Test (2, N=174) = 11.40 $p=.05$ **STATISTICALLY SIGNIFICANT**

Since the chi-square sum of 11.4 was greater then the critical chi - square value of 5.99, the Nullhypothesis needed to be rejected. The characteristic "frequency of use of digital resources in the treatment/therapy work field " was related to the country of employment of SPs in AT, CH, DE. It can be assumed that more German SPs do not use digital resources in the field of treatment/therapy than Austrian and Swiss SPs.

SIGNIFICANCE TEST 14 'USE OF ELECTRONIC TEST PROCEDURES' AND 'COUNTRY OF EMPLOYMENT'

H0: The characteristic "Use of electronic test procedures" is independent of the characteristic "Country of employment".
H1: The characteristic "Use of electronic testing procedures" is dependent on the characteristic "Country of employment".

ITEM use of electronic tests/ITEM G1Q00005 Country of employment	Contingency table			Indifference table	
	yes	no	Σ	yes	no
CH	21	12	33	9.79	23.21
DE	20	77	97	28.78	68.21
AT	5	20	25	7.42	17.58
Σ	46	109	155	46	109

χ^2 -Test (2, N=155) = 23.17 $p=.05$ **STATISTICALLY SIGNIFICANT**

Since the chisquare sum of 23.17 was greater than the critical value of 5.99, the null hypothesis must be rejected. The use of electronic testing procedures was statistically significantly related to the characteristic country of employment of SP in AT, CH, DE. It could be assumed that more SPs in CH use electronic tests than SP in in DE and AT.

SIGNIFIKANZTEST 15 "SELF-RATED KNOWLEDGE OF ELECTRONIC TESTS" AND "USE OF ELECTRONIC TESTS"

H0: The characteristic "Use of electronic test procedures" is independent of the characteristic 'Self-rated knowledge of electronic tests'

H1: The characteristic "Use of electronic testing procedures" is not independent of the characteristic 'Self-rated knowledge of electronic tests'

Self rated knowledge of electronic test procedures / Use of electronic tests N=137			Σ		
	competent	Not competent		Competent	Not competent
	Contingency table			Indifference table	
Ja	34	14	48	28.38	19.62
Nein	47	42	89	52.62	36.38
Σ	81	56	137	81	56

χ^2 -Test (1, N=137) = 4.19 $p=.05$ **STATISTISCH SIGNIFIKANT**

Since the chi square sum of 4.19 was greater than the critical chi value of 3.84, the Null hypothesis needed to be rejected. The characteristic 'Self-rated knowledge of electronic tests' was statistically significantly related to the characteristic "Use of electronic tests". It could be assumed that more SP ,who did not feel competent in the knowledge of electronic test procedures, than SP who felt competent, did not use electronic tests.

'SIGNIFICANCE TEST 16 "ASSESSMENT OF OWN DIGITAL COMPETENCE IN CASEWORK" AND "FREQUENCY OF USE OF DIGITAL RESOURCES IN COLLEGIAL COOPERATION".

H0: The characteristics "assessment of own digital competence in casework" and "frequency of use of digital resources in collegial collaboration" are statistically independent of each other

H1: The characteristics "assessment of own digital competence in casework" and ""frequency of use of digital resources in collegial collaboration" are not statistically independent of each other

<i>G2Q00003 SQ008 Assessment of own DK in casework/ Item G2Q00004 Frequency of use of digital resources in collegial collaboration.</i>				Σ			
	Frequent	Occasionally		Frequent	Occasionally	Σ	
	Contingency table				Indifference table		
Competent	31	10	41	28.673	12.327	41	
Not competent	76	36	112	78.327	33.673	112	
Σ	107	46	153	107	46	153	

χ^2 -Test (1, N=153) = 0.86 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

Since the chisquare sum of 0.858 is smaller than the critical value, the null hypothesis must be accepted. The characteristic "frequency of use of digital resources in collegial collaboration" is statistically independent of the characteristic "assessment of own digital competence in casework with digital tools".

SIGNIFICANCE TEST 17 CHARACTERISTIC 'FREQUENCY OF USE OF DIGITAL RESOURCES IN COUNSELLING' AND CHARACTERISTIC 'SELF RATED COMPETENCE, TO BE ABLE TO FIND 'TECHNICAL SOLUTIONS TO PROTECT CONFIDENTIALITY IN REMOTE COUNSELING'

H0: The characteristic 'FREQUENCY OF USE OF DIGITAL RESOURCES IN COUNSELLING' is independent from

ITEM G2Q00004 Frequency of use of digital resources in counseling/ G2Q00003 SQ013 I know technical solutions to protect confidentiality in tele counselling	Contingency table			Indifference table	
	competent	not competent	Σ	competent	not competent
Frequently/occasionally	62	91	153	61.74	91.26
Never	7	11	18	7.26	10.74
Σ	69	102	171	69	102

the characteristic 'SELF RATED COMPETENCE, TO BE ABLE TO FIND 'TECHNICAL SOLUTIONS TO PROTECT CONFIDENTIALITY IN REMOTE COUNSELING'

H1: BOTH CHARACTERISTICS ARE NOT INDEPENDENT FROM EACH OTHER

$$\chi^2\text{-Test (1, N=153) = 0.02 } p=.05 \text{ STATISTICALLY NOT SIGNIFICANT}$$

Since the chi square sum of 0,02 is smaller than the critical chi square value of 3.84, the null hypothesis needs to be accepted. The self rated competence to find technical solutions to protect confidentiality in tele counselling is independent from the use of digital resources in counselling

SIGNIFICANCE TEST 18 CHARACTERISTICS "SELF RATED OWN DC" AND "FREQUENCY OF USE OF DIGITAL RESOURCES IN SCHOOL PSYCHOLOGICAL WORK FIELDS"

H0: The characteristic "SELF RATED DC" and the characteristic "Frequency of use of digital resources in ..." are independent of each other

H1: Both characteristics are not independent of each other

ITEM G2Q00004 SQ011 Use of digital resources in TREATMENT/THERAPY /Self rated digital competence	Beginner	Competent/ Expert	Σ	Beginner	Competent/ Expert
	Contingency table			Indifference table	
Frequently/Occasionally	17	73	90	19,2	70,8
Never	23	74	97	20,8	76,2
Σ	40	147	187	40	147

$$\chi^2\text{-Test (1, N=187) = 0.64 } p=.05 \text{ STATISTICALLY NOT SIGNIFICANT}$$

ITEM G2Q00004 SQ012 Use of digital resources in ASSESSMENT /Self rated digital competence	Beginner	Competent/ Expert	Σ	Beginner	Competent/ Expert
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Contingency table				Indifference table	
Frequently/ Occasionally	20	90	110	23,5	86,5
Never	20	57	77	16,5	60,5
Σ	40	147	187	40	147
χ^2 -Test (1, N=187) = 1,64 $p=.05$ STATISTICALLY NOT SIGNIFICANT					
ITEM G2Q00004 SQ016 Use of digital resources in COLLEGIAL COLLABORA TION/ Self rated digital competence					
	Beginner	Competent/ Expert	Σ	Beginner	Competent/ Expert
Contingency table				Indifference table	
Frequently/ Occasionally	22	100	122	26,1	95,9
Never	18	47	65	13,9	51,1
Σ	40	147	187	40	147
χ^2 -Test (1, N=187) = 2,35 $p=.05$ STATISTICALLY NOT SIGNIFICANT					

SIGNIFICANCE TEST 19 "EXPERIENCING THE INCREASING USE OF DIGITAL MEDIA IN SCHOOL PSYCHOLOGY" AND "USE OF DIGITAL RESOURCES IN COUNSELING"

H0: Attitudes toward the increasing use of digital resources in SP are independent of the frequency of use of digital resources in counseling.
H1: The characteristics are not independent of each other.

