

School Participation in “Primary Schools” and “Secondary Education Stage I” in Germany – Positive Effects of democratic leadership on school attachment and externalising problems?

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Using longitudinal data we examined structural and individual differences on perceived school participation. Following the results of a series of experimental studies by Kurt Lewin and his colleagues (1939), showing that democratic leadership leads to less aggression, we further draw the focus on positive effects of participation. In particular, we suggest participation to strengthen school attachment and attachment in turn reduces externalising problems. Result show that participation is associated to class size and socioeconomic status. Further data supports the hypotheses that participation increases attachment and thereby leads to less externalising behaviour.

Keywords: Participation, School Attachment, Externalising Problems

Introduction

Nowadays, children receive higher levels of autonomy and more possibilities to participate in decision making processes. More and more areas of live are affected by this democratisation of child education. This becomes obvious in an increased policy discourse as well as in a changed child-parent relationship. The Convention on the Rights of the Child reflects this process, too. The United Nations passed the convention in 1989. Article 12 (1) says: “*States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child*”. In 1992 the German Government acceded to this convention.

In this context of democratisation our study investigates:

- (1) To what extent do German children participate in school and to what extent are there structural and individual differences in the amount of participation?
- (2) To what extent can positive effects of participation and democratic leadership be observed? In particular the relationship of participation, externalising behavioural problems and the attachment to school is of interest.

Participation in German Primary Schools

The legal framework regarding school participation is a matter of each German federal state. In most federal states, policy on formal aspects of participation, such as the election of class and school representatives are specified for Secondary Education Stage only. Regarding Primary School, there are nearly no comparable legal principles.

Since last 10 to 15 years German Primary Schools have been concerned with the changing conceptions of childhood and have attempted to adopt education concepts in an adequate manner (Einsiedler 2003). Individualisation, more possibilities for autonomous learning and also for learning of social skills became central aspects of Education in Primary Schools. Pedagogical and didactical approaches, such as individualised instruction or open education focus on more possibilities for children to participate in class and emphasise their individualisation. Therefore, we can expect that democratic structures occur frequently in Primary School even if they are not legally anchored.

Theoretical aspects of participation

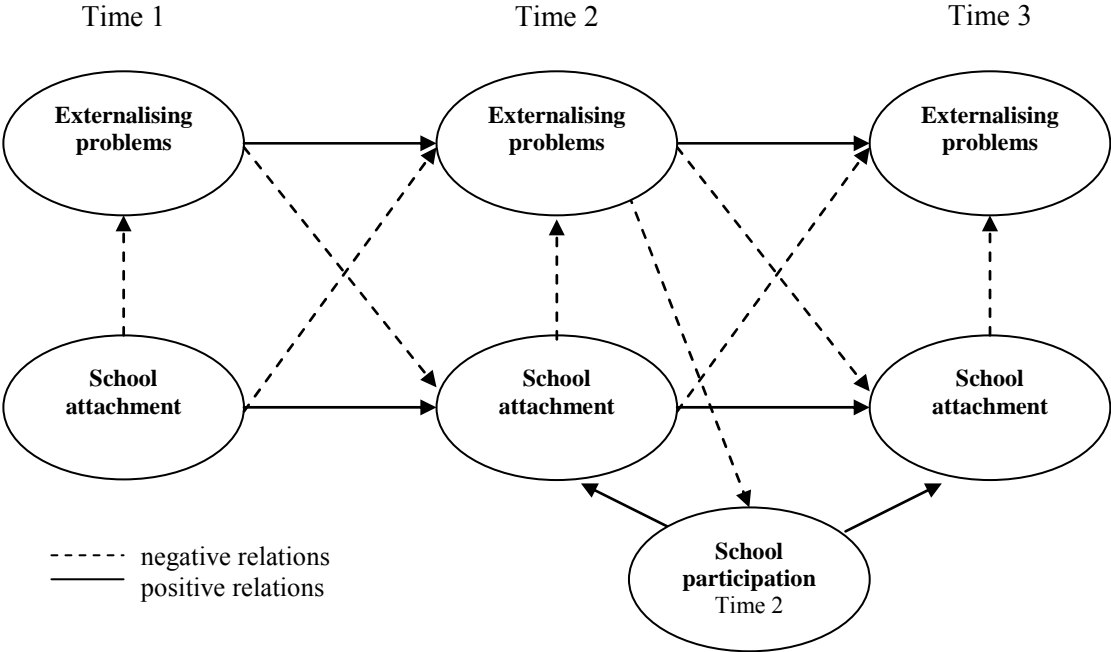
In the 1930s the results of series of experimental studies concerning patterns of aggressive behaviour in different social climates by Kurt Lewin and his colleagues (Lewin/Lippit/White 1939) showed that democratic leadership leads to less aggressive interactions in groups of children and fosters their performance. Referring to Lewin, democratic leadership is characterised by the involvement of children in decision making processes (ibid: 273). The acceptance of the group goals as well, as the involvement in achieving them (even though these goals don't come up to individual goals) are of particular importance for democratic education.

