



Technical Report

Parent Wave 2

First School Experiences

Source/Developer	z-proso Project Team
Description	A brief assessment of the target child's experiences at school.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">- Liking of school/homework- Problems experienced- School achievement- Relationship to teacher
Number of Items	5
Response Categories	<ul style="list-style-type: none">• 10-point Likert scale (from "doesn't like that much/ not so well" to "likes extremely much/ extremely well")• Multiple answer options for experienced problems
Administration History	Wave 2

Frequencies Problems experiences at school (P2_2015_)	Problems experienced at school							
	Categories		P2_2015_1 "likes everything, doesn't worry"	P2_2015_23 "social integration (exclusion, shy, etc)"	P2_2015_4 "afraid of school- mates, on playing field"	P2_2015_7 "Doesn't get along with teacher"		
			Frequencies	Frequencies	Frequencies	Frequencies		
Girls	N	210	67	43	45			
	%	48.5%	50.4%	43.9%	45.9%			
Boys	N	223	66	55	53			
	%	51.5%	49.6%	56.1%	54.1%			
Total	N	433	133	98	98			
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Categories		N (%)	Categories	N (%)				
		Problems experienced at school			Problems experienced at school			
1	„likes everything, doesn't worry"	433 (36.3%)	3	„afraid on way to school"	44 (3.7%)			
23	„social integration (exclusion, shy, etc)"	133 (11.2%)	22	„ system change (settlement problems, etc)"	44 (3.7%)			
4	„afraid of school mates, on the playing field"	98 (8.2%)	14	„German speaking, reading, writing"	30 (2.5%)			
7	„doesn't get along with teacher"	98 (8.2%)	98	„doesn't know/ can't remember"	26 (2.2%)			
11	„homework"	85 (7.1%)	2	„separation anxiety (wants to stay with his/her mother"	25 (2.1%)			
12	„bored, underchallenged"	72 (6.0%)	24	„language difficulties"	22 (1.8%)			
5	„being harassed"	70 (5.9%)	16	„music, drawing"	20 (1.7%)			
8	„afraid because of subjects, doesn't understand, examination stress"	70 (5.9%)	13	„arithmetic"	17 (1.4%)			
90	„other reasons, namely"	64 (5.4%)	19	„getting up early, going to bed"	13 (1.1%)			
15	„sports, swimming"	62 (5.2%)	21	„dispute and violence at school (not involved)"	9 (0.8%)			
9	„overchallenged, doesn't understand"	56 (4.7%)	99	„no answer/answer refused"	2 (0.2%)			
6	„afraid of teacher"	53 (4.4%)	Total		1192 (100%)			

First School Experiences Scale- Subscale "Child Bonding/Involvement in School"

Variable • 10-point Likert scale

Values for
P2_2010
and
P2_2020

- 1- does not like that much
- 2- Code 2
- 3- Code 3
- 4- rather likes
- 5- Code 5
- 6- Code 6
- 7- likes very much
- 8- Code 8
- 9- Code 9
- 10- likes extremely much

97- Does not apply (MISSING)

98- Don't know/ Can't remember (MISSING)

99- No answer/ Answer refused (MISSING)

Variable Values for P2_2030 and P2_2040

- 10-point Likert scale
- 1- not so well
- 2- Code 2
- 3- Code 3
- 4- rather well
- 5- Code 5
- 6- Code 6
- 7- very well
- 8- Code 8
- 9- Code 9
- 10- extremely well

97- Does not apply (MISSING)
 98- Don't know/ Can't remember (MISSING)
 99- No answer/ Answer refused (MISSING)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
P2_2010	Liking of school	How much would you say did <?> like to go to school during grade 1?	0 (0.0%)
P2_2020	Liking of homework	How much does <?> like to do his/her homework?	14 (1.2%)
P2_2030	School achievement	How well could <?> follow the lessons during grade 1?	1 (0.1%)
P2_2040	Relationship to teacher	How well does <?> get along with his/her teacher?	3 (0.3%)

Total N = 1192

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed (α = .720)
P2_2010	Liking of school	7.21	2.27	1	10	-.640	-.041	.606	.598
P2_2020	Liking of homework	5.94	2.52	1	10	-.076	-.790	.492	.673
P2_2030	School achievement	7.07	2.17	1	10	-.447	-.322	.454	.689
P2_2040	Relationship to teacher	7.69	2.07	1	10	-.714	.217	.493	.668

Sum Index Descriptive Statistics

Child Bonding/ Involvement in School Subscale (P2_schbond_c)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1,191	.000	.740	-2.58	1.33	-.308	-.218			
Gender								1	9.57	.002
Girls	569	.069	.735	-2.58	1.33	-.365	-.075			
Boys	622	-.063	.740	-2.32	1.33	-.261	-.310			
Treatment								3	2.24	.082
Control	318	.059	.705	-2.11	1.33	-.353	-.254			
Triple P	283	.043	.752	-2.21	1.33	-.225	-.374			
PATHS	334	-.029	.724	-1.98	1.33	-.182	-.403			
Combination	256	-.083	.785	-2.58	1.33	-.442	.030			
Language								8	11.00	.000
German	799	-.066	.706	-2.21	1.33	-.239	-.265			
Albanian	69	.167	.662	-1.53	1.33	-.470	-.184			
Bos./Cro./ Serb.	85	.446	.725	-1.33	1.33	-.589	-.634			
English	18	.179	.600	-.88	1.33	.219	-.326			
Italian	17	.097	.844	-1.28	1.33	.090	-1.22			
Portuguese	70	-.153	.815	-2.58	1.33	-.614	.687			
Spanish	46	-.076	.874	-2.32	1.33	-.668	-.252			
Tamil	48	.561	.604	-1.13	1.33	-.536	-.281			
Turkish	39	-.365	.741	-2.01	1.03	-.126	-.238			

Comments:

- 1) All the variables have been standardized due to different response categories. The scale has been constructed by taking the average of all the four standardized variables. The maximum number of missing values allowed was 1.
- 2) The results of the ANOVA are significant for the gender groups ($F(1,1189) = 9.57, p < .01$) and the language groups ($F(8,1182) = 11.00$,

$p < .001$). ANOVA yielded no significant results for the treatment groups ($F(3,1187) = 2.24, p > .05$).

Correlations with Subscales & DVs *Child Bonding/ Involvement in School Subscale* (P2_schbond_c)

Variable	Full Sample			Girls			Boys		
	r	p ¹	N	r	p ¹	N	r	p ¹	N
Parent SBQ									
Aggression	-.167	***	1138	-.139	***	568	-.174	***	620
Prosociality	.284	***	1186	.250	***	565	.295	***	621
Teacher SBQ									
Aggression	-.127	***	1159	-.117	**	554	-.116	**	605
Prosociality	.130	***	1160	.174	***	555	.053	ns	605
Child SBQ									
Aggression	-.139	***	1175	-.095	*	560	-.154	***	615
Prosociality	.097	***	1175	.055	ns	560	.106	**	615

¹ *** $p < .001$, ** $p < .01$, * $p < .05$, ns $p > .05$

Comments: The Child Bonding/Involvement in School Subscale has highly significant correlations with all the parent-, teacher- and child-reported aggression/prosociality measures. The correlations are all in the expected direction and relatively stronger for the parent reports.