G5Q00001 How do you personally experience the increasing use of the Internet and digital media in SP/ G2Q00004SQ001 How often do you use digital resources in consulting N=175

	Contingency table		Σ	Indifference table	
	Positive	Negative		Positive	Negative
Frequently/occasionally	81	53	134	78.8686	55.1314
Never	22	19	41	24.1314	16.8686
Σ	103	72	175	103	72

χ^2 -Test (2, N=175) = 0.64 $p=.059$ **STSTISTICALLY NOT SIGNIFICANT**

Since the chi square sum of 0.64 is smaller than the critical chi square value of 5.99, the null hypothesis must be accepted. The experience of the increasing use of digital resources in SP is independent of the frequency of use of digital resources in counseling.

SIGNIFICANCE TEST 20 CHARACTERISTIC "EXPERIENCE OF THE INCREASING USE OF DIGITAL RESOURCES" AND CHARACTERISTIC "COUNTRY OF EMPLOYMENT".

H0: The characteristic "Country of employment" is statistically independent of the characteristic "Attitude towards increasing use of digital resources in SP".

H1: Both characteristics are not statistically independent of each other

ITEM G5Q00001 Attitude toward increasing use of digital resources/ ITEM G1Q00005 Country of employment AT/DE N=128	Contingency table			Indifference table	
	AT	DE	Σ	AT	DE
Very positive/very positive	11	64	75	15.8	59.2
Ambivalent/very negative/very negative	16	37	53	11.2	41.8
Σ	27	101	128	27	101

χ^2 -Test (1, N=128) = 4.5 $p=.05$ **STATISTICALLY SIGNIFICANT**

The null hypothesis must be rejected because the chisquare sum 4.5 is smaller than the critical value of 3.84. The characteristics "Attitude toward increasing use of digital resources in SP" and "Country of employment Germany/Austria" are statistically independent. It could be assumed that more German than Austrian respondents were positive toward the increasing use of digital media in SP.

SIGNIFICANCE TEST 21 'ASSESSMENT OF THE IMPORTANCE OF DC IN COUNSELLING' AND 'EXPERIENCE OF THE INCREASING USE OF DIGITAL RESOURCES IN THE SP'.

H0: The characteristic 'Assessment of the importance of DC' is independent of the characteristic 'Experience of the increasing use of digital resources in the SP'.

H1: Both characteristics are not independent of each other

G5Q00001 How do you personally experience the increasing use of the Internet and digital media in SP/ G2Q00004 SQ001 How important is digital competence in consulting N= 175	Contingency table			Indifference table	
	Important	Unimportant	Σ	Important	Unimportant
Positive	82	53	135	80.2	54.8
Ambivalent/negative	22	18	40	23.8	16.2
Σ	104	71	175	104	71

χ^2 -Test (1, N=175) = 0.42 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

The null hypothesis must be accepted as the chi square sum of 0.42 is smaller than the critical chi square value of 3.84 It can be assumed that the assessment of the importance of DC in counselling is not statistically related to the experience of the increasing use of digital resources in the SP.

SIGNIFICANCE TEST 22 ON THE CHARACTERISTIC 'COUNTRY OF EMPLOYMENT' AND 'EXPECTATIONS TOWARDS THE IMPACT OF THE DIGITAL TRANSFORMATION ON SCHOOL PSYCHOLOGY'

H0: The expectations regarding the impact of digital transformation on school psychology (**G5Q00004**) are independent of the country of the SP's employment, i.e., the same number of SPs in both Switzerland and Germany expect school psychology to be enriched or hardly changed/impoverished.

H1: Expectation of digital transformation depends on the country of the SP's employment.

		ITEM G5Q00004 I believe digital transformation will change school psychology.../ ITEM G1Q00005 Country of employment CH/DE N = 138				
		CH	DE	Σ	CH	DE
χ ² -		Contingency table			Indifference Table	
	Enrich	24	90	114	30,6	83,4
	Hardly change/partially impoverish	13	11	24	6,4	17,6
	Σ	37	101	138	37	101

Test (1, N=138) = 11.08 p=.05 **STATISTICALLY SIGNIFICANT**

The Null hypothesis needed to be rejected as the chi square sum of 11.08 was greater than the chi square value of 3.84. The characteristic "Expectation attitude towards the effect of digital transformation on school psychology" was statistically significantly linked to the country of employment CH and DE. It could be assumed that more Swiss than German SP believed that the digital transformation will hardly change school psychology or impoverish it in some areas.

SIGNIFICANCE TEST 23 'ASSESSMENT OF THE IMPORTANCE OF DIGITAL COMPETENCE IN COUNSELLING' AND "COUNTRY OF EMPLOYMENT CH/DE"

H0: The characteristic "Assessment of the importance of digital competence in **counselling**" is independent of the characteristic "Country of employment ", namely "Country Austria / Germany" or "Belgium / Switzerland".

H1: The two characteristics are not independent of each other

		ITEM G2Q00006 SQ001 Importance digital competence in counselling / ITEM G1Q00005 Country of employment CH/DE N = 148				
		CH	DE	Σ	CH	DE
χ ² -		Contingency table			Indifference Table	
	IMPORTANT	19	97	116	32.1	83.8
	NOT IMPORTANT	22	10	32	8.9	23.2
	Σ	41	107	148	41	107

Test (1, N=148) = 34.35 p=.05 **STATISTICALLY SIGNIFICANT**

Since the chi-square sum of 34.35 is greater than the critical chi-square value of 3,84 , the null hypothesis needed to be rejected. There was a statistically significant relation between the characteristic "Assessment of the importance of DC in counselling" and the characteristic "Country of employment CH/DE". It was assumed that more German than Swiss respondents regarded DC as important in counselling.

SIGNIFICANCE TEST 24 'USE OF DIGITAL RESSOURCES IN COLLEGIAL COLLABORATION' AND 'EXPECTATIONS TOWARD THE IMPACT OF THE DIGITAL TRANSFORMATION ON SCHOOL PSYCHOLOGY'

H0: The characteristic "USE OF DIGITAL RESSOURCES IN COLLEGIAL COLLABORATION' is independent of the characteristic "'EXPECTATIONS TOWARD THE IMPACT OF THE DIGITAL TRANSFORMATION ON SCHOOL PSYCHOLOGY'

H1: The two characteristics are not independent of each other

G5Q00004 I believe that the digital transformation will ... school // G2Q00004 SQ016 How often do you use digital resources in COLLEGIAL COLLABORATION	Frequently/ Occasionally	never	Σ	Frequently/ Occasionally	never
	Contingency table			Indifference table	
Enrichment	107	48	155	101.1	53.9
No change/impooverishment	13	16	29	18.9	10.1
Σ	120	64	184	120	64

χ^2 -Test (1, N=184) = 6.31 $p=.05$ **STATISTICALLY SIGNIFICANT**

Since the chi-square sum of 6.31 was greater than the critical chi-square value of 3,84, the null hypothesis needed to be rejected. There was a statistically significant relation between the characteristic "Assessment of the importance of DC in collegial collaboration" and the characteristic "Expectations toward the impact of digital transformation on school psychology". It could be assumed that more SPs who think that digital transformation will enrich school psychology than SP who think that digital transformation will hardly change anything or partially impoverish school psychology, use digital resources in collegial collaboration.