The theory of age-graded informal social control (Sampson and Laub 1993/1997) can explain the effects of democratic structure in school.¹ The theory of age-graded informal social control assumes that the occurrence of aggression differs over the life span. An important bond, preventing individuals to deviate, is their attachment to conventional society. To be attached to conventional society can be understood to be aware of and to be sensitive to the wishes and expectations of other people (Hirschi 1969: 18). A well documented result in aggression research is the predictive effect of low school attachment on later aggressive behaviour (see Harachi et al. 2006 for an actual example). This effect could be understood

¹ Lewin and his colleagues used a different explanation. They argued that a democratic climate leads to less aggression because it provides fewer sources of frustrations or tensions. Compared to an autocratic leadership, a democratic style offers children more possibilities for free movement whereas a narrower space of free movement, as in autocratic climates leads to higher tension and consequently to a higher level of aggressive behaviour. Further the rigidity of the structure shortens individual's possibilities to avoid a conflict and thus leads finally to aggression (Lewin et al. 1939: 292-295). All together, a democratic leadership leads to less aggressive behaviour, as it leads to less frustrations or tensions.

within the concept of cumulative disadvantage (Sampson and Laub 1997). In short: shown misbehaviour leads to a strained teacher-student relationship, which undermines the attachment of the child to school and in turn, the low attachment fosters further misbehaviour (ibid: 146-147). Coming back to the result of Lewin and his colleagues it can be suggested, that democratic leadership strengthens the involvement in decision making processes and shows children the wishes and expectations of the others. Participation leads further to more emotional relationships². This implies that children become more sensitive to these wishes and expectations. Thus, participation strengthens social bonds and lowers misbehaviour. Figure 1 specifies the relations between misbehaviour, attachment and participation.

Figure 1: Hypothetical model



Externalising problems are used as an indicator of aggressive behaviour. The model assumes stability and cross-lagged effects for attachment and externalising problems. Further cross section effects of school attachment on externalising problems are suggested. Participation at time 2 is influenced by externalising problems at the same time. Shown externalising behaviour reduces possibilities to participate because of teacher reactions. Conversely it is assumed that participation increases attachment and therefore reduces externalising problems in the future.

² Lewin et al. found, that children in a democratic climate like their leader more. (Lewin/Lippit/White 1939: 284)

Method

Sample

The used data is part of a longitudinal cohort study (“Kinderpanel des Deutschen Jugendinstituts”, Munich, Germany, Alt 2005a/2005b/2005c/2007). Two national representative age cohorts were surveyed three times at intervals of one and a half year. The cohort of the younger was followed up during their transition from preschool to Primary School (5-6 to 8-9 years). The cohort of the elder was observed during their transition from Primary School to Secondary Education Stage I (8-9 to 11-12 years). At each time and for both cohorts at least one of the parents had to complete the interview. Children were first surveyed at the age of 8 to 9 years. Consequently children of the older cohort were surveyed three times, whereas the younger children were interviewed personally only at wave 3. The data of the younger cohort was used only for exploration. Due to results of explorative factor analyses, items were chosen to be included in the following confirmatory analyses. This paper will only report results regarding the older cohort. Of a possible total of 1042 children, 595 (approx. 57%) participated all three times. The ratio of boys and girls is about 1 to 1.

