



Technical Report

Parent Wave 2

Parental Attitudes toward School & Perception of School

Source/Developer	z-proso Project Team
Description	Measures several relevant dimensions of parent's attitudes toward school as well as their perception thereof.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">- Trust/satisfaction in/with teacher/school- Educational Aspirations- Educational self-efficacy- Deviant peers- Peer relations- Parental bonding/attachment to school
Number of Items	16
Response Categories	10-point Likert scale (from "fully true" to "fully untrue")
Item Example	"I fully trust that my child's teacher is doing a good job."
Administration History	Wave 2

Parental Attitudes toward School & Perception of School – Extraction of Relevant Dimensions Based on Exploratory Factor Analysis

- Method**
- PCA with VARIMAX rotation
 - Extraction criterion: Eigenvalues > 1
 - Only loadings > .447 (20% of shared variance) are displayed

Rotated Component Matrix

	Component					
	1	2	3	4	5	6
P2_2210_4 I fully trust that <?>'s teacher is doing a good job	.908					
P2_2210_5 I am not satisfied with the work of <?>'s teacher	-.848					
P2_2210_3 The teacher cares about <?> as much as possible	.845					
P2_2210_6 The teacher knows about the strengths and weaknesses of <?>	.722					
P2_2210_1 I am fully satisfied with the primary school of <?>	.682					
P2_2210_10 It is important for me that <?> will make it to grammar school (Gymnasium/Mittelschule) later on		.913				
P2_2210_11 I think it is likely that <?> will go to grammar school (Gymnasium/Mittelschule) later on		.803				
P2_2210_9 It is very important for me that <?> is successful at school		.760				
P2_2210_7 I know how to support <?> in such a way that he/she will have no problems with school over the next years			.877			
P2_2210_8 I can help <?> to enjoy learning at school			.814			
P2_2210_15 Amongst the friends of <?> there are children who are sometimes mean to others				.917		
P2_2210_16 Amongst the friends of <?> there are some children who often start fights with others				.907		
P2_2210_13 <?> has found it difficult to find friends in his/her new class					-.869	
P2_2210_12 <?> has good friends in his/her class, with whom he/she plays a lot					.811	
P2_2210_2 I actively support the school through voluntary activities						.780
P2_2210_14 I know most of the parents of <?>'s close friends personally						.703

- Component Labels**
- 1- Trust/satisfaction in/with teacher/school
 - 2- Educational aspirations
 - 3- Educational self-efficacy
 - 4- Deviant peers
 - 5- Peer relations
 - 6- Parental bonding/attachment to school

Parental Attitudes toward School & Perception of School Scale – Subscale “Trust/satisfaction in/with teacher/school”

- Variable Values**
- 10-point Likert scale
 - 1- Fully true
 - 2- Code 2
 - 3- Code 3
 - 4- Somewhat true
 - 5- Code 5
 - 6- Code 6
 - 7- Somewhat untrue
 - 8- Code 8
 - 9- Code 9
 - 10- Fully untrue

 - 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_2210_1	Trust/satisfaction in/with teacher/school 1	I am fully satisfied with the primary school of <?>	0 (0.0%)
P2_2210_3	Trust/satisfaction in/with teacher/school 2	The teacher cares about <?> as much as possible	13 (1.1%)
P2_2210_4	Trust/satisfaction in/with teacher/school 3	I fully trust that <?>'s teacher is doing a good job	0 (0.0%)
P2_2210_5	Trust/satisfaction in/with teacher/school 4	I am not satisfied with the work of <?>'s teacher	1 (0.1%)
P2_2210_6	Trust/satisfaction in/with teacher/school 5	The teacher knows about the strengths and weaknesses of <?>	12 (1.0%)

Total N = 1192

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .860$)
P2_2210_1	Trust/satisfaction in/with teacher/school 1	2.70	2.14	1	10	1.45	1.80	.563	.862
P2_2210_3	Trust/satisfaction in/with teacher/school 2	2.46	1.89	1	10	1.53	2.50	.732	.818
P2_2210_4	Trust/satisfaction in/with teacher/school 3	2.19	1.91	1	10	2.04	4.35	.835	.791
P2_2210_5r	Trust/satisfaction in/with teacher/school 4	2.20	2.14	1	10	2.01	3.46	.703	.825
P2_2210_6	Trust/satisfaction in/with teacher/school 5	2.30	1.79	1	10	1.90	4.28	.581	.853

Comments: The variable P2_2210_5 has been reverse-scored.