SIGNIFICANCE TEST 25 'USE OF DIGITAL RESSOURCES IN ASSESSMENTS' AND 'EXPECTATIONS TOWARD THE IMPACT OF DIGITAL TRANSFORMATION ON SCHOOL PSYCHOLOGY'

H0: The characteristic "USE OF DIGITAL RESSOURCES IN ASSESSMENT' is independent of the characteristic "'EXPECTATIONS TOWARD THE IMPACT OF DIGITAL TRANSFORMATION ON SCHOOL PSYCHOLOGY'

H1: The two characteristics are not independent of each other

G5Q00004 I believe digital transformation will transform school psychology.... // G2Q00004 SQ016 How often do you use digital resources in ASSESSMENTS	Frequently/ Occasionally	Never	Σ	Frequent/ Occasional	Never
	Contingency table			Indifference Table	
Enrichment	93	63	156	90.2	65.8
Standstill/impooverishment	14	15	29	16.8	12.2
Σ	107	78	185	107	78

χ^2 -Test (1, N=185) = 1.29 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

Since the chi-square sum of 1.29 was smaller than the critical chi-square value of 3,84 , the null hypothesis needed to be accepted. There was no statistically significant relation between the characteristic "Use of digital resources in assessments" and the characteristic "Expectations toward the impact of digital transformation on school psychology".

SIGNIFICANCE TEST 26 „USE OF DIGITAL RESOURCES IN COUNSELLING“ AND „ESTIMATED IMPORTANCE OF DC IN COUNSELLING“

H0: The estimated importance of DC in counselling is statistically independent from the frequency of using digital resources in counselling

H1: Both characteristics are not independent from each other

ITEM G2Q00004SQ0001 Wichtigkeit digitaler Kompetenz in Beratung Wichtigkeit DK in Beratung/Nutzungshäufigkeit dig. Ressourcen in Beratung N=172	Important	Not important
Frequently/ occasionally	129	29
Never	3	11

Fisher's exact Test

TABLE = [129 , 29 , 3 , 11]

Left : p-value = 0.9999996221872595

Right : p-value = 0.000006933659481930285

2-Tail : p-value = 0.000006933659481930285 **STATISTICALLY SIGNIFICANT**

Since the p-value of Fisher's exact Test was below the significance level of 0.05, the result was statistically significant and led to the rejection of the Nullhypothesis. The frequency of using digital resources in counselling was statistically significantly related to the estimated importance of DC in counselling. More SP finding DC in counselling important than SP finding DC in counselling not important used digital resources in counselling frequently or occasionally.

SIGNIFICANCE TEST 27 „USE OF DIGITAL RESOURCES IN COUNSELLING“ AND „ATTITUDE TOWARDS THE IMPACT OF DT ON SCHOOL PSYCHOLOGY“

H0: Both characteristics are statistically not related

H1: Both characteristics are statistically related

G5Q00004 I believe that the digital transformation will ... school // G2Q00004 SQ001How often do you use digital resources in COUNSELLING	Frequently/ Occasionally	never	Σ	Frequently/ Occasionally	never
Enrichment	148	7	155	142.43	12.57
No change/impooverishment	22	8	30	27.57	2.43
Σ	170	15	185	170	15

χ^2 -Test (1, N=185) = 16.55 $p=.05$ **STATISTICALLY SIGNIFICANT**

Since the chi square sum of 16,55 was greater than the critical chi square value of 3,84, the result was statistically significant and led to the rejection of the null hypothesis. The characteristic of „ Frequency of using digital resources in counselling“ was related to the characteristic „Expectation towards the impact of DT on school psychology“. It was assumed that more SP used digital resources frequently or occasionally in counselling, who estimated DT as an enrichment of school psychology, than SP, who estimated that DT will not change or impoverish partially school psychology.

SIGNIFICANCE TEST 29 „FREQUENCY OF USE OF DIGITAL RESOURCES IN COUNSELLING“ AND „EXPECTED DEVELOPMENT OF DT IN SCHOOL PSYCHOLOGY“

ITEM G5Q00004 estimated development of digital media in school psychology / G2Q00004 SQ001 How often do you use digital resources in COUNSELLING	decrease/ stay the same	increase	Σ	decrease/ stay the same	increase
	Contingency table			Indifference table	
Frequently/ Occasionally	23	147	170	26.65	143.35
NEVER	6	9	15	2.35	12.65
Σ	29	156	185	29	156

χ^2 -Test (1, N=185) = 7.31 $p=.05$ **STATISTICALLY SIGNIFICANT**

Since the chi square sum of 7.31 was greater than the critical chi square value of 3,84, the result was statistically significant and led to the rejection of the null hypothesis. The characteristic of „Frequency of using digital resources in counselling“ was related to the characteristic „Expectation towards the development of digital media in school psychology“. It was assumed that more SP used digital resources frequently or occasionally in counselling, who estimated that digital media will increase in school psychology, than SP, who estimated that the development of digital media will stay the same or decrease in school psychology.

SIGNIFICANCE TEST 30 „FREQUENCY OF USE OF DIGITAL RESOURCES IN COUNSELLING“ AND „COUNTRY OF EMPLOYMENT LAND BE/DE vs AT/CH“

H0: The characteristic "Country of workplace" is independent of the characteristic "Frequency of use of digital resources in counselling".

H1: The two characteristics are not independent of each other

ITEM G2Q00004 SQ001 How often do you use digital resources in COUNSELLING / ITEM G1Q00005 Country of employment	BE+CH	AT + DE	Σ	BE+CH	AT+ DE
	Contingency table			Indifference table	
Frequently/Occasionally	46	126	172	47.82	124.17
Never	6	9	15	4.18	10.83
Σ	52	135	187	52	135

χ^2 -Test (1, N=187) = 1.20 $p=.05$ **NOT STATISTICALLY SIGNIFICANT**

Since the chi square sum of 1.20 was smaller than the critical chisquare value, the null hypothesis must be accepted. The characteristic "Country of workplace" was statistically independent of the characteristic "Frequency of use of digital resources in counseling". It could be assumed that the distribution of the characteristic "Use of digital resources in counseling" was the same in all four countries studied.

SIGNIFICANCE TEST 31 THE CHARACTERISTIC 'SELF - RATED OWN DC' AND 'FREQUENCY OF USE OF DIGITAL RESOURCES IN COUNSELLING '

H0: The characteristic "SELF RATED DC" is independent of the characteristic "Frequency of use of digital resources in counselling".

H1: Both characteristics are not independent of each other

Use of digital resources in COUNSELLING// Subjective digital competence assessment N=187	Beginner	Competent/ Expert	Σ	Beginner	Competent/ Expert
	Contingency table			Indifference table	
Häufig/ Gelegentlich	35	139	174	37.22	136.78
Nie	5	8	13	2.78	10.22
Σ	40	147	187	40	147

χ^2 -Test (1, N=187) = 2.42 $p=.05$ **NOT STATISTICALLY SIGNIFICANT**

The null hypothesis must be accepted because the chisquare sum of 2.42 was smaller than the critical value of 3.84. The characteristic "frequency of use of digital resources in counselling" was statistically independent of the characteristic "self rated own DC". It could be assumed that more SP who rated themselves as competent/expert than SP who rated themselves as beginners used digital resources in counselling frequently/occasionally.

SIGNIFICANCE TEST 32 FOR THE CHARACTERISTIC 'SELF - RATED OWN DIGITAL COMPETENCE' AND THE CHARACTERISTIC 'COUNTRY OF EMPLOYMENT'

H0: The characteristic 'Country of employment' is independent from the characteristic 'self - assessed DC'

H1: Both characteristics are not independent from each other

SELF RATED OWN DC IN COLLEGIAL CASEWORK / ITEM G1Q0005 Country of employment	CH	DE	Σ	CH	DE
	Contingency table			Indifference table	
Competent	5	25	30	14.23	34.77
Not kcompetent	31	63	94	21.77	53.23
Σ	36	88	124	36	88

χ^2 -Test (1, N=124) = 2.94 $p=.05$ **NOT STATISTICALLY SIGNIFICANT**

As the chi - square sum of 2,94 is smaller than the critical chisquare value of 3.84, the Null hypothesis cannot be rejected. The characteristic of self - rated own DC is equally distributed at least among respondents in the countries of CH, DE.

