

Additional Study  
Baden Wuerttemberg (BW)  
SUF Version 3.1.0  
Codebook (en)

Copyrighted Material  
Leibniz Institute for Educational Trajectories (LifBi)  
Wilhelmsplatz 3, 96047 Bamberg  
Director: Prof. Dr. Hans-Günther Roßbach  
Executive Director of Research: Dr. Jutta von Maurice  
Executive Director of Administration: Dr. Robert Polgar  
Bamberg, 2016



# Contents

1	Preliminary Remarks & Reading Aid . . . . .	1
2	Profile . . . . .	2
3	xInstitution . . . . .	86
4	xTargetCompetencies . . . . .	831
5	xTarget . . . . .	1010

# 1 Preliminary Remarks & Reading Aid

In this codebook all 4 data files from the NEPS Scientific Use File of Starting Cohort BW (Version 3.1.0, Onsite; doi:10.5157/NEPS:BW:3.1.0) with a total of 1549 variables are documented. Each chapter starts with an overview of all variables in a file – in the order of their appearance in the file. The variable names are linked to the information on the respective variable.

The diagram illustrates the structure of a variable entry in a codebook. It shows a variable entry for 't743028 fellow occupants grandchildren' with a questionnaire reference '55 : 32302'. The entry includes a question text: '[MF] And with whom do you currently live in a household? > with your grandchild / grandchildren «Multiple responses can be given. Read instructions aloud.»'. Below the question is a table with columns for 'Label', 'Code', '#', and 'by wave' (with sub-columns for waves 1, 2, and 3). The table lists values: 'not specified' (code 0, frequency 22852), 'specified' (code 1, frequency 3), 'Refused' (code -97, frequency 1), 'Don't know' (code -98, frequency 7), and 'system missing value' (code ., frequency 8164). The table also shows absolute frequencies by wave: wave 1 (13581), wave 2 (9271), and wave 3 (3837).

Label	Code	#	by wave		
			1	2	3
not specified	0	22852	13581	9271	
specified	1	3	2	1	
Refused	-97	1	1	0	
Don't know	-98	7	2	5	
system missing value	.	8164	4327	3837	

This information – if available – is presented:

1. question (bold), partly with different wording alternatives with the corresponding conditions and clickable question numbers; closer definition of the question after delimiter >
2. variable name (as in data file)
3. variable label from data file
4. reference to the questionnaire (as described in the data manual)
5. question number in instrument after a colon
6. interview instructions inside «...»
7. table with frequencies
  - a) column 1: value label
  - b) column 2: value
  - c) column 3: absolute frequencies (#)
  - d) column 4-...: absolute frequencies by wave (if possible)
  - e) missing values at the end of table and slanted

The length of the table has been technically limited; where required the number of removed lines is reported.

## 2 Profile

<b>ID_t</b>	ID target . . . . .	5
<b>ID_i</b>	ID institution . . . . .	6
<b>ID_tg</b>	ID test group. . . . .	7
<b>wave</b>	wave. . . . .	8
<b>txg8</b>	shortened Gymnasium program (Gymnasium: type of school leading to upper secon... .	9
<b>w_i</b>	Weight for participating schools . . . . .	10
<b>w_t1</b>	Weights for pupils that participated in 2010/11. . . . .	11
<b>w_t1_std</b>	Weights for pupils that participated in 2010/11 (std.). . . . .	12
<b>w_t2g8</b>	Weights for pupils that participated in 2011/12 G8 branch . . . . .	13
<b>w_t2g9</b>	Weights for pupils that participated in 2011/12 G9 branch . . . . .	14
<b>w_t2g8_std</b>	Weights for pupils that participated in 2011/12 G8 branch (std.) . . . . .	15
<b>w_t2g9_std</b>	weights for pupils that participated in 2011/12 G9 branch (std.) . . . . .	16
<b>w_t3</b>	Weights for pupils that participated in 2012/13. . . . .	17
<b>w_t3_std</b>	Weights for pupils that participated in 2012/13 (std.). . . . .	18
<b>tx80211_w1</b>	survey instrument ID (Test book ZDA). . . . .	19
<b>tx80211_w2</b>	survey instrument ID (student questionnaire) . . . . .	20
<b>tx80211_w3</b>	survey instrument ID (Biology) . . . . .	21
<b>tx80211_w4</b>	survey instrument ID (English) . . . . .	22
<b>tx80211_w5</b>	survey instrument ID (Physics) . . . . .	23
<b>tx80211_w6</b>	survey instrument ID (Mathematics). . . . .	24
<b>ex80211_w1</b>	survey instrument ID discipline leader of English . . . . .	25
<b>ex80211_w2</b>	survey instrument ID discipline leader of German . . . . .	26
<b>ex80211_w3</b>	survey instrument ID discipline leader of Mathematics. . . . .	27
<b>hx80211</b>	survey instrument ID school principal. . . . .	28
<b>orderbio</b>	position Biology test . . . . .	29
<b>orderen</b>	position English test. . . . .	30
<b>orderphy</b>	position Physics test . . . . .	31
<b>ordermat</b>	position Mathematics test . . . . .	32
<b>tx80501</b>	List of children / pupils: Gender child . . . . .	33
<b>tx8050m</b>	List of children / pupils: Date of birth (month) target child. . . . .	34
<b>tx8050y</b>	List of children / pupils: Date of birth (year) target child . . . . .	35
<b>ID_cger</b>	ID German course . . . . .	36

<b>ID_cen</b>	ID English course. . . . .	37
<b>ID_cmat</b>	ID Maths course . . . . .	38
<b>ID_cphy</b>	ID Physics course . . . . .	39
<b>ID_cbio</b>	ID Biology course . . . . .	40
<b>ID_cch</b>	ID Chemistry course . . . . .	41
<b>hrsger</b>	number of hours per week in German . . . . .	42
<b>hrsen</b>	number of hours per week in English. . . . .	43
<b>hrsmat</b>	number of hours per week in Mathematics . . . . .	44
<b>hrsphy</b>	number of hours per week in Physics. . . . .	45
<b>hrsbio</b>	number of hours per week in Biology . . . . .	46
<b>hrschr</b>	number of hours per week in Chemistry . . . . .	47
<b>grdger_w1</b>	grade in German 1st half year. . . . .	48
<b>grdger_w2</b>	grade in German 2nd half year . . . . .	49
<b>grdger_w3</b>	grade in German 3rd half year . . . . .	50
<b>grdger_w4</b>	grade in German 4th half year . . . . .	51
<b>grden_w1</b>	grade in English 1st half year . . . . .	52
<b>grden_w2</b>	grade in English 2nd half year . . . . .	53
<b>grden_w3</b>	grade in English 3rd half year . . . . .	54
<b>grden_w4</b>	grade in English 4th half year . . . . .	55
<b>grdmat_w1</b>	grade in Mathematics 1st half year . . . . .	56
<b>grdmat_w2</b>	grade in Mathematics 2nd half year . . . . .	57
<b>grdmat_w3</b>	grade in Mathematics 3rd half year. . . . .	58
<b>grdmat_w4</b>	grade in Mathematics 4th half year. . . . .	59
<b>grdphy_w1</b>	grade in Physics 1st half year. . . . .	60
<b>grdphy_w2</b>	grade in Physics 2nd half year . . . . .	61
<b>grdphy_w3</b>	grade in Physics 3rd half year . . . . .	62
<b>grdphy_w4</b>	grade in Physics 4th half year . . . . .	63
<b>grdbio_w1</b>	grad in Biology 1st half year . . . . .	64
<b>grdbio_w2</b>	grade in Biology 2nd half year . . . . .	65
<b>grdbio_w3</b>	grade in Biology 3rd half year. . . . .	66
<b>grdbio_w4</b>	grade in Biology 4th half year. . . . .	67
<b>grdch_w1</b>	grade in Chemistry 1st half year . . . . .	68
<b>grdch_w2</b>	grade in Chemistry 2nd half year . . . . .	69
<b>grdch_w3</b>	grade in Chemistry 3rd half year. . . . .	70

<b>grdch_w4</b>	grade in Chemistry 4th half year . . . . .	71
<b>crsna_w1</b>	Abitur examination subject 1 (German). . . . .	72
<b>crsgrd_w1</b>	Abitur examination subject 1 (German): grade. . . . .	73
<b>crsna_w2</b>	Abitur examination subject 2 (Mathematics) . . . . .	74
<b>crsgrd_w2</b>	Abitur examination subject 2 (Mathematics): grade . . . . .	75
<b>crsna_w3</b>	Abitur examination subject 3 (foreign language) . . . . .	76
<b>crsgrd_w3</b>	Abitur examination subject 3 (foreign language): grade . . . . .	77
<b>crsna_w4</b>	Abitur examination subject 4 (further core subject) . . . . .	78
<b>crsgrd_w4</b>	Abitur examination subject 4 (further core subject): grade . . . . .	79
<b>crsna_w5</b>	Abitur examination subject 5 (oral subject) . . . . .	80
<b>crsgrd_w5</b>	Abitur examination subject 5 (oral subject): grade . . . . .	81
<b>abiturres</b>	Abitur overall grade . . . . .	82
<b>spclachvmt_w1</b>	special learning achievement: course half years: grade . . . . .	83
<b>spclachvmt_w2</b>	special learning achievement: seminar paper: grade . . . . .	84
<b>spclachvmt_w3</b>	special learning achievement: colloquium: grade. . . . .	85

ID\_t ID target

no question text

no table generated



ID\_i ID institution

no question text

no table generated

ID\_tg ID test group

no question text

no table generated

wave wave

no question text

Label	Code	#	by wave		
			1	2	3
2010/11	1	1341	1341	0	0
2011/12	2	2577	0	2577	0
2012/13	3	1292	0	0	1292

txg8 shortened Gymnasium program (Gymnasium: type of school leading to upper secon...

no question text

Label	Code	#	by wave		
			1	2	3
No	0	2582	1289	1293	0
Yes	1	2628	52	1284	1292

### w\_i Weight for participating schools

no question text

Label	Code	#	by wave		
			1	2	3
	3.17	29	0	0	29
	3.59	9	0	0	9
	3.65	4	0	0	4
	3.70	38	0	0	38
	3.80	30	0	0	30
	3.85	24	0	0	24
	4.00	38	0	0	38
	4.15	27	0	0	27
	4.17	65	0	65	0
	4.27	16	0	0	16
	4.29	37	0	0	37
	4.29	17	0	0	17
	... 117 values omitted ...				
	11.12	19	19	0	0
	11.46	53	0	53	0
	11.96	34	34	0	0
	12.39	76	0	76	0
	12.63	64	0	64	0
	12.67	25	0	0	25
	12.93	60	60	0	0
	13.18	39	39	0	0
	13.96	39	0	39	0
	14.57	22	22	0	0
	17.39	67	0	67	0
	18.15	34	34	0	0

## w\_t1 Weights for pupils that participated in 2010/11

no question text

Label	Code	#	by wave		
			1	2	3
	0.00	3869	0	2577	1292
	16.18	38	38	0	0
	17.21	33	33	0	0
	17.57	39	39	0	0
	17.89	60	60	0	0
	19.06	38	38	0	0
	19.07	30	30	0	0
	19.44	34	34	0	0
	19.44	34	34	0	0
	19.78	21	21	0	0
	20.06	39	39	0	0
	20.16	22	22	0	0
	... 22 values omitted ...				
	25.38	25	25	0	0
	25.40	14	14	0	0
	26.09	35	35	0	0
	26.22	17	17	0	0
	26.84	38	38	0	0
	31.02	39	39	0	0
	32.02	6	6	0	0
	38.92	34	34	0	0
	44.73	26	26	0	0
	46.70	30	30	0	0
	47.31	26	26	0	0
	48.23	22	22	0	0

## w\_t1\_std Weights for pupils that participated in 2010/11 (std.)

no question text

Label	Code	#	by wave		
			1	2	3
	0.00	3869	0	2577	1292
	0.67	38	38	0	0
	0.71	33	33	0	0
	0.73	39	39	0	0
	0.74	60	60	0	0
	0.79	38	38	0	0
	0.79	30	30	0	0
	0.80	34	34	0	0
	0.80	34	34	0	0
	0.82	21	21	0	0
	0.83	39	39	0	0
	0.83	22	22	0	0
	... 22 values omitted ...				
	1.05	25	25	0	0
	1.05	14	14	0	0
	1.08	35	35	0	0
	1.08	17	17	0	0
	1.11	38	38	0	0
	1.28	39	39	0	0
	1.32	6	6	0	0
	1.61	34	34	0	0
	1.85	26	26	0	0
	1.93	30	30	0	0
	1.95	26	26	0	0
	1.99	22	22	0	0

## w\_t2g8 Weights for pupils that participated in 2011/12 G8 branch

no question text

Label	Code	#	by wave		
			1	2	3
	0.00	3926	1341	1293	1292
	11.77	20	0	20	0
	14.29	29	0	29	0
	16.40	29	0	29	0
	16.60	26	0	26	0
	16.63	22	0	22	0
	17.33	21	0	21	0
	17.36	18	0	18	0
	17.65	28	0	28	0
	17.67	38	0	38	0
	18.16	37	0	37	0
	18.28	11	0	11	0
	... 24 values omitted ...				
	25.41	38	0	38	0
	26.56	24	0	24	0
	26.87	27	0	27	0
	27.11	37	0	37	0
	27.45	31	0	31	0
	28.49	29	0	29	0
	28.88	31	0	31	0
	30.32	37	0	37	0
	33.41	24	0	24	0
	34.13	4	0	4	0
	37.74	33	0	33	0
	39.33	35	0	35	0



## w\_t2g9 Weights for pupils that participated in 2011/12 G9 branch

no question text

Label	Code	#	by wave		
			1	2	3
	0.00	3917	1341	1284	1292
	11.69	1	0	1	0
	11.70	1	0	1	0
	11.75	1	0	1	0
	11.79	1	0	1	0
	11.81	1	0	1	0
	11.83	1	0	1	0
	11.87	1	0	1	0
	11.88	1	0	1	0
	11.91	1	0	1	0
	11.95	1	0	1	0
	11.97	1	0	1	0
	... 1269 values omitted ...				
	68.19	1	0	1	0
	78.54	1	0	1	0
	78.87	1	0	1	0
	83.19	1	0	1	0
	86.85	1	0	1	0
	89.41	1	0	1	0
	90.71	1	0	1	0
	95.76	1	0	1	0
	102.65	1	0	1	0
	108.04	1	0	1	0
	110.90	1	0	1	0
	143.02	1	0	1	0

### w\_t2g8\_std Weights for pupils that participated in 2011/12 G8 branch (std.)

no question text

Label	Code	#	by wave		
			1	2	3
	0.00	3926	1341	1293	1292
	0.52	20	0	20	0
	0.63	29	0	29	0
	0.72	29	0	29	0
	0.73	26	0	26	0
	0.73	22	0	22	0
	0.76	21	0	21	0
	0.76	18	0	18	0
	0.77	28	0	28	0
	0.77	38	0	38	0
	0.80	37	0	37	0
	0.80	11	0	11	0
	... 24 values omitted ...				
	1.11	38	0	38	0
	1.16	24	0	24	0
	1.18	27	0	27	0
	1.19	37	0	37	0
	1.20	31	0	31	0
	1.25	29	0	29	0
	1.27	31	0	31	0
	1.33	37	0	37	0
	1.46	24	0	24	0
	1.50	4	0	4	0
	1.65	33	0	33	0
	1.72	35	0	35	0

w\_t2g9\_std weights for pupils that participated in 2011/12 G9 branch (std.)

no question text

Label	Code	#	by wave		
			1	2	3
	0.00	3917	1341	1284	1292
	0.50	1	0	1	0
	0.50	1	0	1	0
	0.50	1	0	1	0
	0.50	1	0	1	0
	0.50	1	0	1	0
	0.50	1	0	1	0
	0.51	1	0	1	0
	0.51	1	0	1	0
	0.51	1	0	1	0
	0.51	1	0	1	0
	0.51	1	0	1	0
	0.51	1	0	1	0
... 1269 values omitted ...					
	2.91	1	0	1	0
	3.35	1	0	1	0
	3.36	1	0	1	0
	3.54	1	0	1	0
	3.70	1	0	1	0
	3.81	1	0	1	0
	3.87	1	0	1	0
	4.08	1	0	1	0
	4.37	1	0	1	0
	4.60	1	0	1	0
	4.73	1	0	1	0
	6.09	1	0	1	0