**Sum Index
Descriptive
Statistics**

Trust/satisfaction in/with teacher/school Subscale (P2_schtrust)

Group	N	Mean	Standard Deviation	Min.	Max.	Skew- ness	Kurtosis	ANOVA		
								df	F	p
Full sample	1,192	1.37	1.58	.000	9.00	1.82	3.93			
Gender								1	.599	.439
Girls	569	1.41	1.60	.000	9.00	1.73	3.37			
Boys	623	1.34	1.57	.000	9.00	1.91	4.54			
Treatment								3	1.58	.192
Control	319	1.31	1.56	.000	8.00	1.80	3.52			
Triple P	283	1.41	1.55	.000	9.00	1.82	4.31			
PATHS	334	1.27	1.40	.000	8.40	1.69	3.75			
Combination	256	1.54	1.85	.000	9.00	1.76	3.21			
Language								8	5.43	.000
German	800	1.51	1.56	.000	8.60	1.63	3.01			
Albanian	69	.767	1.30	.000	7.80	2.98	12.21			
Bos./Cro./ Serb.	85	1.01	1.49	.000	6.40	1.82	2.85			
English	18	1.26	1.20	.000	3.80	1.09	.085			
Italian	17	.741	1.07	.000	3.40	1.55	1.45			
Portuguese	70	1.30	1.68	.000	7.80	2.00	4.53			
Spanish	46	1.94	2.28	.000	9.00	1.78	3.05			
Tamil	48	.570	.839	.000	3.80	1.72	3.38			
Turkish	39	1.19	1.87	.000	9.00	2.46	7.40			

Comments:

- 1) The scale has been constructed by taking the average of all the five variables. The maximum number of missing values allowed was 1. For the purpose of rescaling, 1 has been subtracted from the total scale.
- 2) The results of the ANOVA are highly significant for the language groups ($F(8,1183) = 5.43, p < .001$). ANOVA yielded no significant results for either the gender groups ($F(1,1190) = .599, p > .05$) or the treatment groups ($F(3,1188) = 1.58, p > .05$).

**Correlations
with
Subscales &
DVs**

Trust/satisfaction in/with teacher/school Subscale (P2_schtrust)

Variable	r	Full Sample P2		r	Girls P2		r	Boys P2	
		N	N		N	N			
Subscales									
Educational aspirations	.112	***	1188	.085	*	568	.141	***	620
Educational self-efficacy	.253	***	1171	.229	***	561	.277	***	610
Deviant peers	-.069	*	1075	-.107	*	519	-.032	ns	556
Peer relations	.151	***	1183	.129	**	565	.171	***	618
Parental bonding/ attachment to school	.074	*	1105	.025	ns	527	.122	**	578
Parent SBQ									
Aggression	.086	**	1189	.071	ns	568	.107	**	621
Prosociality	-.118	***	1187	-.106	*	565	-.140	***	622
Teacher SBQ									
Aggression	.082	**	1160	.071	ns	554	.100	*	606
Prosociality	-.088	**	1161	-.116	**	555	-.082	*	606
Child SBQ									
Aggression	.068	*	1176	.073	ns	560	.072	ns	616
Prosociality	-.065	*	1176	-.010	ns	560	-.112	**	616

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

Comments : The Trust/Satisfaction in/with teacher/school subscale displays low and significant correlations with all the other subscales. The direction of the correlations is in the expected direction, except for the peer relations subscale. The subscale also yields very low correlations – with unexpected signs- with the aggression/prosociality measures regardless of the type of the informant. Overall, the subscale yields very low predictive validity.