SIGNIFIKANZTEST 33 'COUNTRY OF EMPLOYMENT' AND ,ATTITUDE TOWARDS REMOTE WORK WITH STUDENTS AS A STOPGAP SOLUTION '

H0: The characteristic "Country of employment" is independent of the characteristic "Attitude towards remote work with students as stopgap solution".

H1: The two characteristics are not independent of each other.

ITEM <i>G5Q00002 SQ004</i> ONLINE ENCOUNTER WITH STUDENTS = STOPGAP// ITEM <i>G1Q00005</i> Country of employment	BE+DE	AT+CH	Σ	BE+DE	AT+CH
	Contingency table			Indifference table	
REFUSE/OPENMINDED	22	5	27	12.34	14.66
AGREEMENT/SSEPTICAL	58	90	148	67.66	80.34
Σ	80	95	175	78	95

χ^2 -Test (1, N=175) = 16.46 $p=.05$ **STATISTICALLY SIGNIFICANT**

Since the sum of chiquadrates of 16.46 was larger than the critical value of 3.84, the result was statistically significant and led to the rejection of the null hypothesis. The characteristic "Attitude towards remote work with students as a stopgap solution" was not independent of the characteristic "Country of employment BE/DE compared to AT/CH". It can be assumed that more SPs in AT and CH considered the online encounter with pupils as a stopgap solution than SPs in BE and DE.

SIGNIFICANCE TEST 34 CHARACTERISTIC 'USE OF DIGITAL RESOURCES IN COUNSELLING' AND CHARACTERISTIC 'ATTITUDE TOWARD ONLINE WORK WITH STUDENTS AS A STOPGAP SOLUTION'

H0: The characteristic "Use of digital resources in counselling" is independent of the characteristic "Attitude towards digital-related work with students as a STOPGAP solution".

H1: The two characteristics are not independent of each other.

ITEM <i>G5Q00002 SQ004</i> Online encounter with students is a stopgap solution/ <i>G2Q00004 SQ001</i> Use of digital resources in counselling N=168	Open mind	Skeptical	Σ	Open mind	Skeptical
	Contingency table			Indifference table	
frequently	16	44	60	10.36	49.64
occasionally/never	13	95	108	18.64	89.36
Σ	29	139	168	29	139

χ^2 -Test (1, N=168) = 5.78 $p=.05$ **STATISTICALLY SIGNIFICANT**

The null hypothesis needed to be rejected because the chi-square sum of 5.78 was greater than the critical value of 3.84. The frequency of use of digital resources in counseling was statistically significantly related to the attitude toward remote work with students as a stopgap solution. It could be assumed that more SPs who were skeptical about remote work with students used digital tools occasionally or never than respondents who were open minded towards remote work with students.

SIGNIFICANCE TEST 35 'RELATION BETWEEN 'KEY COMPETENCE OF DESIGN JOY/CREATIVITY' AND 'ATTITUDE TOWARDS REMOTE WORK WITH STUDENTS': 'ONLINE - ENCOUNTERS WITH STUDENTS ARE A STOPGAP SOLUTION'

H0: There is no correlation between joy of design and attitude towards remote work with students: Online - encounters with students are a stopgap solution

H1: There is a correlation between the two characteristics

ITEM <i>G5Q0002 SQ004</i> Online meetings with SuS are a stopgap solution / <i>G4Q00002 SQ004</i> Remote work is fun and offers new ways of work N = 176	Deployment is fun YES	Deployment is fun NO	Σ	Deployment is fun YES	Deployment is fun NO
	Contingency table			Indifference table	
Agreement/skeptical	28	81	109	34.68	74.32
Refuse/open mind	28	39	67	21.32	45.68
Σ	56	120	176	56	120

χ^2 -Test (1, N=176) = 4.96 p =.05 **STATISTICALLY SIGNIFICANT**

The H0 hypothesis had to be rejected as the chisquare sum of 4.96 is greater than the critical chisquare value of 3.84. It can be assumed that more SP who have no fun applying remote work than SP who have fun applying remote work see remote work as a stopgap solution.

SIGNIFICANCE TEST 36 'TECHNICAL AFFINITY' AND 'COUNTRY OF EMPLOYMENT'

H0: The characteristic 'affinity for technology' and the characteristic 'country of employment' are independent of each other.

H1: The characteristic 'affinity for technology' is not independent of the characteristic 'country of employment'.

G2Q00005SQ11
G2Q00005SQ11I
like to deal with technical devices /
ITEM *G1Q00005*
Country of employment N = 114

	Contingency table				Indifference table		
	AT	CH	DE	Σ	AT	CH	DE
Tech-savvy	9	10	49	68	10.74	14.91	42.35
Not tech-savvy	9	15	22	46	7.26	10.09	28.65
Σ	18	25	71	114	18	25	71

χ^2 -Test (2, N=114) = 7.29 p =.05 **STATISTICALLY SIGNIFICANT**

Since the chisquare sum of 7.29 was larger than the critical value of 5.99, the null hypothesis must be rejected. Technology affinity was statistically significantly related to the country of employment AT,CH,DE. It could be assumed that more German than Swiss or Austrian SPs are tech-savvy.

SIGNIFICANCE TEST 37 'TECHNICAL AFFINITY' AND 'ATTITUDE TOWARDS REMOTE WORK'						
H0: The characteristic technology affinity is independent of the attitude towards remote work H1: Both characteristics are not independent of each other						
G5Q00002 SQ004	Emergency solution SuS/ I like to deal with technical devices	Skeptical attitude	Open mind	Σ	Skeptical attitude	Open mind
Contingency table				Indifference table		
	Tech-savvy	63	13	76	64.6299	11.3701
	Not tech-savvy	45	6	51	43.3701	7.6299
	Σ	108	19	127	108	19
χ^2 -Test (1, N=127) = 0.68 $p=.05$ STATISTICALLY NOT SIGNIFICANT						
Equivalence of digital encounter with SuS / I like to deal with technical devices	TECHNIC AFFINE	Skeptical attitude	Open mind	Σ	Skeptical attitude	Open mind
Contingency table				Indifference table		
	Tech-savvy	62	14	76	61.0394	14.9606
	Not tech-savvy	40	11	51	40.9606	10.0394
	Σ	102	25	127	102	25
χ^2 -Test (2, N=127) = 0.19 $p=.05$ STATISTICALLY NOT SIGNIFICANT						
Since both chisquare sums were smaller than the critical value, the null hypothesis could not be rejected. The characteristic of SP's affinity for technology was independent of their attitude toward remote work (equivalence of online and offline encounters/ digital encounter as a stopgap).						

SIGNIFICANCE TEST 38 'ESTIMATED IMPORTANCE OF KNOWING ELECTRONIC TESTS' AND 'USE OF DIGITAL RESOURCES IN ASSESSMENTS'						
H0: The characteristic "Estimated importance of knowing electronic tests" is independent of the characteristic "Frequency of use of digital resources in assessments". H1: The two characteristics are not independent of each other.						
ITEM G2Q00003SQ017	IMPORTANT	UNIMPORTANT	Σ	IMPORTANT	UNIMPORTANT	
How important do you find the knowledge of electronic tests for students and their critical evaluation of psychometric qualities /	Contingency table			Indifference table		
ITEM G2Q00004 SQ012						
Use of digital resources in assessments						
FREQUENTLY AND OCCASIONALLY	91	20	111	68.26	42.74	
NEVER	24	52	76	46.74	29.26	
Σ	115	72	187	115	72	
χ^2 -Test (1, N=187) = 48.40 $p=.05$ STATISTICALLY SIGNIFICANT						
Since the sum of the chisquares of 48.4 was greater than the critical value of 3.84, the null hypothesis must be rejected. There was a statistically significant relationship between the estimated importance of knowing electronic tests and the frequency of use of digital resources in assessments. It can be assumed that more SPs who considered DC to be important used frequently or occasionally digital resources in assessments than SP who didn't find DC to be important.						