Analytic strategies

Analyses were carried out using LISREL 8.80 (Jöreskog and Sörbom 2006). The parameters of the models were estimated using robust maximum likelihood procedure. Due to evaluation of the Goodness of fit in the structural equation models the following indices were used: (1) χ^2 and df. $\chi^2/df < 2$ indicates a good fit of the model. (2) Comparative fit index (CFI), values greater .90 indicate an adequate fit of the model to the data (Bentler 1990). (3) Root mean square error of approximation (RMSEA); values below .06 indicate a good fit. (4) Comparing the fit of different models the χ^2 -difference-test was used (Jöreskog and Sörbom 1993).

Measures

As suggested by Jöreskog the measurement models for attachment and externalising behaviour problems were tested separately at each time (2005: 36f). These measurement models fit the data well (see appendix). To facilitate the inspection of the following figures, only the structural models are reported. Correlations, means and standard deviations for the observed variables can also be seen in the appendix.

Externalising behavioural problems

A total of seven items were originally formulated for measuring externalising behavioural problems. Due to exploration in the younger cohort the following items were chosen to be included in the SEM. “I often lose my temper”, “I often end up having trouble with the other kids” and “I often get mad at other kids“. Participants were asked to choose one of the following possible responses: “not at all”, “rather not right”, “rather right” and “completely right”. Cronbach’s Alpha slightly varies over time from .69 (wave 1) to .73 (wave 2) and to .70 at wave 3.

Table 1: Externalising problems by time of measurement (Rounded sum indices)

Externalising problems	Time 1 (n=582)	Time 2 (n=590)	Time 3 (n=589)
Low level	43,3%	36,3%	34,3%
Rather low level	38,3%	45,6%	52,1%
Rather high level	15,5%	13,7%	11,7%
High level	2,2%	4,4%	1,9%
Total	100,0%	100,0%	100,0%

Table 1 shows the frequencies of externalising problems by time of measurement. It can be seen, that about 18% of the respondents are characterised by a rather high or high level of externalising problems by their self reports. This rate is at time 3 about 14%. Further it can be mentioned, that the rate of children with a low level of externalising behavioural problems decreases over time, whereas the rate of children with a rather low level increases over time.

Attachment to school

According to semantic content and factor loadings the following three items were chosen. “I like to be at school”, “School means fun to me” and “Altogether, I like my school”. As above, participants had to choose on of the following possible responses: “not at all”, “rather not right”, “rather right” and ”completely right”. The reliability of the scale (Cronbach’s Alpha) is satisfying. At time 1 it is about .77 at time 2 it is .81 and at time 3 it is .80.

Table 2: Attachment to school by time of measurement (Rounded sum indices)

Attachment to School	Time 1 (n=586)	Time 2 (n=589)	Time 3 (n=584)
Low level	0,9%	2,2%	1,4%
Rather low level	8,0%	8,3%	7,7%
Rather high level	25,4%	34,6%	43,7%
High level	65,7%	54,8%	43,4%
Total	100,0%	100,0%	100,0%

A high rate (approx. 90%) of children is highly or rather highly attached to school at each time of measurement, but the ratio of children reporting a high level of attachment decreases over time. At each time of measurement, there are about 10% characterising themselves as low or rather low attached. Table 2 shows, that there is movement from high level to rather high level attachment over time.

Results

The aim of this study was to examine: (1) To what extent perceive children in Germany possibilities to participate in Primary Education Stage and Secondary Education Stage I and are there structural and individual differences in perceived participation? Differentiated examinations were carried out regarding school conditions (e.g. class size), geographic differences (e.g. federal states), socioeconomic characteristics of the families and individual features. At time 3 differences due to types of school were examined. Additionally (2) the role of school participation within the reciprocal causation process of attachment and externalising problems should be examined. Can school participation in Primary Education Stage strengthen children's attachment to school and thereby lessen externalising problems and do externalising problems shorten possibilities to participate.

School Participation

Items concerning participation were included in wave 2 and wave 3. The following items were chosen to be included in further analyses: "How many times can you and your classmates talk about things in class, which are important for you?", "How many times can you and your classmates participate in decisions regarding the design of your classroom?", and "Our class teacher asks our opinion, when something is going to be decided or planned". Cronbach's Alpha at time 2 is .59 and at time 3 it is .55³.