Parental Attitudes toward School & Perception of School Scale – Subscale “Educational Aspirations”

- Variable Values**
- 10-point Likert scale
 - 1- Fully true
 - 2- Code 2
 - 3- Code 3
 - 4- Somewhat true
 - 5- Code 5
 - 6- Code 6
 - 7- Somewhat untrue
 - 8- Code 8
 - 9- Code 9
 - 10- Fully untrue

- 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_2210_9	Educational aspirations 1	It is very important for me that <?> is successful at school	0 (0.0%)
P2_2210_10	Educational aspirations 2	It is important for me that <?> will make it to grammar school (Gymnasium/Mittelschule) later on	4 (0.3%)
P2_2210_11	Educational aspirations 3	I think it is likely that <?> will go to grammar school (Gymnasium/Mittelschule) later on	54 (4.5%)

Total N = 1192

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .789$)
P2_2210_9	Educational aspirations 1	2.34	1.81	1	10	1.45	2.00	.568	.787
P2_2210_10	Educational aspirations 2	3.57	2.66	1	10	.794	-.260	.771	.560
P2_2210_11	Educational aspirations 3	3.42	2.12	1	10	.606	-.092	.615	.731

Sum Index Descriptive Statistics

Educational Aspirations Subscale (P2_aspir)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1,188	2.11	1.88	.000	9.00	.690	-.179			
Gender								1	5.27	.022
Girls	568	1.98	1.85	.000	9.00	.788	.102			
Boys	620	2.22	1.90	.000	8.00	.608	-.379			
Treatment								3	4.13	.006
Control	318	2.15	1.89	.000	8.00	.741	-.022			
Triple P	281	2.04	1.86	.000	8.00	.794	.047			
PATHS	334	2.35	1.89	.000	9.00	.459	-.451			
Combination	255	1.81	1.83	.000	8.00	.863	.023			
Language								8	57.97	.000
German	796	2.80	1.81	.000	9.00	.373	-.195			
Albanian	69	.391	.577	.000	3.00	1.84	4.80			
Bos./Cro./ Serb.	85	.929	1.06	.000	4.67	1.27	1.28			
English	18	.593	.829	.000	2.33	1.34	.554			
Italian	17	1.12	1.46	.000	5.00	1.57	2.06			
Portuguese	70	.826	1.33	.000	6.00	1.90	3.54			
Spanish	46	.768	1.16	.000	3.67	1.53	1.11			
Tamil	48	.521	.731	.000	2.33	1.28	.490			
Turkish	39	.496	.787	.000	3.00	1.55	1.72			

Comments:

1) The scale has been constructed by taking the average of the two variables. The maximum number of missing values allowed was 1. For the purpose of rescaling, 1 has been subtracted from the total scale.

2) The results of the ANOVA are moderately significant for the gender groups ($F(1,1186) = 5.27, p < .05$) and the treatment groups ($F(3,1184) = 4.13, p < .01$) and highly significant for the language groups ($F(8,1179) = 57.97, p < .001$).

Correlations with Subscales & DVs *Educational Aspirations Subscale* (P2_aspir)