SIGNIFICANCE TEST 39 CHARACTERISTIC 'AFFINITY FOR TECHNOLOGY' AND 'USE OF DIGITAL RESOURCES IN COUNSELING AND ASSESSMENTS'

H0: The characteristic "affinity for technology" is independent of the frequency of use of digital resources in counseling/diagnostics.

H1: Both characteristics are not statistically independent of each other

ITEM G2Q00005SQ011 I like to deal with technology / G2Q00004 SQ001 Use of digital resources in counselling	Contingency table			Indifference table	
	Yes	No	Σ	Yes	No
Frequent	32	14	46	27.53	18.47
Occasionally/never	44	37	81	48.47	32.53
Σ	76	51	127	76	51

χ^2 -Test (1, N=127) = 2.84 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

Tech-affine/use of digital resources in diagnostics	Contingency table			Indifference table	
	Yes	No	Σ	Yes	No
Frequently	12	8	20	11.97	8.03
Occasionally/never	64	43	107	64.037	42.97
Σ	76	51	127	76	51

χ^2 -Test (1, N=127) = 0.0002 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

Since both chi- square sums are smaller than the critical values, the null hypothesis cannot be rejected. The characteristic "affinity for technology" is statistically independent of the frequency of use of digital resources in counseling and diagnostics.

SIGNIFICANCE TEST 40 'USE OF DIGITAL RESOURCES IN ASSESSMENTS' AND 'COUNTRY OF EMPLOYMENT'

H0: The characteristic "Country of workplace" is independent of the characteristic "Frequency of use of digital resources in assessments".

H1: The two characteristics are not independent of each other

G2Q00004SQ012 Frequency of the use of digital resources in assessments/ ITEM G1Q00005 Country of employment	DE	CH	Σ	DE	CH
	Contingency table			Indifference table	
Frequent/occasional	53	30	83	0.68	22.32
Never	53	9	62	45.32	16.68
Σ	106	39	145	106	39

χ^2 -Test (1, N=145) = 8.44 $p=.05$ **STATISTICALLY SIGNIFICANT**

Since the chi-square sum of 8.44 was larger than the critical value of 3.84, the Nullhypothesis needed to be rejected. The characteristic "Use of digital resources in assessments" was statistically significantly related to the characteristic "Country of employment DE-CH". It could be assumed that more Swiss than German SPs used digital resources in assessments.

SIGNIFICANCE TEST 41 FOR THE CHARACTERISTIC 'USE OF DIGITAL RESOURCES IN ASSESSMENTS' AND 'PERCEPTION OF THE INCREASE OF DIGITAL MEDIA IN SCHOOL PSYCHOLOGY'

H0: The characteristic "Frequency of use of digital resources in assessments" and the characteristic "Perception of the increase of digital media in school psychology" are independent of each other
 H1: The two characteristics are not independent of each other

G5Q00001 Perception of increase of internet and digital media in school psychology/ G2Q00004SQ012 How often do you use digital resources in assessments?	Contingency table			Indifference table	
	positiv	negativ	Σ	positiv	negativ
Frequently/occasionally	62	45	107	80.2	54.8
Never	44	31	75	23.8	16.2
Σ	106	76	182	104	71

χ^2 -Test (1, N=145) = 0.48 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

Since Da die Chiquadratsumme von 0.48 kleiner war als der kritische Chiquadratwert von 3.84, musste die Nullhypothese verworfen werden. Die Nutzungshäufigkeit digitaler Ressourcen in der Diagnostik schien in keinem statistisch signifikanten Zusammenhang zum Erleben des zunehmenden Einsatzes digitaler Ressourcen in der Schulpsychologie zu stehen.

Since the chi-square sum of 0.48 was smaller than the critical chi-square value of 3.84, the result was statistically not significant and led to the acceptance of the null hypothesis. The characteristic "frequency of use of digital resources in assessments" was independent of the characteristic "expectation about the effect of digital transformation on school psychology".

SIGNIFICANCE TEST 42 ,TECHNICAL AFFINITY' AND ,KNOWLEDGE OF ELEKTRONIC TEST PROCEDURES'

H0: The characteristic ,Technikaffinity' is independent from the characteristic ,Knowledge of electronic test procedures'
 H1: Both characteristics are not independent from each other

G2Q00003SQ017 I am familiar with electronic test procedures for students and I can evaluate their psychometrical qualities/ ITEM G2Q00005SQ11 Technic affinity	Kompetent	Nicht kompetent	Σ	FE kompetent	FE Nicht kompetent
Technic affine	43	22	65	38.1250	26.8750
Not Technic affine	18	21	39	22.8750	16.1250
Σ	61	43	104	61	43

χ^2 -Test (1, N=104) = 4.02 $p=.05$ **STATISTICALLY SIGNIFICANT**

As the chi square sum of 4.02 was bigger than the critical value of 3.84, the Null Hypothesis needed to be rejected. The knowledge of electronic test procedures was not independent from the attitude of technical affinity. It could be assumed that more technical affine SPs than not technical affine SPs felt competent to know of electronic test procedures

SIGNIFICANCE TEST 43 'AVAILABILITY OF SPECIFIC SOFTWARE AT WORK PLACES' AND 'USE OF ELECTRONIC TESTS IN ASSESSMENTS'

H0: The use of electronic tests in assessments is independent from the work place equipment with specific software

H1: Both characteristics are not independent from each other

G6Q00002 SQ004 Equipment with specific software/ G6Q00003 SQ020 Which of the following digital resources do you use in your practice? Use of electronic tests, e.g. Q-interactive for test batteries N=139	Very/rather good equipment	Rather/very deficient equipment	Σ	Very/rather good equipment	Rather/very deficient equipment
	Contingency table			Indifference table	
Use of electronic tests	27	15	42	18.13	41.87
No use of electronic tests	33	64	97	23.87	55.13
Σ	60	79	139	60	79

χ^2 -Test (1, N=139) = 10.94 $p=.05$ **STATISTICALLY SIGNIFICANT**

Since the Chi-Square sum of 10.94 was bigger than the critical Chi-value of 3.84, the Null Hypothesis needed to be rejected. The equipment of the work place with specific software was statistically significantly related to the use of electronic tests. It could be assumed that more SP working in a poorly equipped service than SP working in a well equipped service, will not use electronic tests

SIGNIFICANCE TEST 44 „EXPECTED DEVELOPMENT OF DIGITAL TRANSFORMATION IN SCHOOL PSYCHOLOGY“ AND „FREQUENCY OF USE OF DIGITAL RESOURCES IN ASSESSMENTS“

H0: The characteristic of „Frequency of use of digital resources in assessments“ is independent of the characteristic of „Expected development of digital transformation on school psychology“

H1: Both characteristics are not independent of each other

Expectation of digital transformation on school psychology/ use of digital resources in assessments	Increase	Decrease/ no change	Σ	Increase	Decrease/ no change
	Contingency table			Indifference table	
Frequently/occasionally	89	18	107	90.2270	16.7730
Never	67	11	78	65.7730	12.2270
Σ	156	29	185	256	29

χ^2 -Test (1, N=185) = 0.25 $p=.05$ **STATISTISCH NICHT SIGNIFIKANT**

As the chisquare sum of 0.25 was smaller than the critical chisquare value of 3.84, the Nullhypothesis must be accepted. The characteristic of "expected development of digital transformation in school psychology" was statistically independent of the characteristic of "frequency of use of digital resources in assessments".