Results concerning the single items measuring the extent of participation show (table 3): in Primary School (time 2) about two third of the respondents (63 %) can talk nearly at all times or often about things in class, which are important for them. Nearly as much (60 %) have the possibility to participate in arranging the classroom. About 71 % of the children report, that their class teacher asks their opinion, when something is going to be decided or planned. In Secondary Education Stage I children receive more possibilities to participate. The possibilities to design the classroom (73 %) and the teacher's interest in the opinion of the students (81%) are much more common in Secondary Education Stage I. For further analysis the single items were subsumed and a sum index was computed.

³ The low reliability may be consequence of different teachers. Especially at time 3 children are confronted with more teachers.

Table 3: Items concerning participation in dependence of the time of measurement

Wave	Items concerning participation					N
T2		nearly at all times	often	Rarely	Not at any time	
	How many times can you and your classmates talk about things in class, which are important for you?	18.5%	44.3%	32.1%	5.1%	589
	How many times can you and your classmates participate in decisions regarding the design of your classroom?	24.9%	35.0%	26.1%	14.0%	591
T3		not at all	rather not right	rather right	completely right	
	Our class teacher asks our opinion, when something is going to be decided or planned	7.2%	21.3%	43.3%	28.1%	591
		nearly at all times	often	Rarely	Not at any time	
T3		not at all	rather not right	rather right	completely right	
	How many times can you and your classmates talk about things in class, which are important for you?	18.1%	51.9%	26.4%	3.6%	591
	How many times can you and your classmates participate in decisions regarding the design of your classroom?	34.0%	39.0%	18.7%	8.3%	589
T3		not at all	rather not right	rather right	completely right	
	Our class teacher asks our opinion, when something is going to be decided or planned	3.1%	16.3%	45.6%	35.0%	588

About 17% of the interviewed children perceive high possibilities to participate in class at time 2 (table 4). Approximately the half of the respondents experiences a rather high level of participation. In turn about one third barely has possibilities to participate in school. Further it is shown that participation at time 3 is higher. About 80% report of a high or rather high level of participation. The increase in participation becomes also visible in a significant mean difference. Nonetheless it must be noted that about one third of children in Primary School and about one fourth of children in Secondary Educations Stage I receive rather no possibilities to participate in school.

Table 4: Participation (rounded sum index)

Participation	Time 2 (n=584)	Time 3 (n=580)
Low level	2,7%	1,2%
Rather low level	29,8%	18,8%
Rather high level	50,5%	58,3%
High level	17,0%	21,7%
Total	100,0%	100,0%
M	2,8	3,0
SD	0,73	0,67

The means differ significantly ($t=4.98$; $p<0.001$; $n=572$).

Results regarding Primary School⁴ (wave 2) show, that class size has an effect on participation. Children receive in classes with more than 19 students fewer possibilities to participate⁵. In small classes it is much easier to realise participation. Analyses indicate

⁴ These results are described in detail by Bacher, Winklhofer and Teubner (2007).

⁵ The mean difference in participation depending on the class size (smaller 19 vs. others) is statistically significant (t -value=3.17; $p<0.01$).

further a moderate effect of the socioeconomic status of the family on the school participation. “Lowest status” children perceive fewer possibilities to participate⁶.

Results regarding Secondary Education Stage I (wave 3) show similar to wave 2 a moderate effect of the socioeconomic status on participation⁷. The higher the status, the higher is the participation. The influence of the class size is not supported. Due to the transition from Primary School to Secondary Education Stage I, an effect of the different types of schools evolves. Grammar Schools (Gymnasien) provide the highest levels of participation, followed by Intermediate Schools (Realschulen) Secondary General Schools (Hauptschulen) provide least possibilities for children to participate.

Summarising the results reported above it can be said: In Secondary Educations Stage I, children receive more possibilities to participate in school. The older the children are the more responsibility is allocated to them. Even though the majority of the respondents report a wide range of participation in both education stages, there is about one third in Primary School and about one quarter in Secondary Education Stage I perceiving no or only few possibilities to participate in school. In Primary School there is an association between participation and class size. In classes with less than 19 students, children receive more participation. For Secondary Education Stage I this result can not be found. Results further indicate a relationship between the socioeconomic status of the families and participation. There are two possible explanations. First, parents are influencing participation in a direct way. “High status” parents are purposeful selecting those schools which offer their children most possibilities to participate, or “high status” parents are more involved in school activities and thus they implicit demand more participation for their children. Second, parents are influencing participation in an indirect way due to previous education. “High status” children themselves demand participation.