## w\_t3 Weights for pupils that participated in 2012/13

no question text

Label	Code	#	by wave		
			1	2	3
	0.00	3918	1341	2577	0
	10.24	4	0	0	4
	12.43	33	0	0	33
	12.53	19	0	0	19
	12.97	21	0	0	21
	13.36	32	0	0	32
	13.55	34	0	0	34
	13.65	9	0	0	9
	13.73	16	0	0	16
	13.82	38	0	0	38
	14.53	27	0	0	27
	14.86	25	0	0	25
	... 24 values omitted ...				
	19.77	37	0	0	37
	20.11	36	0	0	36
	20.87	19	0	0	19
	22.11	36	0	0	36
	22.70	37	0	0	37
	23.00	17	0	0	17
	23.17	14	0	0	14
	24.55	28	0	0	28
	24.65	38	0	0	38
	25.16	26	0	0	26
	29.93	36	0	0	36
	36.98	25	0	0	25

### w\_t3\_std Weights for pupils that participated in 2012/13 (std.)

no question text

Label	Code	#	by wave		
			1	2	3
	0.00	3918	1341	2577	0
	0.56	4	0	0	4
	0.67	33	0	0	33
	0.68	19	0	0	19
	0.70	21	0	0	21
	0.72	32	0	0	32
	0.74	34	0	0	34
	0.74	9	0	0	9
	0.74	16	0	0	16
	0.75	38	0	0	38
	0.79	27	0	0	27
	0.81	25	0	0	25
	... 24 values omitted ...				
	1.07	37	0	0	37
	1.09	36	0	0	36
	1.13	19	0	0	19
	1.20	36	0	0	36
	1.23	37	0	0	37
	1.25	17	0	0	17
	1.26	14	0	0	14
	1.33	28	0	0	28
	1.34	38	0	0	38
	1.37	26	0	0	26
	1.62	36	0	0	36
	2.01	25	0	0	25

tx80211\_w1 survey instrument ID (Test book ZDA)

no question text

Label	Code	#	by wave		
			1	2	3
	102	4883	1280	2392	1211
<i>Not participated</i>	-56	327	61	185	81

### tx80211\_w2 survey instrument ID (student questionnaire)

no question text

Label	Code	#	by wave		
			1	2	3
	64	1281	1281	0	0
	112	2392	0	2392	0
	184	1211	0	0	1211
<i>Not participated</i>	-56	326	60	185	81

### tx80211\_w3 survey instrument ID (Biology)

no question text

Label	Code	#	by wave		
			1	2	3
	98	1162	289	571	302
	99	1288	341	623	324
	100	1240	327	617	296
	101	1192	326	576	290
<i>Not participated</i>	-56	328	58	190	80



### tx80211\_w4 survey instrument ID (English)

no question text

Label	Code	#	by wave		
			1	2	3
	104	2465	655	1205	605
	105	2420	628	1186	606
<i>Not participated</i>	-56	325	58	186	81

### tx80211\_w5 survey instrument ID (Physics)

no question text

Label	Code	#	by wave		
			1	2	3
	134	1200	306	584	310
	135	1280	328	635	317
	136	1197	325	583	289
	137	1198	322	586	290
<i>Not participated</i>	-56	335	60	189	86

### tx80211\_w6 survey instrument ID (Mathematics)

no question text

Label	Code	#	by wave		
			1	2	3
	103	4883	1282	2390	1211
<i>Not participated</i>	-56	327	59	187	81

ex80211\_w1 survey instrument ID discipline leader of English

no question text

Label	Code	#	by wave		
			1	2	3
	56	1341	1341	0	0
	109	2577	0	2577	0
	182	1292	0	0	1292

ex80211\_w2 survey instrument ID discipline leader of German

no question text

Label	Code	#	by wave		
			1	2	3
	67	1341	1341	0	0
	113	2577	0	2577	0
	185	1292	0	0	1292

ex80211\_w3 survey instrument ID discipline leader of Mathematics

no question text

Label	Code	#	by wave		
			1	2	3
	60	1341	1341	0	0
	110	2577	0	2577	0
	183	1292	0	0	1292

### hx80211 survey instrument ID school principal

no question text

Label	Code	#	by wave		
			1	2	3
	62	1341	1341	0	0
	111	2577	0	2577	0
	186	1292	0	0	1292

orderbio position Biology test

no question text

Label	Code	#	by wave		
			1	2	3
	1	2597	676	1270	651
	3	2613	665	1307	641



### ordenen position English test

no question text

Label	Code	#	by wave		
			1	2	3
	2	2599	660	1293	646
	4	2611	681	1284	646

### orderphy position Physics test

no question text

Label	Code	#	by wave		
			1	2	3
	1	2613	665	1307	641
	3	2597	676	1270	651

### ordermat position Mathematics test

no question text

Label	Code	#	by wave		
			1	2	3
	2	2611	681	1284	646
	4	2599	660	1293	646

### tx80501 List of children / pupils: Gender child

no question text

Label	Code	#	by wave		
			1	2	3
Male	1	2308	600	1138	570
Female	2	2902	741	1439	722

## tx8050m List of children / pupils: Date of birth (month) target child

no question text

Label	Code	#	by wave		
			1	2	3
January	1	419	115	208	96
February	2	409	90	214	105
March	3	400	91	207	102
April	4	372	104	167	101
May	5	405	106	185	114
June	6	401	101	202	98
July	7	469	136	221	112
August	8	487	127	234	126
September	9	516	142	254	120
October	10	504	129	258	117
November	11	420	82	227	111
December	12	407	118	199	90
<i>Implausible value</i>	-95	1	0	1	0

### tx8050y List of children / pupils: Date of birth (year) target child

no question text

Label	Code	#	by wave		
			1	2	3
	1985	2	2	0	0
	1986	1	1	0	0
	1987	1	1	0	0
	1989	11	11	0	0
	1990	78	72	6	0
	1991	680	612	62	6
	1992	1200	596	585	19
	1993	1366	44	1249	73
	1994	1217	1	665	551
	1995	646	1	9	636
	1996	7	0	0	7
<i>Implausible value</i>	-95	1	0	1	0

## ID\_cger ID German course

no question text

Label	Code	#	by wave		
			1	2	3
	100109601101	10	10	0	0
	100109601102	5	5	0	0
	100109601103	11	11	0	0
	100109601104	8	8	0	0
	100109602105	7	0	7	0
	100109602106	10	0	10	0
	100109602107	13	0	13	0
	100109602108	5	0	5	0
	100109602109	8	0	8	0
	100109602110	11	0	11	0
	100109602111	6	0	6	0
	100109602112	8	0	8	0
	... 779 values omitted ...				
	100114203104	8	0	0	8
	100114203105	4	0	0	4
	100196102101	12	0	12	0
	100196102102	5	0	5	0
	100196102103	6	0	6	0
	100196102104	10	0	10	0
	100196102105	11	0	11	0
	100196102106	9	0	9	0
	100196103101	11	0	0	11
	100196103102	13	0	0	13
	100196103103	11	0	0	11
<i>Unspecific missing</i>	-90	94	0	87	7

## ID\_cen ID English course

no question text

Label	Code	#	by wave		
			1	2	3
	100109601201	9	9	0	0
	100109601202	5	5	0	0
	100109601203	9	9	0	0
	100109601204	10	10	0	0
	100109602205	7	0	7	0
	100109602206	10	0	10	0
	100109602207	13	0	13	0
	100109602208	5	0	5	0
	100109602209	8	0	8	0
	100109602210	11	0	11	0
	100109602211	6	0	6	0
	100109602212	8	0	8	0
	... 756 values omitted ...				
	100114203205	4	0	0	4
	100196102201	11	0	11	0
	100196102202	8	0	8	0
	100196102203	7	0	7	0
	100196102204	6	0	6	0
	100196102205	8	0	8	0
	100196102206	7	0	7	0
	100196103201	11	0	0	11
	100196103202	10	0	0	10
	100196103203	14	0	0	14
<i>not documented</i>	-22	16	16	0	0
<i>Unspecific missing</i>	-90	361	63	215	83



## ID\_cmat ID Maths course

no question text

Label	Code	#	by wave		
			1	2	3
	100109601301	13	13	0	0
	100109601302	7	7	0	0
	100109601303	14	14	0	0
	100109602304	7	0	7	0
	100109602305	10	0	10	0
	100109602306	13	0	13	0
	100109602307	5	0	5	0
	100109602308	8	0	8	0
	100109602309	11	0	11	0
	100109602310	6	0	6	0
	100109602311	8	0	8	0
	100109603301	9	0	0	9
	... 776 values omitted ...				
	100114203303	7	0	0	7
	100114203304	7	0	0	7
	100196102301	10	0	10	0
	100196102302	10	0	10	0
	100196102303	11	0	11	0
	100196102304	6	0	6	0
	100196102305	7	0	7	0
	100196102306	9	0	9	0
	100196103301	7	0	0	7
	100196103302	13	0	0	13
	100196103303	15	0	0	15
<i>Unspecific missing</i>	-90	94	0	87	7

## ID\_cphy ID Physics course

no question text

Label	Code	#	by wave		
			1	2	3
	100109601403	8	8	0	0
	100109601405	7	7	0	0
	100109602401	31	0	31	0
	100109602403	5	0	5	0
	100109602404	9	0	9	0
	100109602405	6	0	6	0
	100109602406	9	0	9	0
	100109602407	8	0	8	0
	100109603401	24	0	0	24
	100109603402	5	0	0	5
	100109603403	8	0	0	8
	100109701402	4	4	0	0
	... 505 values omitted ...				
	100114202410	5	0	5	0
	100114203401	5	0	0	5
	100114203402	4	0	0	4
	100114203403	4	0	0	4
	100196102401	2	0	2	0
	100196102402	4	0	4	0
	100196102403	3	0	3	0
	100196102404	2	0	2	0
	100196103401	12	0	0	12
	100196103402	14	0	0	14
<i>not documented</i>	-22	101	101	0	0
<i>Unspecific missing</i>	-90	2056	488	1072	496

## ID\_cbio ID Biology course

no question text

Label	Code	#	by wave		
			1	2	3
	100109601502	8	8	0	0
	100109601503	6	6	0	0
	100109601507	7	7	0	0
	100109601508	7	7	0	0
	100109602501	13	0	13	0
	100109602502	11	0	11	0
	100109602503	9	0	9	0
	100109602504	10	0	10	0
	100109602505	8	0	8	0
	100109602507	4	0	4	0
	100109602508	5	0	5	0
	100109602509	8	0	8	0
	... 754 values omitted ...				
	100114203503	8	0	0	8
	100114203504	7	0	0	7
	100196102501	5	0	5	0
	100196102502	3	0	3	0
	100196102503	4	0	4	0
	100196102504	3	0	3	0
	100196102505	6	0	6	0
	100196102506	1	0	1	0
	100196103501	10	0	0	10
	100196103502	13	0	0	13
<i>not documented</i>	-22	24	24	0	0
<i>Unspecific missing</i>	-90	769	177	430	162

## ID\_cch ID Chemistry course

no question text

Label	Code	#	by wave		
			1	2	3
	100109601602	13	13	0	0
	100109601605	6	6	0	0
	100109601606	8	8	0	0
	100109602601	20	0	20	0
	100109602602	7	0	7	0
	100109602603	13	0	13	0
	100109602605	5	0	5	0
	100109602606	7	0	7	0
	100109602607	8	0	8	0
	100109602608	8	0	8	0
	100109603601	3	0	0	3
	100109603602	11	0	0	11
	... 562 values omitted ...				
	100114203601	6	0	0	6
	100114203602	10	0	0	10
	100114203603	8	0	0	8
	100196102601	3	0	3	0
	100196102602	1	0	1	0
	100196102603	7	0	7	0
	100196102604	3	0	3	0
	100196102605	6	0	6	0
	100196103601	8	0	0	8
	100196103602	15	0	0	15
<i>not documented</i>	-22	133	133	0	0
<i>Unspecific missing</i>	-90	1864	429	993	442

hrsger number of hours per week in German

no question text

Label	Code	#	by wave		
			1	2	3
	4	5210	1341	2577	1292

### hrsen number of hours per week in English

no question text

Label	Code	#	by wave		
			1	2	3
	4	4390	976	2210	1204
<i>not documented</i>	-22	19	0	14	5
<i>Unspecific missing</i>	-90	801	365	353	83

hrsmat number of hours per week in Mathematics

no question text

Label	Code	#	by wave		
			1	2	3
	4	5210	1341	2577	1292

### hrsphy number of hours per week in Physics

no question text

Label	Code	#	by wave		
			1	2	3
	2	1559	280	791	488
	4	925	150	524	251
<i>not documented</i>	-22	164	0	107	57
<i>Unspecific missing</i>	-90	2562	911	1155	496



### hrsbio number of hours per week in Biology

no question text

Label	Code	#	by wave		
			1	2	3
	2	1863	354	976	533
	3	12	2	6	4
	4	1963	383	1014	566
	5	17	3	12	2
<i>not documented</i>	-22	50	0	30	20
<i>Unspecific missing</i>	-90	1305	599	539	167

### hersch number of hours per week in Chemistry

no question text

Label	Code	#	by wave		
			1	2	3
	2	1911	353	1023	535
	4	801	123	417	261
<i>not documented</i>	-22	137	0	83	54
<i>Unspecific missing</i>	-90	2361	865	1054	442

### grdger\_w1 grade in German 1st half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	1	0	0	1
	2	1	1	0	0
	3	8	3	3	2
	4	39	19	15	5
	5	176	51	75	50
	6	338	93	154	91
	7	614	151	306	157
	8	790	194	390	206
	9	834	194	413	227
	10	840	229	404	207
	11	651	188	326	137
	12	471	122	231	118
	13	235	65	113	57
	14	97	31	46	20
	15	11	0	5	6
<i>not valid</i>	-25	1	0	1	0
<i>Unspecific missing</i>	-90	103	0	95	8

### grdger\_w2 grade in German 2nd half year

no question text

Label	Code	#	by wave		
			1	2	3
	2	3	1	1	1
	3	9	6	1	2
	4	50	16	18	16
	5	162	43	69	50
	6	362	94	176	92
	7	588	156	263	169
	8	736	178	381	177
	9	776	224	371	181
	10	815	205	396	214
	11	633	157	320	156
	12	487	130	247	110
	13	341	92	172	77
	14	118	35	51	32
	15	24	3	16	5
<i>not valid</i>	-25	1	1	0	0
<i>Unspecific missing</i>	-90	105	0	95	10

### grdger\_w3 grade in German 3rd half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	1	0	0	1
	2	2	0	0	2
	3	17	5	5	7
	4	62	14	31	17
	5	214	42	103	69
	6	382	110	163	109
	7	572	156	268	148
	8	663	161	339	163
	9	806	214	386	206
	10	773	218	379	176
	11	616	149	315	152
	12	444	124	221	99
	13	351	101	170	80
	14	183	44	92	47
	15	20	3	10	7
<i>Unspecific missing</i>	-90	104	0	95	9

### grdger\_w4 grade in German 4th half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	1	0	0	1
	2	4	0	1	3
	3	18	6	7	5
	4	63	15	25	23
	5	229	67	100	62
	6	366	86	165	115
	7	553	124	297	132
	8	649	166	314	169
	9	693	185	347	161
	10	773	218	373	182
	11	651	165	337	149
	12	500	126	249	125
	13	378	110	189	79
	14	225	62	107	56
	15	61	11	30	20
<i>Unspecific missing</i>	-90	46	0	36	10

### grden\_w1 grade in English 1st half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	2	0	1	1
	2	4	1	2	1
	3	17	7	7	3
	4	51	18	23	10
	5	228	51	117	60
	6	310	72	148	90
	7	552	135	262	155
	8	655	178	321	156
	9	735	178	374	183
	10	667	187	326	154
	11	633	164	321	148
	12	457	132	217	108
	13	313	89	139	85
	14	165	39	76	50
	15	27	9	11	7
<i>not documented</i>	-22	102	18	84	0
<i>not valid</i>	-25	4	3	0	1
<i>Unspecific missing</i>	-90	288	60	148	80

