



Universität Zürich
Pädagogisches Institut

z-proso Zürcher Projekt zur sozialen Entwicklung von Kindern

University of Cambridge
Institute of Criminology



Technical Report

Parent Wave 2

Parental Involvement in School

Source/Developer	z-proso Project Team
Description	Measures the type and the frequency of parents' contacts to school and teacher
Number of Items	5
Administration	Wave 2
History	

Parental Involvement in School

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
P2_2110	Involvement in school 1	How often approximately did you or your husband/wife/partner talk with the teacher of <?> about your child during grade 1?	17 (1.4%)
P2_2120	Involvement in school 2	How often did the teacher of <?> invite the parents to a parent evening during grade 1?	15 (1.3%)
P2_2130	Involvement in school 3	How many of these parent evenings did you or your husband/wife/partner attend?	15 (1.3%)
P2_2140	Involvement in school 4	How often did the teacher of <?> invite the parents to a special event such as an open day or a drama show during grade 1?	25 (2.1%)
P2_2150	Involvement in school 5	How many of these special events did you or your husband/wife/partner attend?	20 (1.7%)

Total N = 1192

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .391$)
P2_2110	Involvement in school 1	4.68	4.49	0	42	4.23	25.06	.161	.606
P2_2120	Involvement in school 2	1.97	1.10	0	10	1.71	6.55	.319	.325
P2_2130	Involvement in school 3	1.90	1.08	0	10	1.61	6.73	.337	.321
P2_2140	Involvement in school 4	2.66	2.05	0	30	5.47	61.92	.272	.291
P2_2150	Involvement in school 5	2.39	1.52	0	11	1.02	2.88	.320	.293

Comments: The variable P2_2110 has been removed from the scale due to mis-fit.

Sum Index Descriptive Statistics

Parental Involvement in School Scale (P2_schinvol)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1,167	-.002	.692	-1.71	4.29	1.54	4.85			
Gender								1	.005	.944
Girls	562	.000	.658	-1.32	3.89	1.71	5.77			
Boys	605	-.003	.722	-1.71	4.29	1.42	4.19			
Treatment								3	.620	.602
Control	312	-.030	.655	-1.38	3.69	1.44	4.28			
Triple P	278	.037	.650	-1.32	2.99	1.07	2.47			
PATHS	331	.012	.728	-1.71	4.29	1.64	4.76			
Combination	246	-.029	.732	-1.32	3.89	1.89	7.24			
Language								8	6.54	.000
German	791	-.071	.666	-1.71	4.29	1.78	6.60			
Albanian	64	-.019	.687	-1.15	2.99	1.73	4.89			
Bos./Cro./ Serb.	84	.291	.698	-.903	2.87	1.16	2.27			
English	18	.137	.645	-.867	1.38	.502	-.438			
Italian	17	-.202	.486	-1.15	.517	.053	-.601			
Portuguese	65	.189	.616	-1.15	1.95	.449	.301			
Spanish	42	.044	.728	-1.32	2.13	1.08	1.44			
Tamil	48	-.038	.701	-1.15	2.18	.862	.945			
Turkish	38	.500	.941	-1.15	3.89	1.41	3.72			

Comments:

1) The variable P2_2210 has been excluded from the scale due to mis-fit. All the remaining variables have been standardized because the variables relate to different and open-ended questions. The scale has been constructed by taking the average of the remaining standardized variables. The maximum number of missing values allowed was 1.

2) The results of the ANOVA are highly significant for the language groups ($F(8,1158) = 6.54, p < .001$). ANOVA yielded no significant results for either the gender groups ($F(1,1165) = .005, p > .05$) or the treatment groups ($F(3,1163) = .620, p > .05$).

Correlations with Subscales & DVs *Parental Involvement in School Scale* (P2_schinvol)

Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
Parent SBQ									
<i>Aggression</i>	-.080	**	1164	-.060	ns	561	-.096	*	603
<i>Prosociality</i>	.071	*	1162	.090	*	558	.057	ns	604
Teacher SBQ									
<i>Aggression</i>	-.055	ns	1138	-.028	ns	548	-.073	ns	590
<i>Prosociality</i>	.019	ns	1139	-.013	ns	549	.042	ns	590
Child SBQ									
<i>Aggression</i>	-.021	ns	1152	-.047	ns	553	.000	ns	599
<i>Prosociality</i>	.021	ns	1152	.069	ns	553	-.013	ns	599

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

Comments: The Parental Involvement in School Scale does not have any correlation with any of the parent-, teacher- and child-reported aggression/prosociality measures, pointing to very low predictive validity.