The effects of school participation

To answer the second questions a structural equation model was constructed. Following Jöreskog (2005) autocorrelated measurement errors were specified to estimate the specific factor in each item. Factor loadings and intercept terms were constrained to be the same over time. The theoretical approach of this study says that behavioural problems are an expression of actual social bonds. Therefore at each time of measurement cross-sectional paths from school attachment to externalising problems were specified. The model further assumes stability coefficients and cross-lagged effects between externalising behaviour and attachment.

⁶ The mean difference in participation depending on the socioeconomic status of the family (lowest status vs. others) is statistically significant (t-value=3.82; p<0.001).

⁷ r=0.08; p<0.05%.

To investigate the suggested causations of school participation, attachment to school and externalising problems two different models were specified. The first model hypothesise, that possibilities for school participation are not influenced by externalising behaviour and school attachment at time 1. Equal chances to participate in school were assumed for all children. That was done by setting the effects of the latent factors at time 1 on school participation at time 2 equal to 0. The model fitted the data well, after omitting non significant paths and residual correlations the fit of the model was: $\text{Chi}^2=201.5$, $\text{df}=189$, $\text{Chi}^2/\text{df}=1.07$, $\text{RMSEA}=0.01$, $\text{CFI} = 1.00$. Second model suggests opposite. The possibilities for participating in every day life at school are affected by prior behaviour. Specifying a path from school attachment at time 1 to school participation at time 2 led to a decrease in Chi^2 from about 4.4 by losing one degree of freedom. The ratio of ΔChi^2 to Δdf equal to 4.4 indicates a significant improvement of the model fit. Specifying a path from externalising behaviour at time 1 to participation at time 2 didn't lead to a further significant improvement of the model fit. Thus, it can be suggested that possibilities to participate in school are partly consequence of prior characteristics. Especially children who already had a high level of school attachment experience increased possibilities to participate in school. The results of these two models can be seen in figure 2 and figure 3.

First, results common to both models show, that externalising problems and school attachment are relative stable from time 1 and time 2. The stability of externalising behavioural problems remains from time 2 to time 3 nearly as high as from time 1 to time 2. Contrarily the stability of school attachment decreased over time. This result can be explained by the transition from Primary School to Secondary Education Stage I, which goes hand in hand with a school change. Attachment is influenced by school characteristics (Social and physical environment; e.g. teachers, classmates, schoolyard). As children come to a new school, their attachment to school changes due to characteristics of this new school. Nevertheless attitudes towards school and the attachment to school show stability over time.

Second, cross-sectional effects of school attachment on externalising problems are supported by the data at time 1 and time 3. At time 2 no significant effect can be observed.

Third, the assumed cross-lagged effects between time 1 and time 2 are not supported by the data. Similarly no significant effect of school attachment at time 2 on externalising problems at time 3 is shown. In turn, results indicate that the higher the levels of externalising behaviour problems at time 2, the lower the attachment to school at time 3. The missing cross-lagged effects from attachment on externalising problems can be explained within the theoretical framework of this study. Behavioural problems are much more the expression of actual social bonds, than the result of the attachment to school one and a half year ago. Further the missing path from externalising problems at time 1 to attachment at time 2 may be the result of lacking negative teacher reactions in Primary School. In Primary School individuals play a comparably more important role than achievement, whereas achievement

becomes more and more important due to the transition to Secondary Education Stage I and also the transmission of knowledge plays a more central role. Due to the possibility of shaping class more free, Primary School teachers respond less negative to misbehaving children. In Secondary Education Stage I teachers are much more concerned with the transmission of knowledge, so they have to sanction misbehaviour to ensure the education.

Fourth, results show (table 5) that externalising behavioural problems increase from time 1 to time 2 and decrease from time 2 to time 3, whereas the decrease from time 2 to time 3 fails the criteria for statistical significance. Attachment to school is from time 1 to time 2 and from time 2 to time 3 subject to significant decrease, what might be a consequence of increasing school requirements, showing children that school means also hard work.