### grden\_w2 grade in English 2nd half year

no question text

Label	Code	#	by wave		
			1	2	3
	2	4	1	2	1
	3	33	10	11	12
	4	78	17	43	18
	5	224	54	99	71
	6	335	87	154	94
	7	533	124	284	125
	8	592	147	291	154
	9	681	177	332	172
	10	692	191	328	173
	11	593	154	308	131
	12	470	145	217	108
	13	359	97	172	90
	14	178	43	85	50
	15	47	13	19	15
<i>not documented</i>	-22	105	21	84	0
<i>not valid</i>	-25	3	3	0	0
<i>Unspecific missing</i>	-90	283	57	148	78



### grden\_w3 grade in English 3rd half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	4	3	1	0
	2	3	2	1	0
	3	22	2	15	5
	4	83	20	38	25
	5	251	59	118	74
	6	350	90	155	105
	7	470	112	245	113
	8	610	152	298	160
	9	644	184	320	140
	10	688	185	344	159
	11	576	163	261	152
	12	488	130	244	114
	13	349	89	169	91
	14	198	43	103	52
	15	82	26	32	24
<i>not documented</i>	-22	106	21	85	0
<i>not valid</i>	-25	3	3	0	0
<i>Unspecific missing</i>	-90	283	57	148	78

## grden\_w4 grade in English 4th half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	1	1	0	0
	2	7	2	2	3
	3	32	8	15	9
	4	76	20	40	16
	5	262	57	132	73
	6	322	72	152	98
	7	452	133	216	103
	8	589	138	311	140
	9	610	154	292	164
	10	662	169	354	139
	11	640	194	286	160
	12	473	120	230	123
	13	382	102	180	100
	14	250	57	136	57
	15	114	32	53	29
<i>not documented</i>	-22	106	21	85	0
<i>not valid</i>	-25	3	3	0	0
<i>Unspecific missing</i>	-90	229	58	93	78

## grdmat\_w1 grade in Mathematics 1st half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	41	12	17	12
	2	127	42	57	28
	3	190	52	92	46
	4	277	80	138	59
	5	500	126	240	134
	6	462	120	223	119
	7	497	120	244	133
	8	509	136	246	127
	9	475	115	246	114
	10	475	124	229	122
	11	449	119	216	114
	12	385	105	187	93
	13	311	86	149	76
	14	242	60	123	59
	15	157	43	75	39
<i>Unspecific missing</i>	-90	113	1	95	17

## grdmat\_w2 grade in Mathematics 2nd half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	54	23	20	11
	2	130	43	45	42
	3	185	51	81	53
	4	269	75	135	59
	5	439	116	215	108
	6	426	101	217	108
	7	474	128	224	122
	8	503	106	266	131
	9	462	114	237	111
	10	489	141	234	114
	11	427	128	190	109
	12	416	110	203	103
	13	362	94	173	95
	14	267	60	141	66
	15	195	50	101	44
<i>Unspecific missing</i>	-90	112	1	95	16

## grdmat\_w3 grade in Mathematics 3rd half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	93	32	43	18
	2	160	50	72	38
	3	238	50	104	84
	4	305	71	163	71
	5	455	114	225	116
	6	408	108	183	117
	7	473	133	227	113
	8	430	110	202	118
	9	450	102	235	113
	10	431	117	222	92
	11	411	115	199	97
	12	403	105	203	95
	13	342	93	162	87
	14	291	77	146	68
	15	209	63	96	50
<i>Unspecific missing</i>	-90	111	1	95	15

## grdmat\_w4 grade in Mathematics 4th half year

no question text

Label	Code	#	by wave		
			1	2	3
	0	1	1	0	0
	1	112	34	47	31
	2	160	58	61	41
	3	205	53	97	55
	4	244	59	132	53
	5	421	98	203	120
	6	365	93	184	88
	7	368	103	174	91
	8	418	95	200	123
	9	398	107	207	84
	10	461	122	239	100
	11	459	124	237	98
	12	419	107	194	118
	13	413	108	204	101
	14	378	91	185	102
	15	331	87	176	68
<i>Unspecific missing</i>	-90	57	1	37	19

## grdphy\_w1 grade in Physics 1st half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	20	4	10	6
	2	25	12	8	5
	3	65	17	29	19
	4	109	28	57	24
	5	192	47	93	52
	6	241	64	105	72
	7	262	66	121	75
	8	278	68	137	73
	9	312	79	150	83
	10	336	82	162	92
	11	300	79	146	75
	12	267	77	128	62
	13	215	53	111	51
	14	152	37	78	37
	15	83	27	41	15
<i>not documented</i>	-22	1165	165	699	301
<i>not valid</i>	-25	1	1	0	0
<i>Unspecific missing</i>	-90	1187	435	502	250

## grdphy\_w2 grade in Physics 2nd half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	27	14	6	7
	2	56	22	22	12
	3	80	18	28	34
	4	117	38	59	20
	5	239	65	116	58
	6	214	53	99	62
	7	273	72	126	75
	8	293	79	137	77
	9	281	61	141	79
	10	301	69	149	83
	11	233	62	114	57
	12	228	63	113	52
	13	235	52	125	58
	14	179	42	93	44
	15	102	31	48	23
<i>not documented</i>	-22	1196	196	699	301
<i>Unspecific missing</i>	-90	1156	404	502	250



## grdphy\_w3 grade in Physics 3rd half year

no question text

Label	Code	#	by wave		
			1	2	3
	0	1	0	1	0
	1	27	5	14	8
	2	41	14	14	13
	3	76	21	30	25
	4	101	23	54	24
	5	224	56	109	59
	6	217	52	102	63
	7	238	65	117	56
	8	235	55	108	72
	9	286	68	153	65
	10	293	71	138	84
	11	291	90	126	75
	12	253	69	117	67
	13	250	63	133	54
	14	200	55	103	42
	15	115	33	49	33
<i>not documented</i>	-22	1203	196	706	301
<i>Unspecific missing</i>	-90	1159	405	503	251

## grdphy\_w4 grade in Physics 4th half year

no question text

Label	Code	#	by wave		
			1	2	3
	0	1	0	1	0
	1	31	10	15	6
	2	79	16	38	25
	3	108	23	51	34
	4	103	25	42	36
	5	236	62	112	62
	6	176	44	89	43
	7	235	54	125	56
	8	239	60	113	66
	9	235	67	108	60
	10	240	55	117	68
	11	254	67	111	76
	12	241	75	105	61
	13	273	75	150	48
	14	223	52	127	44
	15	205	55	96	54
<i>not documented</i>	-22	1203	196	706	301
<i>Unspecific missing</i>	-90	1128	405	471	252

## grdbio\_w1 grad in Biology 1st half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	6	0	1	5
	2	9	3	3	3
	3	51	16	23	12
	4	84	23	46	15
	5	216	61	94	61
	6	266	79	123	64
	7	414	117	202	95
	8	475	117	258	100
	9	574	124	299	151
	10	601	145	304	152
	11	545	143	241	161
	12	464	112	223	129
	13	307	85	138	84
	14	199	51	95	53
	15	71	23	26	22
<i>not documented</i>	-22	291	56	235	0
<i>Unspecific missing</i>	-90	637	186	266	185

### grdbio\_w2 grade in Biology 2nd half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	10	4	3	3
	2	23	6	9	8
	3	58	16	23	19
	4	105	35	46	24
	5	244	56	123	65
	6	294	77	142	75
	7	396	115	194	87
	8	465	112	229	124
	9	512	151	254	107
	10	573	145	275	153
	11	469	103	236	130
	12	440	106	228	106
	13	395	97	175	123
	14	199	47	98	54
	15	99	29	41	29
<i>not documented</i>	-22	314	79	235	0
<i>Unspecific missing</i>	-90	614	163	266	185

## grdbio\_w3 grade in Biology 3rd half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	10	1	4	5
	2	13	2	8	3
	3	43	12	18	13
	4	76	19	36	21
	5	220	62	102	56
	6	251	64	117	70
	7	390	101	196	93
	8	457	107	243	107
	9	515	131	235	149
	10	573	138	297	138
	11	550	149	281	120
	12	481	131	210	140
	13	354	95	170	89
	14	232	60	104	68
	15	112	27	54	31
<i>not documented</i>	-22	313	78	235	0
<i>Unspecific missing</i>	-90	620	164	267	189

## grdbio\_w4 grade in Biology 4th half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	7	1	3	3
	2	29	13	11	5
	3	43	16	18	9
	4	69	19	31	19
	5	196	44	92	60
	6	250	60	120	70
	7	321	68	170	83
	8	435	109	224	102
	9	485	121	243	121
	10	539	138	285	116
	11	593	153	283	157
	12	512	133	237	142
	13	414	117	192	105
	14	285	66	137	82
	15	149	41	78	30
<i>not documented</i>	-22	313	78	235	0
<i>Unspecific missing</i>	-90	570	164	218	188

## grdch\_w1 grade in Chemistry 1st half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	10	2	4	4
	2	17	4	8	5
	3	58	11	28	19
	4	84	18	39	27
	5	186	46	87	53
	6	213	62	105	46
	7	270	60	135	75
	8	302	83	152	67
	9	327	78	169	80
	10	398	92	196	110
	11	333	90	158	85
	12	314	96	140	78
	13	241	63	107	71
	14	189	58	81	50
	15	88	27	35	26
<i>not documented</i>	-22	765	160	592	13
<i>Unspecific missing</i>	-90	1415	391	541	483

## grdch\_w2 grade in Chemistry 2nd half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	9	6	1	2
	2	29	9	6	14
	3	43	15	20	8
	4	98	20	50	28
	5	200	54	90	56
	6	202	57	97	48
	7	252	58	131	63
	8	278	65	142	71
	9	317	71	157	89
	10	352	98	164	90
	11	347	83	162	102
	12	338	97	162	79
	13	267	76	118	73
	14	175	46	87	42
	15	118	35	56	27
<i>not documented</i>	-22	806	201	592	13
<i>Unspecific missing</i>	-90	1379	350	542	487



## grdch\_w3 grade in Chemistry 3rd half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	12	4	5	3
	2	36	3	22	11
	3	47	17	21	9
	4	96	21	44	31
	5	195	57	87	51
	6	196	38	96	62
	7	258	52	124	82
	8	271	72	138	61
	9	300	73	152	75
	10	324	95	139	90
	11	365	93	179	93
	12	315	93	146	76
	13	295	87	128	80
	14	198	52	99	47
	15	111	31	56	24
<i>not documented</i>	-22	809	201	595	13
<i>Unspecific missing</i>	-90	1382	352	546	484

## grdch\_w4 grade in Chemistry 4th half year

no question text

Label	Code	#	by wave		
			1	2	3
	1	25	7	12	6
	2	40	9	17	14
	3	69	11	40	18
	4	94	14	51	29
	5	209	48	105	56
	6	195	31	97	67
	7	222	63	113	46
	8	292	73	148	71
	9	255	75	118	62
	10	338	79	154	105
	11	309	82	158	69
	12	286	84	136	66
	13	297	102	125	70
	14	246	64	115	67
	15	173	46	85	42
<i>not documented</i>	-22	809	201	595	13
<i>Unspecific missing</i>	-90	1351	352	508	491

## crsna\_w1 Abitur examination subject 1 (German)

no question text

Label	Code	#	by wave		
			1	2	3
German	1	5172	1341	2543	1288
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 18 values omitted ...					
Theory of Knowledge (IB)	32	0	0	0	0
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Unspecific missing</i>	-90	38	0	34	4

## crsgrd\_w1 Abitur examination subject 1 (German): grade

no question text

Label	Code	#	by wave		
			1	2	3
	1	1	0	0	1
	2	39	18	10	11
	3	131	43	55	33
	4	283	81	141	61
	5	416	96	210	110
	6	525	142	270	113
	7	700	164	350	186
	8	658	170	322	166
	9	667	169	330	168
	10	530	138	260	132
	11	409	119	204	86
	12	346	71	184	91
	13	278	81	124	73
	14	145	39	65	41
	15	33	8	15	10
<i>not valid</i>	-25	2	1	1	0
<i>Unspecific missing</i>	-90	47	1	36	10

## crsna\_w2 Abitur examination subject 2 (Mathematics)

no question text

Label	Code	by wave			
		#	1	2	3
German	1	0	0	0	0
Math	2	5172	1341	2543	1288
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 18 values omitted ...					
Theory of Knowledge (IB)	32	0	0	0	0
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Unspecific missing</i>	-90	38	0	34	4

## crsgrd\_w2 Abitur examination subject 2 (Mathematics): grade

no question text

Label	Code	#	by wave		
			1	2	3
	0	1	1	0	0
	1	169	51	58	60
	2	212	61	104	47
	3	299	85	148	66
	4	353	99	176	78
	5	338	105	165	68
	6	338	82	172	84
	7	383	102	179	102
	8	394	104	213	77
	9	363	97	173	93
	10	398	99	189	110
	11	368	89	177	102
	12	368	88	172	108
	13	366	93	183	90
	14	335	77	170	88
	15	330	55	199	76
<i>not valid</i>	-25	148	52	63	33
<i>Unspecific missing</i>	-90	47	1	36	10

## crsna\_w3 Abitur examination subject 3 (foreign language)

no question text

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	4557	1186	2225	1146
French	4	337	77	180	80
Greek	5	7	1	5	1
Italian	6	26	12	10	4
Latin	7	131	31	64	36
Russian	8	11	1	6	4
Spanish	9	94	29	52	13
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 18 values omitted ...					
Theory of Knowledge (IB)	32	0	0	0	0
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Unspecific missing</i>	-90	47	4	35	8

## crsgrd\_w3 Abitur examination subject 3 (foreign language): grade

no question text

Label	Code	#	by wave		
			1	2	3
	1	4	4	0	0
	2	26	9	12	5
	3	78	39	29	10
	4	181	53	87	41
	5	302	63	169	70
	6	441	113	213	115
	7	547	139	279	129
	8	681	190	305	186
	9	667	159	341	167
	10	636	166	314	156
	11	534	133	272	129
	12	414	123	194	97
	13	355	82	181	92
	14	217	49	111	57
	15	76	16	34	26
<i>not valid</i>	-25	3	2	0	1
<i>Unspecific missing</i>	-90	48	1	36	11



## crsna\_w4 Abitur examination subject 4 (further core subject)

no question text

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	72	11	43	18
French	4	285	67	137	81
Greek	5	2	0	2	0
Italian	6	42	9	22	11
Latin	7	81	22	40	19
Russian	8	1	0	0	1
Spanish	9	246	80	111	55
Biology	10	708	173	352	183
Biology (bilingual)	11	4	0	3	1
Chemistry	12	305	72	153	80
... 18 values omitted ...					
Theory of Knowledge (IB)	32	0	0	0	0
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	8	0	0	8
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Unspecific missing</i>	-90	86	35	43	8

## crsgrd\_w4 Abitur examination subject 4 (further core subject): grade

no question text

Label	Code	#	by wave		
			1	2	3
	1	16	10	6	0
	2	45	17	20	8
	3	84	28	38	18
	4	130	32	70	28
	5	199	48	88	63
	6	283	67	149	67
	7	369	90	181	98
	8	464	119	223	122
	9	588	144	293	151
	10	652	177	324	151
	11	670	186	325	159
	12	605	151	307	147
	13	500	134	250	116
	14	351	96	166	89
	15	189	34	95	60
<i>did not pass</i>	-24	1	1	0	0
<i>not valid</i>	-25	10	4	5	1
<i>not available</i>	-27	1	1	0	0
<i>Unspecific missing</i>	-90	53	2	37	14

## crsna\_w5 Abitur examination subject 5 (oral subject)

no question text

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	7	5	2	0
French	4	2	0	2	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	22	5	14	3
Biology	10	94	37	39	18
Biology (bilingual)	11	0	0	0	0
Chemistry	12	10	4	4	2
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	1	0	0	1
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Unspecific missing</i>	-90	191	49	97	45
<i>Does not apply</i>	-93	1	0	0	1
<i>Implausible value</i>	-95	2	2	0	0