SIGNIFIKANCE TEST 45 ‚TECHNIK AFFINITY‘ AND ‚KNOWLEDGE OF ELECTRONIC TESTS‘

H0: The characteristic ‚Technic affinity‘ is independent of the characteristic ‚Knowledge of electronic tests ‘
 H1: Both characteristics are not independent of each other

G2Q0003SQ017 I know electronic test procedures for students and can evaluate critically the psychometric qualities / ITEM G2Q0005SQ11 technic affinity	Competent	Not competent	Σ	Competent	Not competent
	Contingency table			Indifference table	
Technical savvy	43	22	65	38.1250	26.8750
Not technical savvy	18	21	39	22.8750	16.1250
Σ	61	43	104	61	43

χ^2 -Test (1, N=104) = 4.02 p =.05 **STATISTICALLY SIGNIFICANT**

As the chisquare sum of 4.02 was bigger than the critical chisquare value of 3.84, the Nullhypothesis must be rejected. The characteristic of technic affinity was statistically significantly related to the characteristic of attitude toward DT.

It would be assumed that more technical savvy than technical non savvy respondents knew electronic tests.

46 "Detailed results on the attitude toward increased input of digital media in school psychology and estimated importance of DC in school psychology".

Categorization „Attitude toward DT“

Open minded attitude (G2Q00001(SQ001) A004+A005 und G5Q00001 A001 + A002)

Skeptical attitude (G2Q00001(SQ001) A001+A002+ A003 und G5Q00001 A003 + A004+ A005)

Ambivalent attitude (G2Q00001(SQ001) A003 und G5Q00001 A003)

G5Q00001 How do you personally experience the increasing use of the internet and digital media in School Psychology? G2Q00001SQ001 How important is DC in your daily practice? N=178	N Very negative 005	N Rather negative 004	N Ambivalent 003	N Rather positive 002	N Very positive 001	Σ	Percent t	N Σ	Percent t Σ
Very important 005	0	0	16	19	17	52	29%	149	84%
Rather important 004	1	3	41	39	13	97	54,5%	19	10,5%
Undecided 003	1	0	7	11	0	19	10,5%	10	6%
Rather not important 002	0	0	6	2	2	10	6%	0	
Not at all important 001	0	0	0	0	0	0	0		
Σ	2	3	70	71	32	N=178		178	100%
% Σ	1%	3%	39%	40%	18%				
	„Skeptical attitude towards increase of digital resources = 42%			„Open - Minded attitude towards increase of digital resources = 58%					

Categorization „Attitude towards digital transformation“	Number	Percent
Negative attitude (G2Q00001(SQ001) A001+A002 und G5Q00001 A004+ A005)	0	0
Ambivalent Attitude G2Q00001(SQ001) A003 und G5Q00001 A003	7	4%
Mixed attitude		
Open - minded attitude/skeptical attitude towards DC	15	8%
Open - minded attitude towards DC/ skeptical attitude towards increase of digital resources	61	34%
Positive/ open-minded attitude towards digital transformation (G2Q00001(SQ001) A004+A005 und G5Q00001 A001 + A002)	88	49%
Skeptical attitude towards digital transformation (G2Q00001(SQ001) A001+A002+ A003 und G5Q00001 A003 + A004+ A005)	14	8%

SAMPLE CHARACTERISTICS AND ATTITUDE TOWARD DT

ATTITUDE AND URBAN/RURAL AREA

ITEM G2Q00001(SQ001) + ITEM G5Q00001 Attitude toward DC and DT/ / ITEM G1Q00006 URBAN/RURAL WORK PLACE N=179	urban	rural	Inter mediate	Σ	urban	rural	Inter mediate
	Contingency table				Indifference table		
Open minded	32	24	34	90	33.18	29.16	27.65
Skeptical/ambivalent	26	31	32	89	32.82	28.84	27.35
Σ	58	55	66	179	58	55	66

χ^2 -Test (2, N=179) = 1.56 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

As the chi square sum of 1.56 was smaller than the critical chi square value of 5.99, the Nullhypothesis must be accepted. The characteristic of urban/rural work place was statistically independent from the characteristic attitude toward DT.

ATTITUDE AND GENDER

ITEM G2Q00001(SQ001) + ITEM G5Q00001 Attitude toward DC and DT / ITEM G1Q00001 Gender N=180	MALE	FEMA LE	Σ	MALE	FEMAL E
	Contingency table			Indifference table	
Open minded	15	74	89	15,82	73.18
Skeptical/ambivalent	17	74	91	16.18	74.82
Σ	32	148	180	32	148

χ^2 -Test (1, N=179) = 0.10 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

As the chi square sum of 0.10 was smaller than the critical chi square value of 3.84, the Nullhypothesis must be accepted. The characteristic of gender was statistically independent from the characteristic attitude toward DT.

ATTITUDE AND PROFESSIONAL POSITION

ITEM G2Q00001(SQ001) + ITEM G5Q00001 Attitude toward DC and DT / ITEM G1Q00008 Professional position N=181	Manage ment position	No manage ment position	Σ	Manage ment position	No managem ent position
	Contingency table			Indifference table	
Open minded	27	59	86	24.71	61.29
Skeptical/ambivalent	25	70	95	27.29	67.71
Σ	52	129	181	52	129

χ^2 -Test (1, N=181) = 0.57 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

As the chi square sum of 0,57 was smaller than the critical chi square value of 3.84, the Nullhypothesis must be accepted. The characteristic of professional position was statistically independent from the characteristic attitude toward DT.

ATTITUDE AND WORKPLACE SCHOOLS

ITEM G2Q00001(SQ001) + ITEM G5Q00001 Attitude toward DC and DT / ITEM G1Q00007 Workplace	Nursery/ Primary school	Secondar y /Vocatio nal school	Σ	Nursery/ Primary school	Secondary /Vocatio al school
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**primary/secondary school
N=109**

Contingency table

Indifference table

Open minded	28	22	50	25.69	24.31
Skeptical/ambivalent	28	31	59	30.31	28.69
Σ	56	53	109	56	53

χ^2 -Test (1, N=181) = 0.57 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

As the chi square sum of 0.57 was smaller than the critical chi square value of 3.84, the Nullhypothesis must be accepted. The characteristic of work place primary/secondary school was statistically independent from the characteristic attitude toward DT.

ATTITUDE AND WORKPLACE SCHOOL/SCHOOL PSYCHOLOGICAL SERVICE

**ITEM G2Q00001(SQ001)
+ ITEM G5Q00001
Attitude toward DC and DT
/ ITEM G1Q00007 Work
place school/school
psychological service
N=252**

**School
Psycholo
gical
Service**

School

Σ

**School
Psycholo
gical
Service**

School

Contingency table

Indifference table

Open minded	65	61	126	61.00	65.00
Skeptical/ambivalent	57	69	126	61.00	65.00
Σ	122	130	252	122	130

χ^2 -Test (1, N=252) = 1.02 $p=.05$ **STATISTICALLY NOT SIGNIFICANT**

As the chi square sum of 1.02 was smaller than the critical chi square value of 3.84 the Nullhypothesis must be accepted. The characteristic of work place school/ school psychological service was statistically independent from the characteristic attitude toward DT.