Table 5: Mean vectors of the latent variables by time of measurement

	Time 2	Time 3	$\Delta t1_t2$	$\Delta t2_t3$
Externalising problems	.12	.07	.12**	-.05
School attachment	-.17	-.23	-.17***	-.06**

To compare factor means over time the latent variables were standardised at time 1. Time 1 mean values (=0) are the reference values. $\Delta t1_t2$ indicates the change in the mean value from time 1 to time 2. $\Delta t2_t3$ indicates the change in the mean value from time 2 to time 3. **: p<.01; ***:p<.001

Figure 2: Path model for externalizing problem behaviours, school attachment and school participation (independent from time 1)

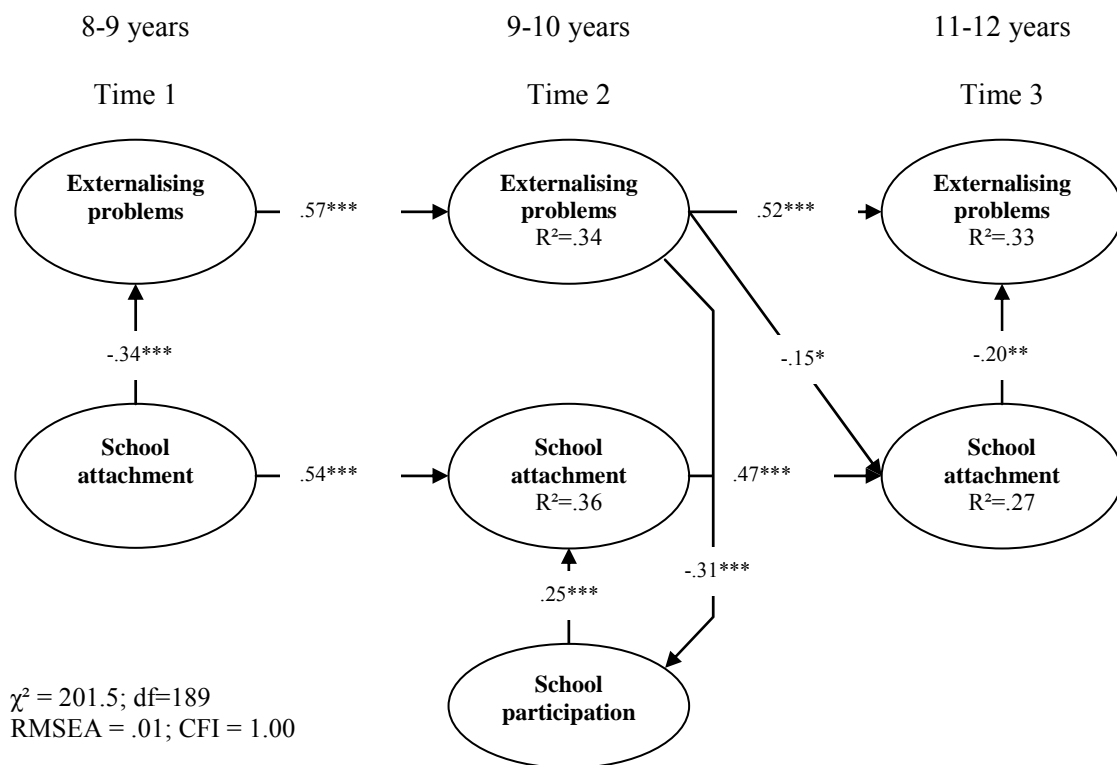
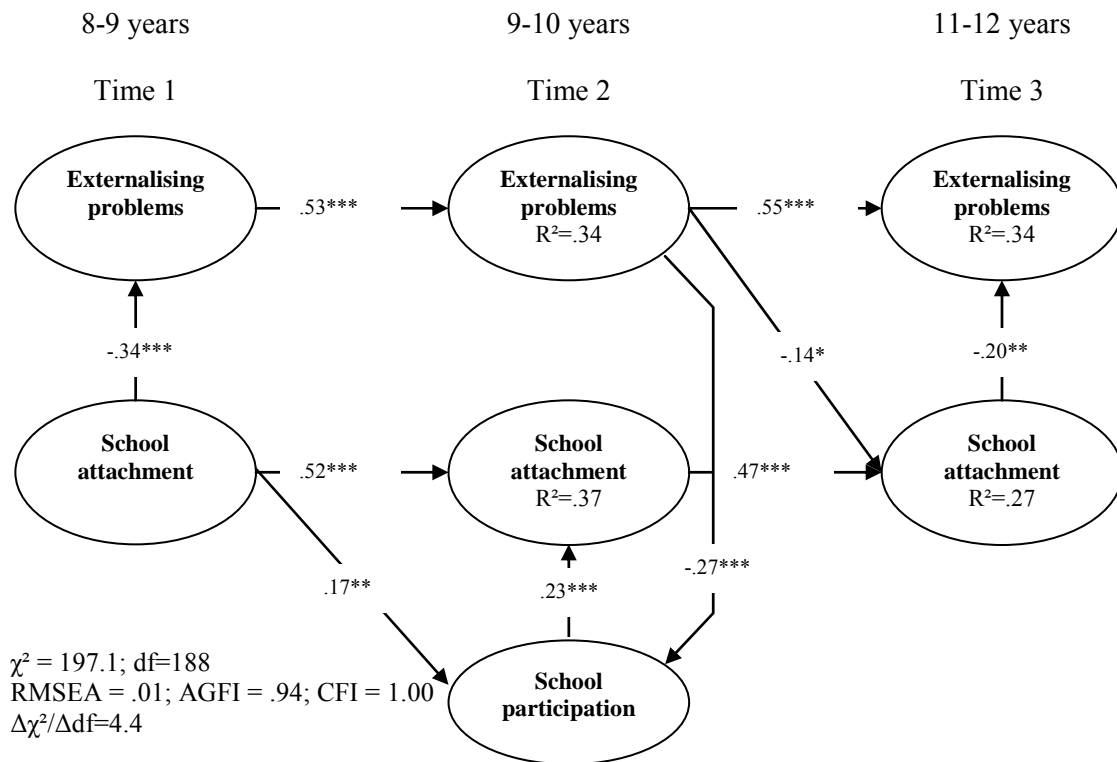