### crsgrd\_w5 Abitur examination subject 5 (oral subject): grade

no question text

Label	Code	#	by wave		
			1	2	3
	1	25	21	1	3
	2	32	13	10	9
	3	41	16	11	14
	4	65	19	35	11
	5	142	35	63	44
	6	221	61	91	69
	7	266	65	127	74
	8	310	72	158	80
	9	451	128	223	100
	10	523	118	278	127
	11	528	143	267	118
	12	648	155	344	149
	13	685	190	320	175
	14	578	156	293	129
	15	509	128	253	128
<i>not valid</i>	-25	30	2	10	18
<i>Unspecific missing</i>	-90	156	19	93	44

## abiturres Abitur overall grade

no question text

Label	Code	#	by wave		
			1	2	3
	1	69	14	36	19
	1	57	18	22	17
	1	79	21	38	20
	1	124	27	69	28
	1	129	31	62	36
	2	145	40	69	36
	2	179	46	89	44
	2	187	55	84	48
	2	218	64	101	53
	2	253	69	112	72
	2	240	60	131	49
	2	251	65	135	51
	... 9 values omitted ...				
	3	191	47	94	50
	3	143	41	69	33
	3	109	34	46	29
	4	69	15	29	25
	4	31	6	12	13
	4	12	1	7	4
	4	3	1	2	0
<i>not admitted</i>	-23	5	3	2	0
<i>did not pass</i>	-24	28	10	8	10
<i>not valid</i>	-25	13	0	9	4
<i>not available</i>	-27	5	3	1	1
<i>Unspecific missing</i>	-90	88	11	55	22

### spclachvmt\_w1 special learning achievement: course half years: grade

no question text

Label	Code	#	by wave		
			1	2	3
	7	1	0	0	1
	8	5	0	4	1
	9	9	0	7	2
	10	17	0	6	11
	11	11	0	6	5
	12	16	0	8	8
	13	26	0	7	19
	14	12	0	6	6
	15	11	0	4	7
<i>Missing by design</i>	-54	1341	1341	0	0
<i>Unspecific missing</i>	-90	3761	0	2529	1232

## splachvmt\_w2 special learning achievement: seminar paper: grade

no question text

Label	Code	#	by wave		
			1	2	3
	3	1	0	0	1
	4	1	0	0	1
	5	1	0	1	0
	6	4	0	1	3
	7	4	0	4	0
	8	10	0	2	8
	9	9	0	6	3
	10	12	0	5	7
	11	11	0	5	6
	12	11	0	5	6
	13	16	0	4	12
	14	16	0	12	4
	15	12	0	3	9
<i>Missing by design</i>	-54	1341	1341	0	0
<i>Unspecific missing</i>	-90	3761	0	2529	1232

### splachvmt\_w3 special learning achievement: colloquium: grade

no question text

Label	Code	#	by wave		
			1	2	3
	3	1	0	1	0
	5	2	0	1	1
	6	3	0	1	2
	7	8	0	3	5
	8	9	0	4	5
	9	7	0	2	5
	10	10	0	5	5
	11	11	0	3	8
	12	11	0	5	6
	13	13	0	9	4
	14	17	0	6	11
	15	16	0	8	8
<i>Missing by design</i>	-54	1341	1341	0	0
<i>Unspecific missing</i>	-90	3761	0	2529	1232



# 3 xInstitution

<b>ID_i</b> ID institution . . . . .	108
<b>wave</b> wave . . . . .	109
<b>e1a</b> Class planning orientation - educational standards . . . . .	110
<b>e1b</b> Class planning orientation - school books . . . . .	111
<b>e1c</b> Class planning orientation - course level plan . . . . .	112
<b>e1d</b> Class planning orientation - class preparation works . . . . .	113
<b>e1e</b> Class planning orientation - education plan . . . . .	114
<b>e1f</b> Class planning orientation - materials . . . . .	115
<b>e1g</b> Class preparation orientation - level concretizations online . . . . .	116
<b>e1h</b> Class preparation orientation - implementation examples online . . . . .	117
<b>e2a</b> Education plan as orientation - teaching objectives . . . . .	118
<b>e2b</b> Education plan as orientation - contents and topics . . . . .	119
<b>e2c</b> Education plan as orientation - methods . . . . .	120
<b>e2d</b> Education plan as orientation - performance appraisal . . . . .	121
<b>e2e</b> Education plan for orientation - support pupils . . . . .	122
<b>e3a</b> Course level plan as orientation - teaching objectives . . . . .	123
<b>e3b</b> Course level plan as orientation - contents and topics . . . . .	124
<b>e3c</b> Course level plan as orientation - methods . . . . .	125
<b>e3d</b> Course level plan as orientation - performance appraisal . . . . .	126
<b>e3e</b> Course plan per level for orientation - support pupils . . . . .	127
<b>e4a</b> Educational standards as orientation - teaching objectives . . . . .	128
<b>e4b</b> Educational standards as orientation - contents and topics . . . . .	129
<b>e4c</b> Educational standards as orientation - methods . . . . .	130
<b>e4d</b> Educational standards as orientation - performance appraisal . . . . .	131
<b>e4e</b> scholastic standards for orientation - support pupils . . . . .	132
<b>e5a</b> Total effect - educational standards . . . . .	133
<b>e5b</b> Total effect - course level plan . . . . .	134
<b>e5c</b> Total effect - school curriculum . . . . .	135
<b>e5d</b> Total effect - internal evaluation . . . . .	136
<b>e5e</b> Total effect - external evaluation . . . . .	137
<b>e5f</b> Total effect - subject combination GWG . . . . .	138
<b>e5g</b> Total effect - reduction of the class size . . . . .	139

<b>e5h</b>	Total effect - schooling time reduction . . . . .	140
<b>e6a</b>	General reform assessment - schooling time reduction . . . . .	141
<b>e6b</b>	General reform assessment - educational standards . . . . .	142
<b>e7a</b>	Reform assessment teaching in general - schooling time reduction. . . . .	143
<b>e7b</b>	Reform assessment teaching in general - educational standards . . . . .	144
<b>e8a</b>	Reform assessment teaching - class preparation . . . . .	145
<b>e8b</b>	Reform assessment teaching - teaching of the class contents. . . . .	146
<b>e8c</b>	Reform assessment teaching - enthusiasm of pupils . . . . .	147
<b>e8d</b>	Reform assessment teaching - change unfavorable teaching structures. . . . .	148
<b>e8e</b>	Reform assessment teaching - addressing issues of pupils . . . . .	149
<b>e8f</b>	Reform assessment teaching - contact with difficult pupils. . . . .	150
<b>e8g</b>	Reform assessment teaching - discussing concerns of pupils . . . . .	151
<b>e8h</b>	Reform assessment teaching - teaching as a whole . . . . .	152
<b>e9a</b>	Effects until 2012 - workload teachers. . . . .	153
<b>e9aa</b>	Effects up to 2013 - workload teachers . . . . .	154
<b>e9b</b>	Effects until 2012- Motivation of the teachers . . . . .	155
<b>e9bb</b>	Effects up to 2013 - Motivation of the teachers . . . . .	156
<b>e10a</b>	Long-term effects - workload teachers . . . . .	157
<b>e10b</b>	Long-term effects - motivation teachers . . . . .	158
<b>e11a</b>	Reform implementation - great challenges . . . . .	159
<b>e11b</b>	Reform implementation - smooth . . . . .	160
<b>e11c</b>	Reform implementation - cope well . . . . .	161
<b>e12a</b>	Reduction - performance level. . . . .	162
<b>e12b</b>	Reduction - motivation . . . . .	163
<b>e12c</b>	Reduction - higher education subject. . . . .	164
<b>e12d</b>	Reduction - higher education . . . . .	165
<b>e12e</b>	Reduction - comparability Abitur results. . . . .	166
<b>e12f</b>	Reduction - Abitur results and study aptitude . . . . .	167
<b>e13</b>	Familiarity with educational standards . . . . .	168
<b>e14a</b>	Impact factors G8-new - performance level . . . . .	169
<b>e14aa</b>	Causes of the impact G8-new - performance level. . . . .	170
<b>e14b</b>	Impact factors G8-new - motivation . . . . .	171
<b>e14bb</b>	Causes of the impact G8-new - motivation . . . . .	172
<b>e14c</b>	Impact factors G8-new - preparation choice of study subject . . . . .	173

<b>e14cc</b>	Causes of the impact factors G8-new - preparation choice of study subject. . . . .	174
<b>e14d</b>	Impact factors G8-new - preparation for higher education . . . . .	175
<b>e14dd</b>	Causes of the impact G8-new - preparation for higher education . . . . .	176
<b>e14e</b>	Impact factors G8-new - comparability Abitur results . . . . .	177
<b>e14ee</b>	Causes of the impact G8-new - comparability Abitur results. . . . .	178
<b>e14f</b>	Impact factors G8-new - suitability Abitur results . . . . .	179
<b>e14ff</b>	Causes of the impact G8-new - suitability Abitur results. . . . .	180
<b>e15a</b>	Educational standards impacts - scope of teaching contents . . . . .	181
<b>e15b</b>	Educational standards effects - thoroughness . . . . .	182
<b>e15c</b>	Educational standards effects - scope of contents and time . . . . .	183
<b>e16a_O</b>	Estimation further aspects of the educational reform 1 . . . . .	184
<b>e16aa</b>	Effects - estimation further aspects of the educational reform 1 . . . . .	185
<b>e16b_O</b>	Estimation further aspects of the educational reform 2 . . . . .	186
<b>e16bb</b>	Effects - estimation further aspects of the educational reform 2 . . . . .	187
<b>e16c_O</b>	Estimation further aspects of the educational reform 3 . . . . .	188
<b>e16cc</b>	Effects - estimation further points of the educational reform 3. . . . .	189
<b>e17a</b>	Colleagues - consensus school philosophy . . . . .	190
<b>e17b</b>	Colleagues - fast integration. . . . .	191
<b>e17c</b>	Teaching staff - feeling of togetherness. . . . .	192
<b>e17d</b>	Teaching staff - unity . . . . .	193
<b>e17e</b>	Teaching staff - agreement on goals . . . . .	194
<b>e17f</b>	Teaching staff - difference of opinions . . . . .	195
<b>e17g</b>	Teaching staff - informal gatherings . . . . .	196
<b>e17h</b>	Teaching staff - open discussions . . . . .	197
<b>e17i</b>	Teaching staff - many conflicts. . . . .	198
<b>e17j</b>	Teaching staff - cross-subject cooperation . . . . .	199
<b>e18a</b>	Higher education institution choice criteria - practical focus . . . . .	200
<b>e18b</b>	Higher education institution choice criteria - research focus . . . . .	201
<b>e18c</b>	Higher education institution choice criteria - basic technical knowledge . . . . .	202
<b>e18d</b>	Higher education institution choice criteria - research skills . . . . .	203
<b>e18e</b>	Higher education institution choice criteria - problem solving skills . . . . .	204
<b>e18f</b>	Higher education institution choice criteria - team skills . . . . .	205
<b>e18g</b>	Higher education institution choice criteria - learning skills . . . . .	206
<b>e18h</b>	Higher education institution choice criteria - equipment. . . . .	207

<b>e18i</b>	Higher education institution choice criteria - size study location . . . . .	208
<b>e18j</b>	Higher education institution choice criteria - support instructors . . . . .	209
<b>e18k</b>	Higher education institution choice criteria - variety course offerings . . . . .	210
<b>e18l</b>	Higher education institution choice criteria - student contact . . . . .	211
<b>e18m</b>	Higher education institution choice criteria - variety studies . . . . .	212
<b>e18n</b>	Higher education institution choice criteria - financial viability . . . . .	213
<b>e18o</b>	Higher education institution choice criteria - teaching quality . . . . .	214
<b>e18p</b>	Higher education institution choice criteria - prestige degree. . . . .	215
<b>e18q</b>	Higher education institution choice criteria - internationality . . . . .	216
<b>e18r</b>	Higher education institution choice criteria - interdisciplinarity . . . . .	217
<b>e19aa</b>	Evaluation of the higher education institution type - practical focus - unive... . . . .	218
<b>e19ab</b>	Evaluation of the higher education institution type - practical focus - colle... . . . .	219
<b>e19ac</b>	Evaluation of the higher education institution type - practical focus - unive... . . . .	220
<b>e19ad</b>	Evaluation of the higher education institution type - practical focus - coope... . . . .	221
<b>e19ba</b>	Evaluation of the higher education institution type - research focus - univer.... . . . .	222
<b>e19bb</b>	Evaluation of the higher education institution type - research focus - colleg.... . . . .	223
<b>e19bc</b>	Evaluation of the higher education institution type - research focus - univer.... . . . .	224
<b>e19bd</b>	Evaluation of the higher education institution type - research focus - cooper... . . . .	225
<b>e19ca</b>	Evaluation higher education institution type - basic knowledge - university . . . . .	226
<b>e19cb</b>	Evaluation higher education institution type - basic knowledge - college of e... . . . .	227
<b>e19cc</b>	Evaluation higher education institution type - basic knowledge - university o... . . . .	228
<b>e19cd</b>	Evaluation higher education institution type - basic knowledge - cooperative .... . . . .	229
<b>e19da</b>	Evaluation of the higher education institution type - research skills - unive... . . . .	230
<b>e19db</b>	Evaluation of the higher education institution type - research skills - colle... . . . .	231
<b>e19dc</b>	Evaluation of the higher education institution type - research skills - unive... . . . .	232
<b>e19dd</b>	Evaluation of the higher education institution type - research skills - coope... . . . .	233
<b>e19ea</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	234
<b>e19eb</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	235
<b>e19ec</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	236
<b>e19ed</b>	Evaluation of the higher education institution type - problem solving skills .... . . . .	237
<b>e19fa</b>	Evaluation of the higher education institution type - team skills - university. . . . .	238
<b>e19fb</b>	Evaluation of the higher education institution type - team skills - college o... . . . .	239
<b>e19fc</b>	Evaluation of the higher education institution type - team skills - universit... . . . .	240
<b>e19fd</b>	Evaluation of the higher education institution type - team skills - cooperati... . . . .	241

<b>e19ga</b>	Evaluation of the higher education institution type - learning skills - unive...	.242
<b>e19gb</b>	Evaluation of the higher education institution type - learning skills - colle....	.243
<b>e19gc</b>	Evaluation of the higher education institution type - learning skills - unive...	.244
<b>e19gd</b>	Evaluation of the higher education institution type - learning skills - coope...	.245
<b>e19ha</b>	Evaluation of the higher education institution type - equipment - university	.246
<b>e19hb</b>	Evaluation of the higher education institution type - equipment - university ...	.247
<b>e19hc</b>	Evaluation of the higher education institution type - equipment - college of ...	.248
<b>e19hd</b>	Evaluation of the higher education institution type - equipment - cooperative....	.249
<b>e19ia</b>	Evaluation of the higher education institution type - location size - university	.250
<b>e19ib</b>	Evaluation of the higher education institution type - location size - college...	.251
<b>e19ic</b>	Evaluation of the higher education institution type - location size - univers...	.252
<b>e19id</b>	Evaluation of the higher education institution type - location size - coopera...	.253
<b>e19ja</b>	Evaluation of the higher education institution type - instructor support - un...	.254
<b>e19jb</b>	Evaluation of the higher education institution type - instructor support - co...	.255
<b>e19jc</b>	Evaluation of the higher education institution type - instructor support - un...	.256
<b>e19jd</b>	Evaluation of the higher education institution type - instructor support - co...	.257
<b>e19ka</b>	Evaluation of the higher education institution type - course offerings - univ...	.258
<b>e19kb</b>	Evaluation of the higher education institution type - course offerings - coll...	.259
<b>e19kc</b>	Evaluation of the higher education institution type - course offerings - univ...	.260
<b>e19kd</b>	Evaluation of the higher education institution type - course offerings - coop...	.261
<b>e19la</b>	Evaluation of the higher education institution type - student contact - unive...	.262
<b>e19lb</b>	Evaluation of the higher education institution type - student contact - colle...	.263
<b>e19lc</b>	Evaluation of the higher education institution type - student contact - unive...	.264
<b>e19ld</b>	Evaluation of the higher education institution type - student contact - coope...	.265
<b>e19ma</b>	Evaluation of the higher education institution type - variety - university	.266
<b>e19mb</b>	Evaluation higher education institution type - variety - college of education	.267
<b>e19mc</b>	Evaluation higher education institution type - variety - university of applie....	.268
<b>e19md</b>	Evaluation of the higher education institution type - variety - cooperative s...	.269
<b>e19na</b>	Evaluation of the higher education institution type - financial viability - u...	.270
<b>e19nb</b>	Evaluation of the higher education institution type - financial viability - c....	.271
<b>e19nc</b>	Evaluation of the higher education institution type - financial viability - u....	.272
<b>e19nd</b>	Evaluation of the higher education institution type - financial viability - c....	.273
<b>e19oa</b>	Evaluation of the higher education institution type - teaching quality - univ...	.274
<b>e19ob</b>	Evaluation of the higher education institution type - teaching quality - coll...	.275