Variable	Full Sample			Girls			Boys		
	r	P2	N	r	P2	N	r	P2	N
Subscales									
<i>Trust/Satisfaction in/with Teacher/School</i>	.112	***	1188	.085	*	568	.141	***	620
<i>Educational self-efficacy</i>	.340	***	1168	.350	***	561	.334	***	607
<i>Deviant peers</i>	-.007	ns	1071	-.040	ns	518	.025	ns	553
<i>Peer relations</i>	.079	**	1179	.070	ns	564	.086	*	615
<i>Parental bonding/attachment to school</i>	.019	ns	1101	.045	ns	526	-.007	ns	575
Parent SBQ									
<i>Aggression</i>	.237	***	1185	.237	***	567	.226	***	618
<i>Prosociality</i>	-.202	***	1183	-.210	***	564	-.182	***	619
Teacher SBQ									
<i>Aggression</i>	-.061	*	1157	-.055	ns	553	-.086	*	604
<i>Prosociality</i>	-.023	ns	1158	-.012	ns	554	.006	ns	604
Child SBQ									
<i>Aggression</i>	.041	ns	1172	.113	**	559	-.026	ns	613
<i>Prosociality</i>	-.012	ns	1172	.027	ns	559	-.020	ns	613

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

Comments : The Educational Aspirations Subscale is significantly and positively correlated with the two positive subscales (trust/satisfaction in/with teacher/school and educational self efficacy). The subscale does not have any significant correlation with parental bonding to school or with the two negative subscales –except the low but significant correlation with the peer relations subscale. The subscale also shows very low correlations with the aggression/prosociality measures across all the informants, with relatively stronger correlations for the parent-reported measures. Further, the direction of the association between Educational Aspirations and child aggression varies across parent- and teacher-reported measures. Overall, the subscale yields very low predictive validity.

Parental Attitudes toward School & Perception of School Scale – Subscale “Educational Self-Efficacy”

- Variable Values**
- 10-point Likert scale
 - 1- Fully true
 - 2- Code 2
 - 3- Code 3
 - 4- Somewhat true
 - 5- Code 5
 - 6- Code 6
 - 7- Somewhat untrue
 - 8- Code 8
 - 9- Code 9
 - 10- Fully untrue

- 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_2210_7	Educational self-efficacy 1	I know how to support <?> in such a way that he/she will have no problems with school over the next years	9 (0.8%)
P2_2210_8	Educational self-efficacy 2	I can help <?> to enjoy learning at school	13 (1.1%)

Total N = 1192

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation ($\alpha = .696$)
P2_2210_7	Educational self-efficacy 1	2.60	1.71	1	10	1.32	2.50	.535
P2_2210_8	Educational self-efficacy 2	2.36	1.59	1	10	1.35	2.34	.535

Sum Index Descriptive Statistics

Educational Self-Efficacy Subscale (P2_edueffic)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1,171	1.49	1.45	.000	9.00	1.16	2.12			
Gender								1	.000	.995
Girls	561	1.49	1.44	.000	9.00	1.02	1.46			
Boys	610	1.49	1.45	.000	9.00	1.29	2.74			
Treatment								3	1.39	.244
Control	311	1.60	1.49	.000	9.00	1.31	3.43			
Triple P	282	1.52	1.50	.000	8.00	1.09	1.30			
PATHS	327	1.45	1.38	.000	9.00	1.10	2.13			
Combination	251	1.36	1.41	.000	7.50	1.09	1.20			
Language								8	13.17	.000
German	787	1.75	1.45	.000	9.00	1.17	2.63			
Albanian	63	.532	.818	.000	3.00	1.40	1.14			
Bos./Cro./ Serb.	85	1.01	1.30	.000	6.00	1.32	1.55			
English	18	1.19	1.05	.000	3.00	.372	-1.08			
Italian	17	.647	.724	.000	2.00	.817	-.664			
Portuguese	69	1.41	1.50	.000	4.50	.616	-.918			
Spanish	46	1.07	1.45	.000	5.00	1.17	.289			
Tamil	48	.531	.964	.000	4.00	1.91	3.33			
Turkish	38	1.08	1.59	.000	6.00	1.44	1.49			

Comments:

- 1) The scale has been constructed by taking the average of the two variables. No missing variable was allowed. For the purpose of rescaling, 1 has been subtracted from the total scale.
- 2) The results of the ANOVA are highly significant for the language groups ($F(8,1162) = 13.17, p < .001$). ANOVA yielded no significant results

either for the gender groups ($F(1,1169) = .000, p > .05$) or the treatment groups ($F(3,1167) = 1.39, p > .05$).