ATTITUDE AND TEAM SIZE

**ITEM G2Q00001(SQ001)
+ ITEM G5Q00001
Attitude toward DC and DT
/ ITEM G1Q00009 Team
size N=181**

□30

**11-30
Perso
ns**

**6-11
Perso
ns**

**1-5
Pers
ons**

Σ

□30

**11-30
Perso
ns**

**6-11
Perso
ns**

**1-5
Perso
ns**

Contingency table

Indifference table

Open minded	6	30	37	17	90	12.43	25.86	34.81	16.91
Skeptical/ambivalent	19	22	33	17	91	12.57	26.14	35.19	17.09
Σ	25	52	70	34	181	25	52	70	34

χ^2 -Test (3, N=181) = 8.22 $p=.05$ **STATISTICALLY SIGNIFICANT**

As the chi square sum of 8.22 was bigger than the critical chi square value of 7.81, the Nullhypothesis must be rejected. The characteristic of team size was significantly statistically related to the characteristic attitude toward DT.

ATTITUDE AND PART TIME/ FULL TIME OCCUPATION

**ITEM G2Q00001(SQ001)
+ ITEM G5Q00001
Attitude toward DC and DT
/ ITEM G1Q00010 PART
TIME / FULL TIME
OCCUPATION N=109**

Teilzeit

Vollzeit

Σ

Teilzeit

Vollzeit

Contingency table

Indifference table

Open minded	40	51	91	41.60	49.40
Skeptical/ambivalent	8	6	14	6.40	7.60

G200005 SQ001	example, by carrying out an online consultation without having everything under control technically. I am willing to actively engage in change (e.g., offer an online calendar for meeting appointments)	148	82%	161	89%	Manageability
G5Q00001	How do you personally experience the increasing use of the Internet and digital media in SP?	106	59%	75	41%	Sense of purpose
G5Q00004	I believe the digital transformation will enrich the SP	162	84%			Sense of purpose
G5Q00004	I think the digital transformation will hardly change/impovertish the SP	29	16%			Sense of purpose
G4Q00001	What stumbling blocks do you face in your use of digital tools? I can relate to the use of media, but my priorities lie elsewhere (SQ003)	60	33%			Sense of purpose
G4Q00001	What stumbling blocks do you face in your use of digital tools? The use of media does not offer any added value (SQ002)	6	3%			Sense of purpose

48 DATA MATCHING SURVEY RESULTS WITH STREICH MODEL

Level 1-2	<p>3% see no added value in the use of digital resources</p> <p>6% find DC unimportant</p> <p>7% reject a combination of offline and online encounter with SuS</p> <p>14% feel they cannot handle changes brought about by digital transformation on their own</p> <p>14% do not dare to use digital media on their own</p> <p>15% are afraid of being overwhelmed</p> <p>24% never use digital resources</p> <p>25% lack technical know-how to work digitally</p> <p>16% think digital transformation is unlikely to change or diminish school psychology</p> <p>18% no time for remote work</p> <p>10% no need for DC acquisition</p>
Level 3-5	<p>64% consider digital encounters with students to be a stopgap measure;</p> <p>30% can appreciate the use of digital media, but their professional priorities lie elsewhere</p> <p>46% unsure what digital transformation means (importance DK and/or the increasing use of digital resources)</p> <p>46% occasional use of digital resources</p> <p>23% unsure if online collegial workgroups are as valuable as offline workgroups</p>

Level 6-7	<p>49% open-minded attitude toward digital transformation, 47% support the dual-track model in the digital encounter with SuS 84% find digital transformation in school psychology enriching 83% find DC important 61 % participate in CPD 54% are digitally competent 56% reflect on their digital way of working and develop it further 70% other topics than DC are more important 30%' frequent use of digital resources 28% contribute to the digital transformation in their work environment due to high competence 24% Innovator 29% can systematically evaluate their digital applications 30% digital way of working is part of daily practice.</p>
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49 DATA BASIS FOR EVALUATING THE BASICS OF COMPETENCE FRAMEWORKS

N=181 ITEM v	QUESTION	DC IMPORRT ANT %	COMPE TENT %	YES	FREQ UENT /OCC ASIO NAL USE	NEVER USE	DICOSP	DIG COMP	CODE	CAN MED
G2Q000 03 SQ001	I am able to use various digital tools confidently and creatively, e.g. Email, PDF, PPT, Zoom, BigBlueButton	98	96				MCS (Method ological Compet ence – Skills)	IDC	P (Profe ssional Compe tence)	P (Prof essio nal)
G2Q000 03 SQ002	I am able to find digital specialized information on the Internet and to filter its quality, such as psychological databases, scientific blogs, etc.	71	75				PKS (Profess ional Compet ence- Skills)	IDC	F/M (Profe ssional /Meth odolog ical Compe tence)	EX(p ert)
G2Q000 03 SQ003	I am able to organize, save, retrieve and send digital reports	89	97				MCS	IDC	P	C(om muni cator)
G2Q000 03 SQ004	I am able to take the risks and dangers in digital environments into account in my practice (e.g. use of a data protection compliant platform for online counseling)	90	67				PCA (Profess ional Compet ence- Attitud es)	SEC/TC (Securi ty/Tec hnologi cal Copmp etence) TK	P/S (social - comm unicati ve Compe tence)	P
G2Q000 03 SQ005	I know how to protect my own digital identity	83	60				MCK (Method ological Compet ence-	Communi cation /Collab oration	P/S	P

							Knowle dge)	COCO (= commu nicative compet ence)		
G2Q000 03 SQ006	I can communicate digitally according to the needs of my target group/person, e.g. via Zoom, WhatsApp, Snapchat etc.	80	88				SCS (Social Compet ence- Skills)	Communi cation /Collab oration COCO	S	C
G2Q000 03 SQ007	I network digitally with other partner organizations in order to promote the healthy development of children (e.g. children's and youth networks in Austria)	68	58				SCS	COCO	S	O (rga nizer)
G2Q000 03 SQ008	I am able to apply digital tools (e.g. Etherpad) effectively in case work jointly with colleagues	45	29				MCS	COCO	S	T/ea mpla yer)
G2Q000 03 SQ009	I am able to design and present an EPs formats, e.g. PDF, PPT, Video, Audio, image, blog etc.), e.g. instructions for parents on how to deal with a school lockdown	76	70				MCS	EDICRE A . MEC (creativ e design, Media Compet ence)	P/S	C
G2Q000 03 SQ010	I am familiar with digital copyrights and licenses	71	28				SCK (Social Compet ence Knowle dge)	EDICRE A . MEC	P/S	EX
G2Q000 03 SQ011	I am able to write simple programs to make my office work easier	19	10				MCS	EDICRE A . MEC	P/M	EX
G2Q000 03 SQ012	I am committed to children's rights in the digital space	59	25				SCA (Social Compet ence- Attitude s)	SEC /TC	S	O
G2Q000 03 SQ013	I know technical solutions to protect confidentiality in tele-consultation	81	39				MCK	PBL- TC (Proble m solving /techno logical compet ence)	PE(Per sonal Compe tence	EX
G2Q000 03 SQ014	I am able to consider my own digital wellbeing,	96	87				PCS(Per sonal Compet	SEC /TC	PE	P