<b>e19oc</b>	Evaluation of the higher education institution type - teaching quality - univ....	.276
<b>e19od</b>	Evaluation of the higher education institution type - teaching quality - coop...	.277
<b>e19pa</b>	Evaluation of the higher education institution type - prestige degree - unive...	.278
<b>e19pb</b>	Evaluation of the higher education institution type - prestige degree - colle...	.279
<b>e19pc</b>	Evaluation of the higher education institution type - prestige degree - unive....	.280
<b>e19pd</b>	Evaluation of the higher education institution type - prestige degree - coope...	.281
<b>e19qa</b>	Evaluation of the higher education institution type - internationality - univ...	.282
<b>e19qb</b>	Evaluation of the higher education institution type - internationality - coll...	.283
<b>e19qc</b>	Evaluation of the higher education institution type - internationality - univ...	.284
<b>e19qd</b>	Evaluation of the higher education institution type - internationality - coop....	.285
<b>e19ra</b>	Evaluation of the higher education institution type - interdisciplinary - uni...	.286
<b>e19rb</b>	Evaluation of the higher education institution type - interdisciplinary - col...	.287
<b>e19rc</b>	Evaluation of the higher education institution type - interdisciplinary - uni...	.288
<b>e19rd</b>	Evaluation of the higher education institution type - interdisciplinary - coo...	.289
<b>e20</b>	Questions about yourself - gender	.290
<b>e21</b>	Questions about yourself - year of birth.	.291
<b>e22</b>	Personal questions - school service	.292
<b>e23a_g1</b>	Personal questions - taught subject 1.	.293
<b>e23a_g2</b>	Questions on the respondent - subject taught 1.	.294
<b>e23b_g1</b>	Personal questions - taught subject 2.	.295
<b>e23b_g2</b>	Personal questions - taught subject 2.	.296
<b>e23c_g1</b>	Personal questions - taught subject 3.	.297
<b>e23c_g2</b>	Personal questions - taught subject 3.	.298
<b>e24a</b>	Personal questions - taught grades - K5	.299
<b>e24b</b>	Personal questions - taught grades - K6	.300
<b>e24c</b>	Personal questions - taught grades - K7	.301
<b>e24d</b>	Personal questions - taught grades - K8	.302
<b>e24e</b>	Personal questions - taught grades - K9	.303
<b>e24f</b>	Personal questions - taught grades - K10.	.304
<b>e24g</b>	Personal questions - taught grades - K11.	.305
<b>e24h</b>	Personal questions - taught grades - K12.	.306
<b>e24i</b>	Personal questions - taught grades - K13	.307
<b>e25a</b>	Assessment G8/G9-students-performance heterogeneity	.308
<b>e25b</b>	Assessment G8/G9-students- professional performance	.309

<b>e25c</b>	Assessment G8/G9-students-subject matter . . . . .	310
<b>g1a</b>	Class planning orientation - educational standards . . . . .	311
<b>g1b</b>	Class planning orientation - school books. . . . .	312
<b>g1c</b>	Class planning orientation - course level plan . . . . .	313
<b>g1d</b>	Class planning orientation - class preparation works . . . . .	314
<b>g1e</b>	Class planning orientation - education plan . . . . .	315
<b>g1f</b>	Class planning orientation - materials. . . . .	316
<b>g1g</b>	Class preparation orientation - level concretizations online . . . . .	317
<b>g1h</b>	Class preparation orientation - implementation examples online . . . . .	318
<b>g2a</b>	Education plan as orientation - teaching objectives . . . . .	319
<b>g2b</b>	Education plan as orientation - contents and topics . . . . .	320
<b>g2c</b>	Education plan as orientation - methods . . . . .	321
<b>g2d</b>	Education plan as orientation - performance appraisal . . . . .	322
<b>g2e</b>	Education plan for orientation - support pupils . . . . .	323
<b>g3a</b>	Course level plan as orientation - teaching objectives . . . . .	324
<b>g3b</b>	Course level plan as orientation - contents and topics . . . . .	325
<b>g3c</b>	Course level plan as orientation - methods . . . . .	326
<b>g3d</b>	Course level plan as orientation - performance appraisal . . . . .	327
<b>g3e</b>	Course plan per level for orientation - support pupils . . . . .	328
<b>g4a</b>	Educational standards as orientation - teaching objectives. . . . .	329
<b>g4b</b>	Educational standards as orientation - contents and topics . . . . .	330
<b>g4c</b>	Educational standards as orientation - methods . . . . .	331
<b>g4d</b>	Educational standards as orientation - performance appraisal . . . . .	332
<b>g4e</b>	scholastic standards for orientation - support pupils. . . . .	333
<b>g5a</b>	Total effect - educational standards . . . . .	334
<b>g5b</b>	Total effect - course level plan . . . . .	335
<b>g5c</b>	Total effect - school curriculum . . . . .	336
<b>g5d</b>	Total effect - internal evaluation . . . . .	337
<b>g5e</b>	Total effect - external evaluation . . . . .	338
<b>g5f</b>	Total effect - subject combination GWG. . . . .	339
<b>g5g</b>	Total effect - reduction of the class size . . . . .	340
<b>g5h</b>	Total effect - schooling time reduction . . . . .	341
<b>g6a</b>	General reform assessment - schooling time reduction . . . . .	342
<b>g6b</b>	General reform assessment - educational standards . . . . .	343

<b>g7a</b>	Reform assessment teaching in general - schooling time reduction. . . . .	344
<b>g7b</b>	Reform assessment teaching in general - educational standards . . . . .	345
<b>g8a</b>	Reform assessment teaching - class preparation . . . . .	346
<b>g8b</b>	Reform assessment teaching - teaching of the class contents. . . . .	347
<b>g8c</b>	Reform assessment Teaching - enthusiasm of pupils . . . . .	348
<b>g8d</b>	Reform assessment teaching - change unfavorable teaching structures. . . . .	349
<b>g8e</b>	Reform assessment Teaching - Addressing issues of pupils . . . . .	350
<b>g8f</b>	Reform assessment Teaching - contact with difficult pupils . . . . .	351
<b>g8g</b>	Reform assessment Teaching - discussing concerns of pupils . . . . .	352
<b>g8h</b>	Reform assessment teaching - teaching as a whole . . . . .	353
<b>g9a</b>	Effects up to 2012 - workload teachers . . . . .	354
<b>g9aa</b>	Effects until 2013 - workload teachers . . . . .	355
<b>g9b</b>	Effects up to 2012 - motivation teachers. . . . .	356
<b>g9bb</b>	Effects up to 2013 - Motivation of the teachers. . . . .	357
<b>g10a</b>	Long-term effects - workload teachers . . . . .	358
<b>g10b</b>	Long-term effects - motivation teachers . . . . .	359
<b>g11a</b>	Reform implementation - great challenges . . . . .	360
<b>g11b</b>	Reform implementation - smooth . . . . .	361
<b>g11c</b>	Reform implementation - cope well . . . . .	362
<b>g12a</b>	Reduction - performance level. . . . .	363
<b>g12b</b>	Reduction - motivation . . . . .	364
<b>g12c</b>	Reduction - higher education subject . . . . .	365
<b>g12d</b>	Reduction - higher education . . . . .	366
<b>g12e</b>	Reduction - comparability Abitur results. . . . .	367
<b>g12f</b>	Reduction - Abitur results and study aptitude . . . . .	368
<b>g13</b>	Familiarity with educational standards . . . . .	369
<b>g14a</b>	Impact factors G8-new - performance level . . . . .	370
<b>g14aa</b>	Causes of the impact G8-new - performance level. . . . .	371
<b>g14b</b>	Impact factors G8-new - motivation . . . . .	372
<b>g14bb</b>	Causes of the impact G8-new - motivation . . . . .	373
<b>g14c</b>	Impact factors G8-new - preparation choice of study subject . . . . .	374
<b>g14cc</b>	Causes of the impact G8-new - preparation choice of study subject . . . . .	375
<b>g14d</b>	Impact factors G8-new - preparation for higher education . . . . .	376
<b>g14dd</b>	Causes of the impact G8-new - preparation for higher education . . . . .	377



<b>g14e</b>	Impact factors G8-new - comparability Abitur results . . . . .	378
<b>g14ee</b>	Causes of the impact G8-new - comparability Abitur results . . . . .	379
<b>g14f</b>	Impact factors G8-new - suitability Abitur results . . . . .	380
<b>g14ff</b>	Causes of the impact G8-new - suitability Abitur results. . . . .	381
<b>g15a</b>	Educational standards impacts - scope of teaching contents . . . . .	382
<b>g15b</b>	Educational standards impacts - thoroughness. . . . .	383
<b>g15c</b>	Educational standards impacts - scope of contents and time . . . . .	384
<b>g16a_O</b>	Estimation further aspects of the educational reform 1 . . . . .	385
<b>g16aa</b>	Effects - estimation further aspects of the educational reform 1 . . . . .	386
<b>g16b_O</b>	Estimation further aspects of the educational reform 2 . . . . .	387
<b>g16bb</b>	Effects - estimation further aspects of the educational reform 2 . . . . .	388
<b>g16c_O</b>	Estimation further aspects of the educational reform 3 . . . . .	389
<b>g16cc</b>	Effects - estimation further points of the educational reform 3. . . . .	390
<b>g17a</b>	Colleagues - consensus school philosophy . . . . .	391
<b>g17b</b>	Colleagues - fast integration. . . . .	392
<b>g17c</b>	Teaching staff - feeling of togetherness . . . . .	393
<b>g17d</b>	Teaching staff - unity . . . . .	394
<b>g17e</b>	Teaching staff - agreement on goals . . . . .	395
<b>g17f</b>	Teaching staff - difference of opinions . . . . .	396
<b>g17g</b>	Teaching staff - informal gatherings . . . . .	397
<b>g17h</b>	Teaching staff - open discussions . . . . .	398
<b>g17i</b>	Teaching staff - many conflicts. . . . .	399
<b>g17j</b>	Teaching staff - cross-subject cooperation . . . . .	400
<b>g18a</b>	Higher education institution choice criteria - practical focus . . . . .	401
<b>g18b</b>	Higher education institution choice criteria - research focus . . . . .	402
<b>g18c</b>	Higher education institution choice criteria - basic technical knowledge . . . . .	403
<b>g18d</b>	Higher education institution choice criteria - research skills . . . . .	404
<b>g18e</b>	Higher education institution choice criteria - problem solving skills . . . . .	405
<b>g18f</b>	Higher education institution choice criteria - team skills . . . . .	406
<b>g18g</b>	Higher education institution choice criteria - learning skills . . . . .	407
<b>g18h</b>	Higher education institution choice criteria - equipment. . . . .	408
<b>g18i</b>	Higher education institution choice criteria - size study location . . . . .	409
<b>g18j</b>	Higher education institution choice criteria - support instructors . . . . .	410
<b>g18k</b>	Higher education institution choice criteria - variety course offerings . . . . .	411

<b>g18l</b>	Higher education institution choice criteria - student contact . . . . .	412
<b>g18m</b>	Higher education institution choice criteria - variety studies . . . . .	413
<b>g18n</b>	Higher education institution choice criteria - financial viability . . . . .	414
<b>g18o</b>	Higher education institution choice criteria - teaching quality . . . . .	415
<b>g18p</b>	Higher education institution choice criteria - prestige degree . . . . .	416
<b>g18q</b>	Higher education institution choice criteria - internationality . . . . .	417
<b>g18r</b>	Higher education institution choice criteria - interdisciplinarity . . . . .	418
<b>g19aa</b>	Evaluation of the higher education institution type - practical focus - unive... . . . .	419
<b>g19ab</b>	Evaluation of the higher education institution type - practical focus - colle... . . . .	420
<b>g19ac</b>	Evaluation of the higher education institution type - practical focus - unive... . . . .	421
<b>g19ad</b>	Evaluation of the higher education institution type - practical focus - coope.... . . . .	422
<b>g19ba</b>	Evaluation of the higher education institution type - research focus - univer.... . . . .	423
<b>g19bb</b>	Evaluation of the higher education institution type - research focus - colleg.... . . . .	424
<b>g19bc</b>	Evaluation of the higher education institution type - research focus - univer.... . . . .	425
<b>g19bd</b>	Evaluation of the higher education institution type - research focus - cooper... . . . .	426
<b>g19ca</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	427
<b>g19cb</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	428
<b>g19cc</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	429
<b>g19cd</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	430
<b>g19da</b>	Evaluation of the higher education institution type - research skills - unive... . . . .	431
<b>g19db</b>	Evaluation of the higher education institution type - research skills - colle... . . . .	432
<b>g19dc</b>	Evaluation of the higher education institution type - research skills - unive... . . . .	433
<b>g19dd</b>	Evaluation of the higher education institution type - research skills - coope... . . . .	434
<b>g19ea</b>	Evaluation of the higher education institution type - problem solving skills .... . . . .	435
<b>g19eb</b>	Evaluation of the higher education institution type - problem solving skills .... . . . .	436
<b>g19ec</b>	Evaluation of the higher education institution type - problem solving skills .... . . . .	437
<b>g19ed</b>	Evaluation of the higher education institution type - problem solving skills .... . . . .	438
<b>g19fa</b>	Evaluation of the higher education institution type - team skills - university. . . . .	439
<b>g19fb</b>	Evaluation of the higher education institution type - team skills - college o... . . . .	440
<b>g19fc</b>	Evaluation of the higher education institution type - team skills - universit... . . . .	441
<b>g19fd</b>	Evaluation of the higher education institution type - team skills - cooperati... . . . .	442
<b>g19ga</b>	Evaluation of the higher education institution type - learning skills - unive... . . . .	443
<b>g19gb</b>	Evaluation of the higher education institution type - learning skills - colle.... . . . .	444
<b>g19gc</b>	Evaluation of the higher education institution type - learning skills - unive... . . . .	445