Correlations with Subscales & DVs *Educational Self-Efficacy Subscale* (P2_edueffic)

Variable	r	Full Sample P2	N	r	Girls P2	N	r	Boys P2	N
Subscales									
<i>Trust/Satisfaction in/with Teacher/School</i>	.253	***	1171	.229	***	561	.277	***	610
<i>Educational aspirations</i>	.340	***	1168	.350	***	561	.334	***	607
<i>Deviant peers</i>	-.081	**	1062	-.077	ns	513	-.085	*	549
<i>Peer relations</i>	.145	***	1162	.106	*	557	.178	***	605
<i>Parental bonding/attachment to school</i>	.106	***	1086	.084	ns	520	.129	**	566
Parent SBQ									
<i>Aggression</i>	.227	***	1169	.204	***	560	.250	***	609
<i>Prosociality</i>	-.209	***	1167	-.234	***	557	-.194	***	610
Teacher SBQ									
<i>Aggression</i>	.036	ns	1140	.008	ns	546	.061	ns	594
<i>Prosociality</i>	-.046	ns	1141	-.036	ns	547	-.061	ns	594
Child SBQ									
<i>Aggression</i>	.055	ns	1155	.099	*	552	.024	ns	603
<i>Prosociality</i>	-.011	ns	1155	.002	ns	552	-.020	ns	603

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

Comments : The Educational Self-Efficacy Subscale is positively correlated with all the positive subscales and the negative peer relations subscale. It is also negatively correlated with the deviant peers. The correlations are highly significant and range from low to moderate, pointing to good divergent validity. Among all the measures of child aggression/prosociality, the subscale displays moderate and significant correlations only for the parent measures. Overall, the subscale yields low predictive validity.

Parental Attitudes toward School & Perception of School Scale – Subscale “Deviant Peers”

- Variable Values**
- 10-point Likert scale
 - 1- Fully true
 - 2- Code 2
 - 3- Code 3
 - 4- Somewhat true
 - 5- Code 5
 - 6- Code 6
 - 7- Somewhat untrue
 - 8- Code 8
 - 9- Code 9
 - 10- Fully untrue

- 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_2210_15	Deviant Peers 1	Amongst the friends of <?>, there are some children who are sometimes mean to others	63 (5.3%)
P2_2210_16	Deviant Peers 2	Amongst the friends of <?>, there are some children who often start fights with others	89 (7.5%)

Total N = 1192

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation ($\alpha = .802$)
P2_2210_15	Deviant Peers 1	5.36	2.66	1	10	.219	-.867	.670
P2_2210_16	Deviant Peers 2	6.06	2.59	1	10	-.179	-.800	.670

Sum Index Descriptive Statistics

Deviant Peers Subscale (P2_devpeer)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1,075	4.70	2.40	.000	9.00	.012	-.697			
Gender								1	.215	.643
<i>Girls</i>	519	4.74	2.42	.000	9.00	-.006	-.693			
<i>Boys</i>	556	4.67	2.39	.000	9.00	.028	-.697			
Treatment								3	.658	.578
<i>Control</i>	287	4.76	2.28	.000	9.00	-.013	-.602			
<i>Triple P</i>	252	4.54	2.51	.000	9.00	.122	-.795			
<i>PATHS</i>	301	4.68	2.40	.000	9.00	-.036	-.662			
<i>Combination</i>	235	4.83	2.44	.000	9.00	-.012	-.702			
Language								8	1.12	.350
<i>German</i>	760	4.73	2.21	.000	9.00	-.098	-.528			
<i>Albanian</i>	40	4.86	2.73	.000	9.00	.189	-1.21			
<i>Bos./Cro./ Serb.</i>	76	4.67	2.86	.000	9.00	.176	-1.09			
<i>English</i>	17	4.00	3.24	.000	9.00	.289	-1.12			
<i>Italian</i>	13	4.73	3.15	.000	9.00	.195	-1.53			
<i>Portuguese</i>	57	4.12	2.51	.000	9.00	.467	-.296			
<i>Spanish</i>	44	4.66	3.21	.000	9.00	.079	-1.43			
<i>Tamil</i>	34	5.49	2.42	2.00	9.00	.135	-1.38			
<i>Turkish</i>	34	4.51	2.83	.000	9.00	.097	-.929			