G2Q000 04 SQ001	Counseling	75			92	8	SCS	COCO	S	EX
G2Q000 04 SQ002	Learning support	60			46	54	PKS	SEC /TC	P(S)	EX
G2Q000 04 SQ003	Health promotion	65			61	39	PKS	SEC /TC	P	M
G2Q000 04 SQ004	Teaching Staff Support	83			89	11	PKS	COCO	S	O
G2Q000 04 SQ005	Parent's Support	74			84	16	PKS	COCO	S	T
G2Q000 04 SQ006	Public Information about school psychological topics	75			65	35	PKS	EDICRE A . MEC	P	C
G2Q000 04 SQ007	Psychoecukation	79			85	15	PKS	EDICRE A . MEC	P	C
G2Q000 04 SQ008	SP Training for Educational Staff	86			86	14	PKS	EDICRE A . MEC	P	P
G2Q000 04 SQ009	Continued Professional Development of EP	92			95	5	PCS	PBL - TC	P	P
G2Q000 04 SQ010	Crisis Intervention	57			62	38	PKS	SEC /TC	P	M
G2Q000 04 SQ011	Treatment/Thera py	46			47	53	PKS	SEC /TC	P	M
G2Q000 04 SQ012	Assessment	60			59	41	PKS	SEC /TC	P	EX
G2Q000 04 SQ013	Report Writing	89			92	8	MCS	IDC	P/M	C
G2Q000 04 SQ014	Evaluation of Projects/Services	70			65	35	MCS	PBL - TC	M	SP
G2Q000 04 SQ015	Administration	89			92	8	MCS	IDK	P	P
G2Q000 04 SQ016	Communication with Target Groups/Individua ls	88			96	4	SCS	COCO	S	T
G2Q000 04 SQ017	Communication with Target Groups/Individua ls	89			95	5	SCS	COCO	S	C
G20000 5 SQ001	I feel ready to actively engage in changes, e.g. to offer an online- calendar for appointments	89	82				PCA (Person al Compet ence Attitude s)	PBL - TC	PE/S	O
G20000 5 SQ002	I am able to deal with complexity (e.g. alternating	89	85				PCS	SEC /TC	PE	O

	synchronous/asynchronous collaboration, offline/online work)									
G200005 SQ003	I am able to withstand uncertainties and deal with risks, e.g. by offering online consultation even if I'm not yet in control from a technical point of view	89	83				PCS	SEC /TC	PE	O
G200005 SQ004	I am able to set priorities dealing with a flood of emails	98		89			PCS	PBL - TC	PE	O
G200005 SQ005	I am able to organize myself well facing an increasing flexibility of working times and work places	98		93			PCS	SEC /TC	PE	O
G200005 SQ006	I also manage to build a personal relationship in digital communication	97		94			SCS	COCO	S	C
G200005 SQ007	I enjoy learning new skills	98		96			PCA	PBL - TC	PE	P
G200005 SQ008	I am able to think in an agile way, e.g. by submitting suggestions to my employer on how the range of services can be digitally improved	73		59			PCS	PBL - TC	PE	O
G200005 SQ009	During the school lockdown, despite many concerns, I took responsibility for a digital way of working	93		88			PCA	PBL - TC	PE	O
G200005 SQ010	I am convinced that I can apply digital resources effectively in my professional practice	89		88			PCA	SEC /TC	PE	O
G200005 SQ011	I like to deal with technology	66		57			MKE	PBL - TC	PE	EX
G200005 SQ012	I try to analyze difficulties encountered online, find an improvement and do it better next time	83		80			MKE	PBL - TC	P	SP
G200005 SQ013	I am able to address constructively problems and	83		79			SCA	PBL - TC	S	T

	conflicts in my professional environment related to digital working methods									
G2Q00006	Please assess your own digital competence:						PCA			
G2Q000064	I can deal with digital challenges in my job as required COMPETENT			77			Professionell/Methodological Competence	PBL - TC	F/PE	P
G2Q000065	5I I can easily master digital requirements of my job and I contribute to the digitalization of my professional environment due to my digital competence EXPERT			28			PKS	PBL - TC	PE	EX
Grundlagen:	6 I regularly enjoy introducing new digital procedures or tools at my workplace INNOVATOR			24			PCA	EDICRE A . MEC	PE	EX
G2Q000067	I support my professional environment in applying digital working methods appropriately and as required COORDINATOR			44			SCS	PBL - TC	P	T
G2Q000068	I enjoy helping my colleagues solve digital problems MENTOR			55			SCA	PBL - TC	S	T
		Positiv/important								
G5Q00001	Attitude to the increasing use of internet and digital media in school psychology	59%					PCA	PBL - TC	P	O
G5Q00004	I believe that digital transformation will enrich school psychology	84% (enrichment)					PCA	PBL - TC	P	O
G2Q00001	How important is digital competence in your daily work?	82%					PCA	PBL - TC	P	P

Significance test 50 „Use of digital resources as integral part of work’ and ,Knowledge of electronic tests’

H0: The characteristic ,Use of digital resources as integral part of work’ is independent from the characteristic ,Knowledge of electronic tests’.

H1: Both characteristics are not independent of each other.

G2Q00003 SQ017 I know electronic test procedures / G4Q00001SQ001 The use of digital media is integral part of my work N=176	N= Integral partl	N= No integral part	Σ	N= Integral partl	N= No integral part
	Contingency table			Indifference table	
Competent	37	50	87	28.18.	58.82
Not competent	20	69	89	28.82	60.18
Σ	57	119	176	57	119

χ^2 -Test (1, N=176) = 8.07 $p=.05$ **STATISTICALLY SIGNIFICANT**

As the chi square sum of 8.07 was bigger than the critical chi square value of 3.84 the Nullhypothesis needed to be rejected. The characteristic ,Use of digital resources as integral part of work’ was statistically significantly related to the characteristic ,Knowledge of electronic tests’. It could be assumed that more SP not using digital media as integral part of their work than SP using digital media as integral part of their work did not know electronic test procedures.

Significance test 51 „Use of digital resources in collegial collaboration’ and ,Assessment of collegial online- and offline working groups as equivalent’.

H0: Es gibt keinen Zusammenhang zwischen „Nutzung digitaler Ressourcen in der kollegialen Zusammenarbeit“ und „Einschätzung kollegialer online- und offline -Arbeitsgruppen als gleichwertig“.

H1: Both characteristics are not independent of each other.

ITEM G5Q00002 Collegial Online- and offline- working groups are equivalent / ITEM G2Q00004SQ016 Use of digital resources in collegial collaboration N =184	Agreement	Refusal	Σ	Agreement	Refusal
	Contingency table			Indifference table	
Frequent use	48	72	120	40.43	79.57
Occasional/no use	14	50	64	21.57	42.43
Σ	62	122	184	62	122

χ^2 -Test (1, N=184) = 6.14 $p=.05$ **STATISTICALLY SIGNIFICANT**

As the chi square sum of 6.14 was bigger than the critical chi square value of 3.84 the Nullhypothesis needed to be rejected. The characteristic ,Use of digital resources in collegial collaboration’ was statistically significantly related to the characteristic ,Assessment of collegial online and offline – working groups as equivalent’. It could be assumed that more SP who assessed offline and online – working groups as being equivalent then SP who did not see them as equivalent used frequently digital resources in collegial collaboration.

SIGNIFICANCE TEST 52 CHARACTERISTIC 'USE OF DIGITAL RESOURCES IN COLLEGIAL COLLABORATION' AND CHARACTERISTIC 'COUNTRY OF EMPLOYMENT'.

H0: The characteristic 'Frequency of use of digital resources in collegial cooperation' and the characteristic 'Country of employment' are independent of each other

H1: The characteristic 'Frequency of use of digital resources in collegial cooperation' and the characteristic 'Country of employment' are not independent of each other

G2Q00004SQ012 Frequency of use of digital resources in collegial collaboration per country / ITEM G1Q00005 Country of employment	DE	CH	AT	Σ	DE	CH	AT
	Contingency table				Indifference table		
Frequently	78	18	18	114	71.58	24.52	17.90
Occasionally/Never	30	19	9	58	36.42	12.48	9.10
Σ	108	37	27	172	108	37	27

χ^2 -Test (2, N=145) = 6.85 $p=.05$ **STATISTICALLY SIGNIFICANT**

As the chi square sum of 6.85 was bigger than the critical chi square value of 3.84 the Nullhypothesis needed to be rejected. The characteristic 'Use of digital resources in collegial collaboration' was statistically significantly related to the characteristic 'Country of employment'. It could be assumed that more Swiss SP than German and Austrian SP used never or only occasionally digital resources in collegial collaboration.