**g19gd** Evaluation of the higher education institution type - learning skills - coope... . . . . 446

**g19ha** Evaluation of the higher education institution type - equipment - university . . . . . 447

**g19hb** Evaluation of the higher education institution type - equipment - university ... . . . . 448

**g19hc** Evaluation of the higher education institution type - equipment - college of ... . . . . 449

**g19hd** Evaluation of the higher education institution type - equipment - cooperative.... . . . . 450

**g19ia** Evaluation of the higher education institution type - location size - university . . . . . 451

**g19ib** Evaluation of the higher education institution type - location size - college... . . . . 452

**g19ic** Evaluation of the higher education institution type - location size - univers... . . . . 453

**g19id** Evaluation of the higher education institution type - location size - coopera... . . . . 454

**g19ja** Evaluation of the higher education institution type - instructor support - un... . . . . 455

**g19jb** Evaluation of the higher education institution type - instructor support - co... . . . . 456

**g19jc** Evaluation of the higher education institution type - instructor support - un... . . . . 457

**g19jd** Evaluation of the higher education institution type - instructor support - co... . . . . 458

**g19ka** Evaluation of the higher education institution type - course offerings - univ.... . . . . 459

**g19kb** Evaluation of the higher education institution type - course offerings - coll... . . . . 460

**g19kc** Evaluation of the higher education institution type - course offerings - univ... . . . . 461

**g19kd** Evaluation of the higher education institution type - course offerings - coop... . . . . 462

**g19la** Evaluation of the higher education institution type - student contact - unive... . . . . 463

**g19lb** Evaluation of the higher education institution type - student contact - colle... . . . . 464

**g19lc** Evaluation of the higher education institution type - student contact - unive... . . . . 465

**g19ld** Evaluation of the higher education institution type - student contact - coope... . . . . 466

**g19ma** Evaluation of the higher education institution type - variety - university . . . . . 467

**g19mb** Evaluation higher education institution type - variety - college of education . . . . . 468

**g19mc** Evaluation higher education institution type - variety - university of applie... . . . . 469

**g19md** Evaluation of the higher education institution type - variety - cooperative s... . . . . 470

**g19na** Evaluation of the higher education institution type - financial viability - u... . . . . 471

**g19nb** Evaluation of the higher education institution type - financial viability - c.... . . . . 472

**g19nc** Evaluation of the higher education institution type - financial viability - u... . . . . 473

**g19nd** Evaluation of the higher education institution type - financial viability - c... . . . . 474

**g19oa** Evaluation of the higher education institution type - teaching quality - univ... . . . . 475

**g19ob** Evaluation of the higher education institution type - teaching quality - coll... . . . . 476

**g19oc** Evaluation of the higher education institution type - teaching quality - univ... . . . . 477

**g19od** Evaluation of the higher education institution type - teaching quality - coop... . . . . 478

**g19pa** Evaluation of the higher education institution type - prestige degree - unive... . . . . 479

<b>g19pb</b>	Evaluation of the higher education institution type - prestige degree - colle...	. 480
<b>g19pc</b>	Evaluation of the higher education institution type - prestige degree - unive....	. 481
<b>g19pd</b>	Evaluation of the higher education institution type - prestige degree - coope...	. 482
<b>g19qa</b>	Evaluation of the higher education institution type - internationality - univ...	. 483
<b>g19qb</b>	Evaluation of the higher education institution type - internationality - coll...	. 484
<b>g19qc</b>	Evaluation of the higher education institution type - internationality - univ...	. 485
<b>g19qd</b>	Evaluation of the higher education institution type - internationality - coop....	. 486
<b>g19ra</b>	Evaluation of the higher education institution type - interdisciplinary - uni...	. 487
<b>g19rb</b>	Evaluation of the higher education institution type - interdisciplinary - col...	. 488
<b>g19rc</b>	Evaluation of the higher education institution type - interdisciplinary - uni...	. 489
<b>g19rd</b>	Evaluation of the higher education institution type - interdisciplinary - coo...	. 490
<b>g20</b>	Questions about yourself - gender	. 491
<b>g21</b>	Questions about yourself - year of birth.	. 492
<b>g22</b>	Personal questions - school service	. 493
<b>g23a_g1</b>	Personal questions - taught subject - 1	. 494
<b>g23b_g1</b>	Personal questions - taught subject 2.	. 495
<b>g23c_g1</b>	Personal questions - taught subject 3.	. 496
<b>g23c_g2</b>	Personal questions - taught subject 3.	. 497
<b>g24a</b>	Questions about yourself - taught grades - G5	. 498
<b>g24b</b>	Questions about yourself - taught grades - G6	. 499
<b>g24c</b>	Questions about yourself - taught grades - G7	. 500
<b>g24d</b>	Questions about yourself - taught grades - G8	. 501
<b>g24e</b>	Questions about yourself - taught grades - G9	. 502
<b>g24f</b>	Questions about yourself - taught grades - G10.	. 503
<b>g24g</b>	Questions about yourself - taught grades - G11	. 504
<b>g24h</b>	Questions about yourself - taught grades - G12	. 505
<b>g24i</b>	Questions about yourself - taught grades - G13.	. 506
<b>g25a</b>	Assessment G8/G9-students-performance heterogeneity	. 507
<b>g25b</b>	Assessment G8/G9-students- professional performance	. 508
<b>g25c</b>	Assessment G8/G9-students-subject matter	. 509
<b>m1a</b>	Class planning orientation - educational standards	. 510
<b>m1b</b>	Class planning orientation - school books	. 511
<b>m1c</b>	Class planning orientation - course level plan	. 512
<b>m1d</b>	Class planning orientation - class preparation works	. 513

<b>m1e</b>	Class planning orientation - education plan . . . . .	514
<b>m1f</b>	Class planning orientation - materials . . . . .	515
<b>m1g</b>	Class preparation orientation - level concretizations online . . . . .	516
<b>m1h</b>	Class preparation orientation - implementation examples online . . . . .	517
<b>m2a</b>	Education plan as orientation - teaching objectives . . . . .	518
<b>m2b</b>	Education plan as orientation - contents and topics. . . . .	519
<b>m2c</b>	Education plan as orientation - methods . . . . .	520
<b>m2d</b>	Education plan as orientation - performance appraisal . . . . .	521
<b>m2e</b>	education plan for orientation - support pupils. . . . .	522
<b>m3a</b>	Course level plan as orientation - teaching objectives. . . . .	523
<b>m3b</b>	Course level plan as orientation - contents and topics . . . . .	524
<b>m3c</b>	Course level plan as orientation - methods . . . . .	525
<b>m3d</b>	Course level plan as orientation - performance appraisal . . . . .	526
<b>m3e</b>	Course plan per level for orientation - support pupils. . . . .	527
<b>m4a</b>	Educational standards as orientation - teaching objectives . . . . .	528
<b>m4b</b>	Educational standards as orientation - contents and topics . . . . .	529
<b>m4c</b>	Educational standards as orientation - methods. . . . .	530
<b>m4d</b>	Educational standards as orientation - performance appraisal. . . . .	531
<b>m4e</b>	scholastic standards for orientation - support pupils . . . . .	532
<b>m5a</b>	Total effect - educational standards . . . . .	533
<b>m5b</b>	Total effect - course level plan . . . . .	534
<b>m5c</b>	Total effect - school curriculum . . . . .	535
<b>m5d</b>	Total effect - internal evaluation . . . . .	536
<b>m5e</b>	Total effect - external evaluation . . . . .	537
<b>m5f</b>	Total effect - subject combination GWG . . . . .	538
<b>m5g</b>	Total effect - reduction of the class size. . . . .	539
<b>m5h</b>	Total effect - schooling time reduction . . . . .	540
<b>m6a</b>	General reform assessment - schooling time reduction . . . . .	541
<b>m6b</b>	General reform assessment - educational standards . . . . .	542
<b>m7a</b>	Reform assessment teaching in general - schooling time reduction . . . . .	543
<b>m7b</b>	Reform assessment teaching in general - educational standards. . . . .	544
<b>m8a</b>	Reform assessment teaching - class preparation . . . . .	545
<b>m8b</b>	Reform assessment teaching - teaching of the class contents . . . . .	546
<b>m8c</b>	Reform assessment Teaching - enthusiasm of pupils . . . . .	547

<b>m8d</b>	Reform assessment teaching - change unfavorable teaching structures . . . . .	548
<b>m8e</b>	Reform assessment Teaching - Addressing issues of pupils . . . . .	549
<b>m8f</b>	Reform assessment Teaching - contact with difficult pupils . . . . .	550
<b>m8g</b>	Reform assessment Teaching - discussing concerns of pupils . . . . .	551
<b>m8h</b>	Reform assessment teaching - teaching as a whole . . . . .	552
<b>m9a</b>	Effects up to 2012 - workload teachers . . . . .	553
<b>m9aa</b>	Effects up to 2013 - workload teachers . . . . .	554
<b>m9b</b>	Effects up to 2012 - Motivation of the teachers . . . . .	555
<b>m9bb</b>	Effects up to 2013 - Motivation of the teachers . . . . .	556
<b>m10a</b>	Long-term effects - workload teachers . . . . .	557
<b>m10b</b>	Long-term effects - motivation teachers. . . . .	558
<b>m11a</b>	Reform implementation - great challenges . . . . .	559
<b>m11b</b>	Reform implementation - smooth. . . . .	560
<b>m11c</b>	Reform implementation - cope well. . . . .	561
<b>m12a</b>	Reduction - performance level . . . . .	562
<b>m12b</b>	Reduction - motivation. . . . .	563
<b>m12c</b>	Reduction - choice of the study subject . . . . .	564
<b>m12d</b>	Reduction - higher education. . . . .	565
<b>m12e</b>	Reduction - comparability Abitur results . . . . .	566
<b>m12f</b>	Reduction - Abitur results and study aptitude . . . . .	567
<b>m13</b>	Familiarity with educational standards. . . . .	568
<b>m14a</b>	Impact factors G8-new - performance level . . . . .	569
<b>m14aa</b>	Causes of the impact G8-new - performance level . . . . .	570
<b>m14b</b>	Impact factors G8 new - motivation. . . . .	571
<b>m14bb</b>	Causes of the impact G8-new - motivation. . . . .	572
<b>m14c</b>	Impact factors G8-new - preparation choice of study subject. . . . .	573
<b>m14cc</b>	Causes of the impact G8-new - preparation choice of study subject. . . . .	574
<b>m14d</b>	Impact factors G8-new - preparation for higher education. . . . .	575
<b>m14dd</b>	Causes of the impact G8-new - preparation for higher education. . . . .	576
<b>m14e</b>	Impact factors G8-new - comparability Abitur results . . . . .	577
<b>m14ee</b>	Causes of the impact G8-new - comparability Abitur results . . . . .	578
<b>m14f</b>	Impact factors G8-new - suitability Abitur results . . . . .	579
<b>m14ff</b>	Causes of the impact G8-new - suitability Abitur results . . . . .	580
<b>m15a</b>	Educational standards effects - scope of teaching contents. . . . .	581

<b>m15b</b>	Educational standards effects - thoroughness . . . . .	582
<b>m15c</b>	Educational standards impacts - scope of contents and time . . . . .	583
<b>m16a_O</b>	Estimation further aspects of the educational reform 1 . . . . .	584
<b>m16aa</b>	Effects - estimation further aspects of the educational reform 1. . . . .	585
<b>m16b_O</b>	Estimation further aspects of the educational reform 2 . . . . .	586
<b>m16bb</b>	Effects - estimation further aspects of the educational reform 2 . . . . .	587
<b>m16c_O</b>	Estimation further aspects of the educational reform 3 . . . . .	588
<b>m16cc</b>	Effects - estimation further points of the educational reform 3 . . . . .	589
<b>m17a</b>	Colleagues - consensus school philosophy . . . . .	590
<b>m17b</b>	Colleagues - fast integration . . . . .	591
<b>m17c</b>	Teaching staff - feeling of togetherness . . . . .	592
<b>m17d</b>	Teaching staff - unity. . . . .	593
<b>m17e</b>	Teaching staff - agreement on goals. . . . .	594
<b>m17f</b>	Teaching staff - difference of opinions. . . . .	595
<b>m17g</b>	Teaching staff - informal gatherings . . . . .	596
<b>m17h</b>	Teaching staff - open discussions . . . . .	597
<b>m17i</b>	Teaching staff - many conflicts . . . . .	598
<b>m17j</b>	Teaching staff - cross-subject cooperation . . . . .	599
<b>m18a</b>	Higher education institution choice criteria - practical focus . . . . .	600
<b>m18b</b>	Higher education institution choice criteria - research focus. . . . .	601
<b>m18c</b>	Higher education institution choice criteria - basic technical knowledge. . . . .	602
<b>m18d</b>	Higher education institution choice criteria - research skills. . . . .	603
<b>m18e</b>	Higher education institution choice criteria - problem solving skills . . . . .	604
<b>m18f</b>	Higher education institution choice criteria - team skills . . . . .	605
<b>m18g</b>	Higher education institution choice criteria - learning skills. . . . .	606
<b>m18h</b>	Higher education institution choice criteria - equipment . . . . .	607
<b>m18i</b>	Higher education institution choice criteria - size study location. . . . .	608
<b>m18j</b>	Higher education institution choice criteria - support instructors . . . . .	609
<b>m18k</b>	Higher education institution choice criteria - variety course offerings . . . . .	610
<b>m18l</b>	Higher education institution choice criteria - student contact . . . . .	611
<b>m18m</b>	Higher education institution choice criteria - variety studies . . . . .	612
<b>m18n</b>	Higher education institution choice criteria - financial viability . . . . .	613
<b>m18o</b>	Higher education institution choice criteria - teaching quality. . . . .	614
<b>m18p</b>	Higher education institution choice criteria - prestige degree . . . . .	615



<b>m18q</b>	Higher education institution choice criteria - internationality . . . . .	.616
<b>m18r</b>	Higher education institution choice criteria - interdisciplinarity . . . . .	.617
<b>m19aa</b>	Evaluation of the higher education institution type - practical focus - unive... . . . .	.618
<b>m19ab</b>	Evaluation of the higher education institution type - practical focus - colle... . . . .	.619
<b>m19ac</b>	Evaluation of the higher education institution type - practical focus - unive... . . . .	.620
<b>m19ad</b>	Evaluation of the higher education institution type - practical focus - coope... . . . .	.621
<b>m19ba</b>	Evaluation of the higher education institution type - research focus - univer... . . . .	.622
<b>m19bb</b>	Evaluation of the higher education institution type - research focus - colleg... . . . .	.623
<b>m19bc</b>	Evaluation of the higher education institution type - research focus - univer... . . . .	.624
<b>m19bd</b>	Evaluation of the higher education institution type - research focus - cooper... . . . .	.625
<b>m19ca</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	.626
<b>m19cb</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	.627
<b>m19cc</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	.628
<b>m19cd</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	.629
<b>m19da</b>	Evaluation of the higher education institution type - research skills - unive.... . . . .	.630
<b>m19db</b>	Evaluation of the higher education institution type - research skills - colle... . . . .	.631
<b>m19dc</b>	Evaluation of the higher education institution type - research skills - unive.... . . . .	.632
<b>m19dd</b>	Evaluation of the higher education institution type - research skills - coope... . . . .	.633
<b>m19ea</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	.634
<b>m19eb</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	.635
<b>m19ec</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	.636
<b>m19ed</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	.637
<b>m19fa</b>	Evaluation of the higher education institution type - team skills - university . . . . .	.638
<b>m19fb</b>	Evaluation of the higher education institution type - team skills - college o... . . . .	.639
<b>m19fc</b>	Evaluation of the higher education institution type - team skills - universit... . . . .	.640
<b>m19fd</b>	Evaluation of the higher education institution type - team skills - cooperati.... . . . .	.641
<b>m19ga</b>	Evaluation of the higher education institution type - learning skills - unive.... . . . .	.642
<b>m19gb</b>	Evaluation of the higher education institution type - learning skills - colle... . . . .	.643
<b>m19gc</b>	Evaluation of the higher education institution type - learning skills - unive.... . . . .	.644
<b>m19gd</b>	Evaluation of the higher education institution type - learning skills - coope... . . . .	.645
<b>m19ha</b>	Evaluation of the higher education institution type - equipment - university . . . . .	.646
<b>m19hb</b>	Evaluation of the higher education institution type - equipment - university .... . . . .	.647
<b>m19hc</b>	Evaluation of the higher education institution type - equipment - college of ... . . . .	.648
<b>m19hd</b>	Evaluation of the higher education institution type - equipment - cooperative... . . . .	.649