Comments:

- 1) The scale has been constructed by taking the average of the two variables. No missing variable was allowed. For the purpose of rescaling, 1 has been subtracted from the total scale.
- 2) ANOVA yielded no significant results for the gender groups ($F(1,1073) = .215, p > .05$), the treatment groups ($F(3,1071) = .658, p > .05$) and the language groups ($F(8,1066) = 1.12, p > .05$).

Correlations with Subscales & DVs	<i>Deviant Peers Subscale</i> (P2_devpeer)									
	Variable	r	Full Sample P2	N	r	Girls P2	N	r	Boys P2	N
Subscales										
	<i>Trust/Satisfaction in/with Teacher/School</i>	-.069	*	1075	-.107	*	519	-.032	ns	556
	<i>Educational aspirations</i>	-.007	ns	1071	-.040	ns	518	.025	ns	553
	<i>Educational self-efficacy</i>	-.081	**	1062	-.077	ns	513	-.085	*	549
	<i>Peer relations</i>	-.135	***	1070	-.160	***	517	-.112	**	553
	<i>Parental bonding/attachment to school</i>	-.051	ns	1003	-.054	ns	486	-.047	ns	517
Parent SBQ										
	<i>Aggression</i>	-.137	***	1074	-.121	**	519	-.150	***	555
	<i>Prosociality</i>	.053	ns	1072	-.005	ns	516	.102	*	556
Teacher SBQ										
	<i>Aggression</i>	-.135	***	1049	-.141	**	506	-.132	**	543
	<i>Prosociality</i>	.040	ns	1049	.022	ns	506	.053	ns	543
Child SBQ										
	<i>Aggression</i>	-.087	**	1061	-.046	ns	511	-.117	**	550
	<i>Prosociality</i>	.007	ns	1061	-.067	ns	511	.054	ns	550

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

Comments : The Deviant Peers Subscale displays negative correlations with all the positive subscales and also with the peer relations subscale. The correlations are low and significant for only three of the subscales. Further, the subscale also shows low correlations with the aggression measures and insignificant correlations with the prosociality measures across all the informants, though the direction of the correlations is in the unexpected direction. Overall, the subscale yields very low predictive validity.

Parental Attitudes toward School & Perception of School Scale – Subscale “Peer Relations”

- Variable Values**
- 10-point Likert scale
 - 1- Fully true
 - 2- Code 2
 - 3- Code 3
 - 4- Somewhat true
 - 5- Code 5
 - 6- Code 6
 - 7- Somewhat untrue
 - 8- Code 8
 - 9- Code 9
 - 10- Fully untrue

- 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_2210_12	Peer Relations 1	<?> has found it difficult to find friends in his/her new class	5 (0.4%)
P2_2210_13	Peer Relations 2	<?> has good friends in his/her class, with whom he/she plays a lot	4 (0.3%)

Total N = 1192

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation ($\alpha = .607$)
P2_2210_12	Peer Relations 1	2.46	1.94	1	10	1.49	1.98	.471
P2_2210_13r	Peer Relations 2	3.27	2.86	1	10	.971	-.418	.471

Comments: The variable P2_2210_13 has been reverse-scored.