Figure 3: Path model for externalizing problem behaviours, school attachment and school participation (caused by time 1)



Furthermore it can be seen that attachment to school is strengthened by a democratic leadership in class and student's possibilities to participate are influenced by actual shown behaviours. The possibilities to participate in class are shortened for students with externalising problems due to their behaviour. A direct positive effect of school participation can only be found at time 2.

Conclusion

- Participation is usual for most respondents. But about one third in Primary School and about one fourth in Secondary Education Stage I receive no or rather no participation.
- Participation strengthens attachment to school and thus, indirectly attenuates externalising problems.
- This positive effects of participation are not used sufficiently. Results show, that children highly attached to school experience more participation and that children with a higher level of externalising problems are restricted in their chances to participate. To utilize the whole potential of school participation in respect to preventing antisocial behaviour all children must have equal chances to participate and participation in general must become a central concept in the education of children.

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Appendix

The basic model (including all latent variables at each time of measurement) fits the data well, thus only these results are reported. Following Jöreskog (2005: 36) there is no need to report the results of the intermediate steps.

Table A: Factor loadings (standardised solutions)

	Time 1	Time 2	Time 3
Externalising behaviour			
I often lose my temper	.61	.69	.67
I often end up having trouble with the other kids	.59	.67	.62
I often get mad at other kids	.68	.73	.71
Attachment			
I like to be at school	.82	.88	.86
School “amuses” me	.76	.80	.76
Altogether. I like my school	.63	.67	.61
Participation (Model 1)			
How many times can you and your classmates talk about thing in class, which are important for you?		.49	
How many times can you and your classmates participate in decisions regarding the design of your classroom?		.64	
Our class teacher ask our opinion, when something is going to be decided or planned.		.52	
Participation (Model 2)			
How many times can you and your classmates talk about thing in class, which are important for you?		.49	
How many times can you and your classmates participate in decisions regarding the design of your classroom?		.63	
Our class teacher ask our opinion, when something is going to be decided or planned.		.54	

Table B: Correlated errors (standardised solutions)