<b>m19ia</b>	Evaluation of the higher education institution type - location size - university . . . .	.650
<b>m19ib</b>	Evaluation of the higher education institution type - location size - college... . . . .	.651
<b>m19ic</b>	Evaluation of the higher education institution type - location size - univers... . . . .	.652
<b>m19id</b>	Evaluation of the higher education institution type - location size - coopera... . . . .	.653
<b>m19ja</b>	Evaluation of the higher education institution type - instructor support - un... . . . .	.654
<b>m19jb</b>	Evaluation of the higher education institution type - instructor support - co... . . . .	.655
<b>m19jc</b>	Evaluation of the higher education institution type - instructor support - un... . . . .	.656
<b>m19jd</b>	Evaluation of the higher education institution type - instructor support - co... . . . .	.657
<b>m19ka</b>	Evaluation of the higher education institution type - course offerings - univ... . . . .	.658
<b>m19kb</b>	Evaluation of the higher education institution type - course offerings - coll... . . . .	.659
<b>m19kc</b>	Evaluation of the higher education institution type - course offerings - univ... . . . .	.660
<b>m19kd</b>	Evaluation of the higher education institution type - course offerings - coop... . . . .	.661
<b>m19la</b>	Evaluation of the higher education institution type - student contact - unive... . . . .	.662
<b>m19lb</b>	Evaluation of the higher education institution type - student contact - colle... . . . .	.663
<b>m19lc</b>	Evaluation of the higher education institution type - student contact - unive... . . . .	.664
<b>m19ld</b>	Evaluation of the higher education institution type - student contact - coope... . . . .	.665
<b>m19ma</b>	Evaluation of the higher education institution type - variety - university . . . . .	.666
<b>m19mb</b>	Evaluation higher education institution type - variety - college of education. . . . .	.667
<b>m19mc</b>	Evaluation higher education institution type - variety - university of applie... . . . .	.668
<b>m19md</b>	Evaluation of the higher education institution type - variety - cooperative s... . . . .	.669
<b>m19na</b>	Evaluation of the higher education institution type - financial viability - u... . . . .	.670
<b>m19nb</b>	Evaluation of the higher education institution type - financial viability - c... . . . .	.671
<b>m19nc</b>	Evaluation of the higher education institution type - financial viability - u... . . . .	.672
<b>m19nd</b>	Evaluation of the higher education institution type - financial viability - c... . . . .	.673
<b>m19oa</b>	Evaluation of the higher education institution type - teaching quality - univ... . . . .	.674
<b>m19ob</b>	Evaluation of the higher education institution type - teaching quality - coll... . . . .	.675
<b>m19oc</b>	Evaluation of the higher education institution type - teaching quality - univ... . . . .	.676
<b>m19od</b>	Evaluation of the higher education institution type - teaching quality - coop... . . . .	.677
<b>m19pa</b>	Evaluation of the higher education institution type - prestige degree - unive... . . . .	.678
<b>m19pb</b>	Evaluation of the higher education institution type - prestige degree - colle... . . . .	.679
<b>m19pc</b>	Evaluation of the higher education institution type - prestige degree - unive... . . . .	.680
<b>m19pd</b>	Evaluation of the higher education institution type - prestige degree - coope... . . . .	.681
<b>m19qa</b>	Evaluation of the higher education institution type - internationality - univ... . . . .	.682
<b>m19qb</b>	Evaluation of the higher education institution type - internationality - coll... . . . .	.683

<b>m19qc</b>	Evaluation of the higher education institution type - internationality - univ...	.684
<b>m19qd</b>	Evaluation of the higher education institution type - internationality - coop...	.685
<b>m19ra</b>	Evaluation of the higher education institution type - interdisciplinary - uni...	.686
<b>m19rb</b>	Evaluation of the higher education institution type - interdisciplinary - col...	.687
<b>m19rc</b>	Evaluation of the higher education institution type - interdisciplinary - uni...	.688
<b>m19rd</b>	Evaluation of the higher education institution type - interdisciplinary - coo...	.689
<b>m20</b>	Questions about yourself - gender . . . . .	.690
<b>m21</b>	Questions about yourself - year of birth . . . . .	.691
<b>m22</b>	Personal questions - school service. . . . .	.692
<b>m23a_g1</b>	Personal questions - taught subject 1 . . . . .	.693
<b>m23b_g1</b>	Personal questions - taught subject 2 . . . . .	.694
<b>m23c_g1</b>	Personal questions - taught subject 3 . . . . .	.695
<b>m24a</b>	Questions about yourself - taught grades - G5. . . . .	.696
<b>m24b</b>	Questions about yourself - taught grades - G6 . . . . .	.697
<b>m24c</b>	Questions about yourself - taught grades - G7. . . . .	.698
<b>m24d</b>	Questions about yourself - taught grades - G8 . . . . .	.699
<b>m24e</b>	Questions about yourself - taught grades - G9. . . . .	.700
<b>m24f</b>	Questions about yourself - taught grades - G10 . . . . .	.701
<b>m24g</b>	Questions about yourself - taught grades - G11 . . . . .	.702
<b>m24h</b>	Questions about yourself - taught grades - G12 . . . . .	.703
<b>m24i</b>	Questions about yourself - taught grades - G13 . . . . .	.704
<b>m25a</b>	Assessment G8/G9-students-performance heterogeneity . . . . .	.705
<b>m25b</b>	Assessment G8/G9-students- professional performance . . . . .	.706
<b>m25c</b>	Assessment G8/G9-students-subject matter . . . . .	.707
<b>h1a</b>	To the reform - impacts reduction of the Gymnasium schooling time . . . . .	.708
<b>h1b</b>	To the reform - impacts introduction of the educational standards. . . . .	.709
<b>h2</b>	To the reform - knowledge about educational standards . . . . .	.710
<b>h3a</b>	Effects reduction until 2012 - workload mathematics . . . . .	.711
<b>h3aa</b>	Effects reduction until 2013 - workload math . . . . .	.712
<b>h3b</b>	Effects reduction until 2012 - motivation mathematics . . . . .	.713
<b>h3bb</b>	Effects reduction until 2013 - motivation math. . . . .	.714
<b>h3c</b>	Effects reduction until 2012 - workload German. . . . .	.715
<b>h3cc</b>	Effects reduction until 2013 - workload German . . . . .	.716
<b>h3d</b>	Effects reduction until 2012 - motivation German . . . . .	.717

<b>h3dd</b>	Effects reduction until 2013 - motivation German . . . . .	718
<b>h3e</b>	Effects reduction until 2012 - workload English . . . . .	719
<b>h3ee</b>	Effects reduction until 2013 - workload English . . . . .	720
<b>h3f</b>	Effects reduction until 2012 - motivation English . . . . .	721
<b>h3ff</b>	Effects reduction until 2013 - motivation English . . . . .	722
<b>h3g</b>	Effects reduction until 2012 - workload natural sciences. . . . .	723
<b>h3gg</b>	Effects reduction until 2013 - workload natural sciences . . . . .	724
<b>h3h</b>	Effects reduction until 2012 - motivation natural sciences . . . . .	725
<b>h3hh</b>	Effects reduction until 2013 - motivation natural sciences . . . . .	726
<b>h3i</b>	Effects reduction until 2012 - workload headmasters. . . . .	727
<b>h3ii</b>	Effects reduction until 2013 - workload principals. . . . .	728
<b>h4a</b>	Long-term reduction effects - workload math . . . . .	729
<b>h4b</b>	Long-term reduction effects - motivation math . . . . .	730
<b>h4c</b>	Long-term reduction effects - workload German . . . . .	731
<b>h4d</b>	Long-term reduction effects - motivation German. . . . .	732
<b>h4e</b>	Long-term reduction effects - workload English. . . . .	733
<b>h4f</b>	Long-term reduction effects - motivation English . . . . .	734
<b>h4g</b>	Long-term reduction effects - workload natural sciences . . . . .	735
<b>h4h</b>	Long-term reduction effects - motivation natural sciences. . . . .	736
<b>h4i</b>	Long-term reduction effects - workload principals. . . . .	737
<b>h5</b>	Offer G8-old curricula . . . . .	738
<b>h6a</b>	school year first G8-old curriculum . . . . .	739
<b>h6b</b>	school year first G8-old curriculum . . . . .	740
<b>h7a</b>	Decision G8-old curricula - new school concept. . . . .	741
<b>h7b</b>	Decision G8-old curricula - parents' request . . . . .	742
<b>h7c</b>	Decision G8-old - assessment of demand . . . . .	743
<b>h7d</b>	Decision G8-old curricula - other, specifically. . . . .	744
<b>h7e_O</b>	Decision G8-old curricula - other, specifically . . . . .	745
<b>h8a</b>	Students of the graduation year - Number G9 students grade 5 . . . . .	746
<b>h8b</b>	Students of the graduation year - Number G8-old students grade 5 . . . . .	747
<b>h9a</b>	Graduation year - number of the most recent G9 students. . . . .	748
<b>h9b</b>	Graduation year - number of the most recent G8 students. . . . .	749
<b>h10</b>	Estimate G8-old curriculum decisive for school choice . . . . .	750
<b>h11a</b>	G8-old - impact reduction - performance level . . . . .	751

<b>h11b</b>	G8-old - impact reduction - motivation . . . . .	.752
<b>h11c</b>	G8-old - impact reduction - preparation for higher education programme choice . . . . .	.753
<b>h11d</b>	G8-old - impact reduction - preparation for post-secondary studies . . . . .	.754
<b>h11e</b>	G8-old - impact reduction - comparability Abitur results. . . . .	.755
<b>h11f</b>	G8-old - impact reduction - suitability of the Abitur results . . . . .	.756
<b>h12a</b>	Stress G8 - organizational efforts . . . . .	.757
<b>h12b</b>	Stress G8 - workload course scheme. . . . .	.758
<b>h12c</b>	Stress G8 - workload consulting and/or career counseling . . . . .	.759
<b>h12d</b>	Stress G8 - space situation . . . . .	.760
<b>h12e</b>	Stress G8 - availability of teaching materials. . . . .	.761
<b>h13a</b>	Impact factors G8 - performance level . . . . .	.762
<b>h13aa</b>	Causes of the impact G8 - performance level . . . . .	.763
<b>h13b</b>	Impact factors G8 - motivation . . . . .	.764
<b>h13bb</b>	Causes of the impact G8 - motivation . . . . .	.765
<b>h13c</b>	Impact factors G8 - preparation choice of study subject . . . . .	.766
<b>h13cc</b>	Causes of the impact G8 - preparation choice of study subject. . . . .	.767
<b>h13d</b>	Impact factors G8 - preparation for higher education . . . . .	.768
<b>h13dd</b>	Causes of the impact G8 - preparation for higher education . . . . .	.769
<b>h13e</b>	Impact factors G8 - comparability Abitur results. . . . .	.770
<b>h13ee</b>	Causes of the impact G8 - comparability Abitur results . . . . .	.771
<b>h13f</b>	Impact factors G8 - suitability Abitur results. . . . .	.772
<b>h13ff</b>	Causes of the impact G8 - suitability Abitur results . . . . .	.773
<b>h14a_O</b>	Estimation further aspects of the educational reform 1 . . . . .	.774
<b>h14aa</b>	Effects - estimation further aspects of the educational reform 1 . . . . .	.775
<b>h14b_O</b>	Estimation further aspects of the educational reform 2 . . . . .	.776
<b>h14bb</b>	Effects - estimation further aspects of the educational reform 2. . . . .	.777
<b>h14c_O</b>	Estimation further aspects of the educational reform 3 . . . . .	.778
<b>h14cc</b>	Effects - estimation further points of the educational reform 3 . . . . .	.779
<b>h15</b>	schhol: struture dates, community size, most important catchment area . . . . .	.780
<b>h16</b>	School environment - Gymnasien 10 km radius . . . . .	.781
<b>h17</b>	School environment - Gymnasien 10 km radius G8-old curricula . . . . .	.782
<b>h18a</b>	Migration background - estimated percentage graduation class . . . . .	.783
<b>h18b</b>	Migration background - estimated percentage total school. . . . .	.784
<b>h19</b>	Migration background - number teachers. . . . .	.785

<b>h20a</b>	Students - total number 5th grade . . . . .	.786
<b>h20aa</b>	Students - number boys 5th grade . . . . .	.787
<b>h20b</b>	Students - total number 10th grade . . . . .	.788
<b>h20bb</b>	Students - number boys 10th grade. . . . .	.789
<b>h20c</b>	Students - total number graduation year. . . . .	.790
<b>h20cc</b>	Students - number boys graduation year . . . . .	.791
<b>h20d</b>	Students - total number school . . . . .	.792
<b>h20dd</b>	Students - number boys school. . . . .	.793
<b>h21a</b>	School admission standards, place of residence . . . . .	.794
<b>h21b</b>	School admission standards, school performance . . . . .	.795
<b>h21c</b>	School admission standards, entrance examination. . . . .	.796
<b>h21d</b>	School admission standards, trial lesson . . . . .	.797
<b>h21e</b>	School admission standards, recommendation . . . . .	.798
<b>h21f</b>	School admission standards, needs or interests in course of education . . . . .	.799
<b>h21g</b>	School admission standards, school affiliation of siblings. . . . .	.800
<b>h22</b>	Questions about yourself - gender . . . . .	.801
<b>h23</b>	Questions about yourself - year of birth. . . . .	.802
<b>h24</b>	Questions about yourself - school year start work as principal. . . . .	.803
<b>h24_g1</b>	Questions about yourself - school year start work as principal. . . . .	.804
<b>h25a_g1</b>	Questions about yourself - taught subject 1 . . . . .	.805
<b>h25a_g2</b>	Questions about yourself - taught subject 1 . . . . .	.806
<b>h25b_g1</b>	Questions about yourself - taught subject 2 . . . . .	.807
<b>h25c_g1</b>	Questions about yourself - taught subject 3 . . . . .	.808
<b>h25c_g2</b>	Questions about yourself - taught subject 3 . . . . .	.809
<b>h26a</b>	Pupils - repeaters . . . . .	.810
<b>h26b</b>	Pupils - school leavers . . . . .	.811
<b>h28a</b>	G9 school trial - Decision - new school concept . . . . .	.812
<b>h28b</b>	G9 school trial - Decision - parental wishes . . . . .	.813
<b>h28c</b>	G9 school trial - Decision - ascertainment of demand . . . . .	.814
<b>h28d_O</b>	G9 school trial - Decision - text field Other . . . . .	.815
<b>h28dd</b>	G9 school trial - Decision - Other . . . . .	.816
<b>h29a</b>	G9 school trial - Prerequisite - minimum number of classes . . . . .	.817
<b>h29b</b>	G9 school trial - Prerequisite - additional pool hours. . . . .	.818
<b>h29c</b>	G9 school trial - Prerequisite - additional hours per week for teachers . . . . .	.819

<b>h30</b>	G9 school trial - Application . . . . .	.820
<b>h31</b>	G9 school trial - selection for first tranche . . . . .	.821
<b>h32a</b>	G9 school trial - Selection Criteria - regional distributiion . . . . .	.822
<b>h32b</b>	G9 school trial - Selection Criteria - catchment area . . . . .	.823
<b>h32c</b>	G9 school trial - Selection Criteria - educational opportunities . . . . .	.824
<b>h32d</b>	G9 school trial - Selection Criteria - variance of model. . . . .	.825
<b>h32e</b>	G9 school trial - Selection Criteria - quality of concept. . . . .	.826
<b>h33</b>	G9 school trial - application second tranche. . . . .	.827
<b>h34a</b>	G9 school trial - Model . . . . .	.828
<b>h34b_O</b>	G9 school trial - Model - Other . . . . .	.829
<b>h35</b>	G9 school trial - share of pupils therefore . . . . .	.830

ID\_i ID institution

no question text

no table generated

wave wave

no question text

Label	Code	#	by wave		
			1	2	3
2010/11	1	46	46	0	0
2011/12	2	48	0	48	0
2012/13	3	48	0	0	48



**During planning of the classes, I am oriented.. > a) ... towards the new educational standards from 2004.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	0	0	0	0
Rather disagree	2	8	0	4	4
Rather agree	3	52	22	14	16
Completely agree	4	69	24	26	19
<i>Not participated</i>	-56	13	0	4	9

During planning of the classes, I am oriented.. > b) ... towards the school books for my subjects. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1	0	1	0
Rather disagree	2	4	2	1	1
Rather agree	3	65	27	19	19
Completely agree	4	59	17	23	19
<i>Not participated</i>	-56	13	0	4	9

**During planning of the classes, I am oriented.. > c) ... towards the course level plan from 2001.**

«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	26	8	10	8
Rather disagree	2	32	9	13	10
Rather agree	3	38	16	12	10
Completely agree	4	26	11	7	8
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	7	2	2	3

**During planning of the classes, I am oriented.. > d) ... towards my class preparation works of the last years.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	6	4	1	1
Rather disagree	2	39	14	15	10
Rather agree	3	76	26	24	26
Completely agree	4	8	2	4	2
<i>Not participated</i>	-56	13	0	4	9

**During planning of the classes, I am oriented.. > e) ... towards the education plan of 1994.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	90	33	31	26
Rather disagree	2	24	9	9	6
Rather agree	3	11	3	3	5
Completely agree	4	3	0	1	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	1	1	0	0