Sum Index Descriptive Statistics

Peer Relations Subscale (P2_peerrel)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1,183	1.86	2.07	.000	9.00	1.04	.332			
Gender								1	.137	.711
Girls	565	1.84	1.98	.000	9.00	.959	.281			
Boys	618	1.88	2.14	.000	9.00	1.08	.328			
Treatment								3	.243	.866
Control	317	1.89	2.01	.000	9.00	1.07	.587			
Triple P	280	1.80	2.02	.000	9.00	.895	-.250			
PATHS	331	1.83	2.01	.000	9.00	1.11	.626			
Combination	255	1.94	2.25	.000	9.00	1.03	.218			
Language								8	3.27	.001
German	796	1.97	2.03	.000	9.00	.992	.271			
Albanian	68	1.53	1.97	.000	8.50	1.18	.894			
Bos./Cro./ Serb.	84	1.67	2.14	.000	7.50	1.07	.081			
English	18	2.75	2.55	.000	8.00	.626	-.724			
Italian	16	2.06	2.75	.000	9.00	1.21	.911			
Portuguese	69	.9710	1.49	.000	5.00	1.43	.799			
Spanish	46	1.99	2.40	.000	8.50	1.06	.269			
Tamil	47	2.15	2.20	.000	9.00	.752	.127			
Turkish	39	1.23	2.06	.000	7.50	1.53	1.28			

Comments:

1) The scale has been constructed by taking the average of the two variables. No missing variable was allowed. For the purpose of rescaling, 1 has been subtracted from the total scale.

2) The results of the ANOVA are significant for the language groups ($F(8,1174) = 3.27, p < .01$). ANOVA yielded no significant results for either the gender groups ($F(1,1181) = .137, p > .05$) or the treatment groups ($F(3,1179) = .243, p > .05$).

Correlations with Subscales & DVs	<i>Peer Relations Subscale (P2_peerrel)</i>									
	Variable	r	Full Sample P2	N	r	Girls P2	N	r	Boys P2	N
Subscales										
	<i>Trust/Satisfaction in/with Teacher/School</i>	.151	***	1183	.129	**	565	.171	***	618
	<i>Educational aspirations</i>	.079	**	1179	.070	ns	564	.086	*	615
	<i>Educational self-efficacy</i>	.145	***	1162	.106	*	557	.178	***	605
	<i>Deviant peers</i>	-.135	***	1070	-.160	***	517	-.112	**	553
	<i>Parental bonding/attachment to school</i>	.137	***	1098	.090	*	524	.174	***	574
Parent SBQ										
	<i>Aggression</i>	.134	***	1180	.109	*	564	.154	***	616
	<i>Prosociality</i>	-.155	***	1179	-.128	**	562	-.178	***	617
Teacher SBQ										
	<i>Aggression</i>	.092	**	1151	.051	ns	550	.122	**	601
	<i>Prosociality</i>	-.128	***	1152	-.080	ns	551	-.176	***	601
Child SBQ										
	<i>Aggression</i>	.020	ns	1167	-.007	ns	556	.036	ns	611
	<i>Prosociality</i>	-.062	*	1167	-.038	ns	556	-.077	ns	611

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

Comments : The Peer Relations Subscale is positively correlated with all the positive subscales and negatively correlated with the deviant peers subscale. The correlations are highly significant and low. The correlations between the Peer Relations Subscale and all the child aggression/prosociality measures are in the expected direction. However, the subscale displays very low but significant correlations with the aggression/prosociality measures reported by the parent and the teacher. Overall, the subscale yields low predictive validity.

Parental Attitudes toward School & Perception of School Scale – Subscale “Parental Bonding/Attachment to School”

Variable Values

- 10-point Likert scale
- 1- Fully true
- 2- Code 2
- 3- Code 3
- 4- Somewhat true
- 5- Code 5
- 6- Code 6
- 7- Somewhat untrue
- 8- Code 8
- 9- Code 9
- 10- Fully untrue

- 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_2210_2	Parental Bonding/Attachment to School 1	I actively support the school through voluntary activities	84 (7.0%)
P2_2210_14	Parental Bonding/Attachment to School 2	I know most of the parents of <?>'s close friends personally	4 (0.3%)