	Time 1 with time 2	Time 2 with time 3	Time 1 with time 3
Externalising behaviour			
I often lose my temper	.11	.14	.12
I often end up having trouble with the other kids	-	.09	.10
I often get mad at other kids	-	-	-
Attachment			
I like to be at school	-	-	-
School “amuses” me	-	.06	-
Altogether, I like my school	-	.10	-

Table C: Correlation matrix, means (M) and standard deviations (SD) for observed Variables

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21
1. I often lose my temper (1)	1																				
2. I often end up having trouble with the other kids (1)	.41**	1																			
3. I often get mad at other kids (1)	.43**	.43**	1																		
4. I often lose my temper (2)	.37**	.26**	.30**	1																	
5. I often end up having trouble with the other kids (2)	.21**	.25**	.31**	.41**	1																
6. I often get mad at other kids (2)	.24**	.22**	.31**	.52**	.49**	1															
7. I often lose my temper (3)	.27**	.23**	.22**	.39**	.25**	.24**	1														
8. I often end up having trouble with the other kids (3)	.14**	.21**	.12**	.27**	.34**	.24**	.41**	1													
9. I often get mad at other kids (3)	.12**	.10*	.15**	.25**	.26**	.25**	.46**	.44**	1												
10. I like to be at school (1)	-.12**	-.13**	-.22**	-.04	-.02	-.11**	-.08*	-.05	-.08*	1											
11. School "amuses" me (1)	-.14**	-.14**	-.18**	-.07	-.04	-.08	-.04	-.03	-.08	.64**	1										
12. Altogether. I like my school (1)	-.18**	-.17**	-.10*	-.08	-.07	-.07	-.07	-.09*	-.04	.47**	.48**	1									
13. I like to be at school (2)	-.11**	-.12**	-.10*	-.13**	-.10*	-.12**	-.10*	-.13**	-.13**	.40**	.35**	.28**	1								
14. School "amuses" me (2)	-.12**	-.12**	-.10*	-.12**	-.15**	-.17**	-.09*	-.12**	-.13**	.33**	.34**	.24**	.67**	1							
15. Altogether. I like my school (2)	-.17**	-.16**	-.13**	-.18**	-.15**	-.15**	-.11**	-.13**	-.11**	.24**	.24**	.25**	.59**	.53**	1						
16. I like to be at school (3)	-.06	-.07	-.04	-.09*	-.09*	-.11*	-.15**	-.16**	-.15**	.24**	.20**	.28**	.41**	.35**	.33**	1					
17. School "amuses" me (3)	-.09*	-.05	-.09*	-.18**	-.12**	-.13**	-.17**	-.14**	-.13**	.25**	.20**	.21**	.35**	.35**	.27**	.66**	1				
18. Altogether. I like my school (3)	-.06	-.06	-.09*	-.10*	-.14**	-.13**	-.12**	-.16**	-.13**	.18**	.15**	.24**	.26**	.24**	.29**	.55**	.48**	1			
19. How many times can you and your classmates talk about thing in class, which are important for you (2)	-.07	-.06	-.05	-.09*	-.12**	-.00	-.07	-.07	-.07	.04	-.01	.06	.09*	.11*	.14***	.13*	.08	.02	1		
20. How many times can you and your classmates participate in decisions regarding the design of your classroom.(2)	-.09*	-.12**	-.11**	-.14**	-.19**	-.11*	-.09*	-.07	-.11*	.11*	.04	.04	.10*	.12**	.11**	.06	.02	-.02	.38**	1	
21. Our class teacher ask our opinion, when something is going to be decided or planned.(2)	.00	-.07	-.06	-.10*	-.11**	-.07	-.08	-.07	-.10*	.12**	.12**	.08	.18**	.15**	.17**	.16**	.08	.06	.26**	.34**	1
M	2.03	1.54	1.86	2.20	1.56	1.90	2.18	1.54	1.81	3.49	3.53	3.53	3.34	3.45	3.44	3.29	3.35	3.42	2.85	2.99	3.13
SD	1.04	.84	1.01	.99	.79	.97	.88	.69	.83	.85	.77	.62	.85	.77	.67	.77	.73	.65	.75	.93	.79

**=p<0.01; *=p<0.05. All items are (re)coded that way, that high scores mean a high level of the latent dimension. Numbers in parentheses indicate time of measurement