Total N = 1192

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation ($\alpha = .216$)
P2_2210_2	Parental Bonding/Attachment to School 1	5.19	3.46	1	10	.210	-1.45	.126
P2_2210_14	Parental Bonding/Attachment to School 2	3.16	2.65	1	10	1.17	.389	.126

Sum Index Descriptive Statistics

Parental Bonding/Attachment to School Subscale (P2_schbond)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1,105	3.15	2.29	0	9	.421	-.553			
Gender								1	3.08	.079
Girls	527	3.02	2.18	0	9	.420	-.632			
Boys	578	3.26	2.37	0	9	.401	-.545			
Treatment								3	.965	.409
Control	293	2.96	2.18	0	9	.476	-.494			
Triple P	268	3.15	2.30	0	9	.445	-.537			
PATHS	312	3.25	2.35	0	9	.264	-.779			
Combination	232	3.23	2.31	0	9	.532	-.295			
Language								8	3.62	.000
German	752	3.28	2.25	.000	9.00	.302	-.650			
Albanian	63	2.79	2.58	.000	9.00	.745	-.577			
Bos./Cro./ Serb.	84	2.52	2.26	.000	9.00	.928	.499			
English	18	3.81	2.48	.000	8.50	.024	-.635			
Italian	14	5.07	1.80	1.50	8.00	-.135	.391			
Portuguese	58	2.66	2.01	.000	9.00	.703	.866			
Spanish	41	3.23	2.22	.000	9.00	.544	-.312			
Tamil	36	2.57	2.10	.000	9.00	1.27	1.58			
Turkish	39	2.67	2.53	.000	9.00	.849	.102			

Comments:

- 1) The scale has been constructed by taking the average of the two variables. No missing variable was allowed. For the purpose of rescaling, 1 has been subtracted from the total scale.
- 2) The results of the ANOVA are highly significant for the language groups ($F(8,1096) = 3.62, p < .001$). ANOVA yielded no significant results for

either the gender groups ($F(1,1103) = 3.08, p > .05$) or the treatment groups ($F(3,1101) = .965, p > .05$).

Correlations with Subscales & DVs

Parental Bonding/Attachment to School Subscale (P2_schbond)

Variable	r	Full Sample P2	N	r	Girls P2	N	r	Boys P2	N
Subscales									
<i>Trust/Satisfaction in/with Teacher/School</i>	.074	*	1105	.025	ns	527	.122	**	578
<i>Educational aspirations</i>	.019	ns	1101	.045	ns	526	-.007	ns	575
<i>Educational self-efficacy</i>	.106	***	1086	.084	ns	520	.129	**	566
<i>Deviant peers</i>	-.051	ns	1003	-.054	ns	486	-.047	ns	517
<i>Peer relations</i>	.137	***	1098	.090	*	524	.174	***	574
Parent SBQ									
<i>Aggression</i>	.017	ns	1104	-.040	ns	527	.049	ns	577
<i>Prosociality</i>	-.157	***	1101	-.221	***	524	-.096	*	577
Teacher SBQ									
<i>Aggression</i>	.081	**	1076	.111	*	513	.050	ns	563
<i>Prosociality</i>	-.057	ns	1077	-.037	ns	514	-.049	ns	563
Child SBQ									
<i>Aggression</i>	.011	ns	1090	.004	ns	518	.003	ns	572
<i>Prosociality</i>	-.072	*	1090	-.010	ns	518	-.096	*	572

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

Comments : The Parental Bonding/Attachment to School Subscale is positively correlated with all the other subscales except the deviant peers. The correlations are very low and significant for only three of them. The subscale displays very low correlations with child aggression and only for the teacher measures. For child prosociality, only parent reports yield significant correlations. The correlations between the subscale and all the child aggression/prosociality measures, however, are all in the unexpected direction. Overall, the subscale yields very low predictive validity.