**During planning of the classes, I am oriented.. > f) ... towards materials of the teachers of the respective subjects.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	26	13	8	5
Rather disagree	2	59	21	19	19
Rather agree	3	37	10	14	13
Completely agree	4	4	0	2	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	2	1	0

**During planning of the classes, I am oriented.. > g) ... towards the level concretizations online.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	39	16	15	8
Rather disagree	2	53	19	16	18
Rather agree	3	36	11	12	13
Completely agree	4	1	0	1	0
<i>Not participated</i>	-56	13	0	4	9

**During planning of the classes, I am oriented.. > h) ... towards the implementation examples online.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	41	16	17	8
Rather disagree	2	60	22	14	24
Rather agree	3	27	8	12	7
Completely agree	4	1	0	1	0
<i>Not participated</i>	-56	13	0	4	9



**The education plan from 1994 gives me precise orientation ... > a) ... in determining the teaching objectives.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	52	22	15	15
Rather disagree	2	42	12	19	11
Rather agree	3	27	9	8	10
Completely agree	4	4	2	1	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	1	1	2

**The education plan from 1994 gives me precise orientation ... > b) ... in planning of contents and topics.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	45	19	14	12
Rather disagree	2	39	8	18	13
Rather agree	3	35	16	9	10
Completely agree	4	6	2	2	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	1	1	2

**The education plan from 1994 gives me precise orientation ... > c) ... in determining of methods.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	66	29	19	18
Rather disagree	2	55	14	22	19
Rather agree	3	3	2	1	0
Completely agree	4	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	5	1	2	2

**The education plan from 1994 gives me precise orientation ... > d) ... when considering performance appraisal.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	65	27	19	19
Rather disagree	2	52	14	22	16
Rather agree	3	7	3	2	2
Completely agree	4	1	1	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	1	1	2

**The education plan from 1994 gives me precise orientation ... > e) ... when considering the support of individual students.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	70	29	23	18
Rather disagree	2	49	12	19	18
Rather agree	3	6	4	1	1
Completely agree	4	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	1	1	2

The course level plan of 2001 gives me precise orientation ... > a) ... in determining the teaching objectives. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	16	5	5	6
Rather disagree	2	39	10	15	14
Rather agree	3	49	17	17	15
Completely agree	4	21	12	5	4
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	2	2	0

The course level plan of 2001 gives me precise orientation ... > b) ... in planning of contents and topics. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	11	2	5	4
Rather disagree	2	34	7	15	12
Rather agree	3	57	22	17	18
Completely agree	4	23	13	5	5
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	2	2	0

**The course level plan of 2001 gives me precise orientation ... > c) ... in determining of methods.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	23	8	8	7
Rather disagree	2	58	19	22	17
Rather agree	3	38	12	12	14
Completely agree	4	6	5	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	2	2	0



**The course level plan of 2001 gives me precise orientation ... > d) ... when considering performance appraisal.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	30	12	11	7
Rather disagree	2	58	17	21	20
Rather agree	3	32	11	9	12
Completely agree	4	3	3	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	6	3	3	0

The course level plan of 2001 gives me precise orientation ... > e) ... when considering the support of individual students. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	32	14	10	8
Rather disagree	2	69	19	26	24
Rather agree	3	22	9	6	7
Completely agree	4	2	2	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	2	2	0

The educational standards of 2004 give me precise orientation ... > a) ... in determining the teaching objectives. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	0	0	0	0
Rather disagree	2	13	2	6	5
Rather agree	3	64	21	21	22
Completely agree	4	52	23	17	12
<i>Not participated</i>	-56	13	0	4	9

The educational standards of 2004 give me precise orientation ... > b) ... in planning of contents and topics. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	2	0	1	1
Rather disagree	2	24	7	11	6
Rather agree	3	65	22	21	22
Completely agree	4	37	17	11	9
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	1	0	0	1

**The educational standards of 2004 give me precise orientation ... > c) ... in determining of methods.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	4	2	2	0
Rather disagree	2	22	3	9	10
Rather agree	3	72	25	25	22
Completely agree	4	31	16	8	7
<i>Not participated</i>	-56	13	0	4	9

**The educational standards of 2004 give me precise orientation ... > d) ... when considering performance appraisal.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	7	5	1	1
Rather disagree	2	43	13	17	13
Rather agree	3	58	18	21	19
Completely agree	4	21	10	5	6
<i>Not participated</i>	-56	13	0	4	9

**The educational standards of 2004 give me precise orientation ... > e) ... when considering the support of individual students.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	17	11	5	1
Rather disagree	2	49	13	18	18
Rather agree	3	49	17	16	16
Completely agree	4	14	5	5	4
<i>Not participated</i>	-56	13	0	4	9

Which effects do you think the following measures have on the performance of the students?

► a) Implementation of the new educational standards from 2004 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	1	0	0	1
slight negative effects	2	19	7	7	5
no effect	3	26	7	10	9
slight positive effects	4	73	28	23	22
great positive effects	5	9	4	4	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	1	0	0	1



Which effects do you think the following measures have on the performance of the students?

► b) Implementation the course level plan from 2001 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	7	3	3	1
no effect	3	48	16	17	15
slight positive effects	4	56	21	17	18
great positive effects	5	9	5	2	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	9	1	5	3

Which effects do you think the following measures have on the performance of the students?

► c) Implementation of the school curriculum «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	2	1	0	1
no effect	3	33	13	12	8
slight positive effects	4	81	24	28	29
great positive effects	5	10	8	1	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	3	0

Which effects do you think the following measures have on the performance of the students?

► d) Internal evaluations «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	1	0	1	0
no effect	3	39	17	11	11
slight positive effects	4	78	23	27	28
great positive effects	5	6	4	2	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	5	2	3	0

Which effects do you think the following measures have on the performance of the students?

► e) External evaluations «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	2	0	2	0
slight negative effects	2	5	2	1	2
no effect	3	79	28	28	23
slight positive effects	4	27	7	8	12
great positive effects	5	4	3	1	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	12	6	4	2

e5f Total effect - subject combination GWG

182 : 5

Which effects do you think the following measures have on the performance of the students?

▷ f) Implementation of the new subject combination 'Geography – Economics – Social studies (GWG)' «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	2	1	0	1
slight negative effects	2	6	1	4	1
no effect	3	42	16	13	13
slight positive effects	4	35	12	10	13
great positive effects	5	4	0	4	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	40	16	13	11

Which effects do you think the following measures have on the performance of the students?

▷ g) Reduction of the class size «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	0	0	0	0
no effect	3	6	3	1	2
slight positive effects	4	40	14	14	12
great positive effects	5	74	27	28	19
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	9	2	1	6

Which effects do you think the following measures have on the performance of the students?

▷ h) Reduction of the Gymnasium [upper secondary school] schooling time from 9 to 8 years

«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	36	12	10	14
slight negative effects	2	70	27	27	16
no effect	3	12	3	4	5
slight positive effects	4	8	4	2	2
great positive effects	5	3	0	1	2
<i>Not participated</i>	-56	13	0	4	9

**How do you assess the impact of the two aspects of the educational reform in total? > a)**  
**Reduction of the Gymnasium schooling time by 1 school year** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	38	11	12	15
slight negative effects	2	68	28	26	14
no effect	3	7	2	3	2
slight positive effects	4	10	3	3	4
great positive effects	5	4	1	0	3
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	2	1	0	1



**How do you assess the impact of the two aspects of the educational reform in total? > b)**  
**Introduction of the educational standards** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	2	0	0	2
slight negative effects	2	15	2	7	6
no effect	3	33	13	10	10
slight positive effects	4	76	29	27	20
great positive effects	5	3	2	0	1
<i>Not participated</i>	-56	13	0	4	9

How do you evaluate the overall effects of the two aspects of the educational reform on teaching English? Teaching is ... > a) ... through the reduction of the Gymnasium [upper secondary school] schooling time by 1 school year ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
much easier	1	1	0	1	0
somewhat easier	2	3	1	1	1
no change	3	10	3	2	5
somewhat more difficult	4	78	26	28	24
much more difficult	5	36	16	11	9
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	1	0	1	0

**How do you evaluate the overall effects of the two aspects of the educational reform on teaching English? Teaching is ... > b) ... through the introduction of the educational standards ...** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
much easier	1	0	0	0	0
somewhat easier	2	43	11	16	16
no change	3	51	25	14	12
somewhat more difficult	4	30	9	12	9
much more difficult	5	3	1	0	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	2	0	2	0

**How do you evaluate the overall effects of the two aspects of the educational reform on teaching English as a whole? > a) Finishing class preparation within an appropriate time ...**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
much easier	1	0	0	0	0
somewhat easier	2	4	1	2	1
no change	3	58	22	16	20
somewhat more difficult	4	56	19	24	13
much more difficult	5	10	4	1	5
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	1	0	1	0

How do you evaluate the overall effects of the two aspects of the educational reform on teaching English as a whole? ▶ b) Teaching of the class contents is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
much easier	1	0	0	0	0
somewhat easier	2	14	5	6	3
no change	3	29	12	6	11
somewhat more difficult	4	75	25	30	20
much more difficult	5	10	4	2	4
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	1	0	0	1

**How do you evaluate the overall effects of the two aspects of the educational reform on teaching English as a whole? ▶ c) Arousing students' interest for the subject English is ...**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
much easier	1	1	1	0	0
somewhat easier	2	23	11	9	3
no change	3	68	18	27	23
somewhat more difficult	4	33	14	7	12
much more difficult	5	4	2	1	1
<i>Not participated</i>	-56	13	0	4	9

e8d Reform assessment teaching - change unfavorable teaching structures

182 : 8

How do you evaluate the overall effects of the two aspects of the educational reform on teaching English as a whole? ▶ d) Changing unfavorable teaching structures is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
much easier	1	1	0	1	0
somewhat easier	2	28	10	9	9
no change	3	41	17	11	13
somewhat more difficult	4	38	8	18	12
much more difficult	5	9	4	2	3
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	12	7	3	2

**How do you evaluate the overall effects of the two aspects of the educational reform on teaching English as a whole? > e) Responding to individual problems of the students is ...**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
much easier	1	1	0	1	0
somewhat easier	2	14	4	3	7
no change	3	36	17	10	9
somewhat more difficult	4	52	14	22	16
much more difficult	5	26	11	8	7
<i>Not participated</i>	-56	13	0	4	9



How do you evaluate the overall effects of the two aspects of the educational reform on teaching English as a whole? > f) Getting in contact with complicated students is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
much easier	1	0	0	0	0
somewhat easier	2	6	1	2	3
no change	3	57	23	19	15
somewhat more difficult	4	47	13	18	16
much more difficult	5	17	9	4	4
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	2	0	1	1

How do you evaluate the overall effects of the two aspects of the educational reform on teaching English as a whole? > g) Addressing student problems, besides subject-related teaching ones, is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
much easier	1	0	0	0	0
somewhat easier	2	3	0	0	3
no change	3	47	20	16	11
somewhat more difficult	4	52	16	19	17
much more difficult	5	26	10	8	8
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	1	0	1	0

How do you evaluate the overall effects of the two aspects of the educational reform on teaching English as a whole? > h) Teaching as a whole is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
much easier	1	0	0	0	0
somewhat easier	2	10	4	4	2
no change	3	37	10	13	14
somewhat more difficult	4	74	27	26	21
much more difficult	5	7	4	1	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	1	1	0	0

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers in the long-run? > Workload of the teachers in English** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	0	0	0	0
decrease	2	0	0	0	0
no change	3	14	7	7	0
increase	4	64	31	33	0
great increase	5	12	8	4	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	4	0	4	0

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

▷ a) **Workload of the teachers in English** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	2	0	0	2
No change	3	12	0	0	12
Increase	4	19	0	0	19
Great increase	5	6	0	0	6
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	9	0	0	9

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers in the long-run? > Motivation of the teachers in English**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	2	2	0	0
decrease	2	45	21	24	0
no change	3	40	21	19	0
increase	4	2	1	1	0
great increase	5	0	0	0	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	4	0	4	0
<i>Unspecific missing</i>	-90	1	1	0	0

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

▷ **b) Motivation of the teachers in English** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	1	0	0	1
Decrease	2	13	0	0	13
No change	3	25	0	0	25
Increase	4	0	0	0	0
Great increase	5	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	9	0	0	9

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers in the long-run? > a) Workload of the teachers in English**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	13	7	1	5
No change	3	42	14	20	8
Increase	4	62	22	19	21
Great increase	5	11	3	4	4
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	1	0	0	1



**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers in the long-run? > b) Motivation of the teachers in English**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	4	4	0	0
Decrease	2	37	9	15	13
No change	3	70	22	25	23
Increase	4	16	10	4	2
Great increase	5	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	2	1	0	1

Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in English? > a) The introduction of the educational standards still pose great challenges. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	0	0	0	0
Does not really apply	2	39	8	10	21
Applies to some extent	3	72	28	29	15
Applies completely	4	18	10	5	3
<i>Not participated</i>	-56	13	0	4	9

Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in English? > b) The introduction of the educational standards has run up til now smoothly. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	10	5	2	3
Does not really apply	2	68	32	21	15
Applies to some extent	3	50	9	20	21
Applies completely	4	1	0	1	0
<i>Not participated</i>	-56	13	0	4	9

Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in English? > c) The students are coping well with the new requirements. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	9	4	4	1
Does not really apply	2	60	27	20	13
Applies to some extent	3	59	15	20	24
Applies completely	4	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	1	0	0	1

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in English (G8-instead of G9) » Performance level of the students «Please tick a box in each line.»**

Label	Code	#	by wave		
			1	2	3
great negative effects	1	4	4	0	0
slight negative effects	2	19	19	0	0
no effect	3	6	6	0	0
slight positive effects	4	6	6	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Unspecific missing</i>	-90	11	11	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in English (G8-instead of G9) > Motivation of the students** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	1	1	0	0
slight negative effects	2	7	7	0	0
no effect	3	17	17	0	0
slight positive effects	4	10	10	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Unspecific missing</i>	-90	11	11	0	0

When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in English (G8-instead of G9) ▶ Preparation for the choice of the higher education subject «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	3	3	0	0
slight negative effects	2	9	9	0	0
no effect	3	19	19	0	0
slight positive effects	4	4	4	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Unspecific missing</i>	-90	11	11	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in English (G8-instead of G9) > Preparation for the requirements of higher education** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	4	4	0	0
slight negative effects	2	15	15	0	0
no effect	3	3	3	0	0
slight positive effects	4	12	12	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Unspecific missing</i>	-90	12	12	0	0



**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in English (G8-instead of G9) » Comparability of the Abitur results across different schools** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	2	2	0	0
slight negative effects	2	9	9	0	0
no effect	3	20	20	0	0
slight positive effects	4	2	2	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Unspecific missing</i>	-90	13	13	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in English (G8-instead of G9) > Suitability of the Abitur results as an indicator for study aptitude** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	1	1	0	0
slight negative effects	2	10	10	0	0
no effect	3	19	19	0	0
slight positive effects	4	5	5	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Unspecific missing</i>	-90	11	11	0	0

**Please assess yourself: how familiar are you already with the content of the educational standards?** «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
very poor	1	0	0	0	0
rather poor	2	7	5	1	1
rather good	3	86	30	31	25
very good	4	36	11	12	13
<i>Not participated</i>	-56	13	0	4	9

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? ▶ a) Performance level of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	26	10	8	8
slight negative effects	2	76	28	28	20
no effect	3	16	3	5	8
slight positive effects	4	8	4	2	2
great positive effects	5	1	0	1	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	2	1	0	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? » a) Performance level of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	83	33	30	20
Educational standards	2	10	3	4	3
both	3	13	4	5	4
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	20	5	5	10
<i>Implausible value</i>	-95	3	1	0	2

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > b) Motivation of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	2	1	0	1
slight negative effects	2	38	12	18	8
no effect	3	63	20	18	25
slight positive effects	4	21	11	6	4
great positive effects	5	2	1	1	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	1	1	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > b) Motivation of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	34	11	17	6
Educational standards	2	18	7	7	4
both	3	15	9	3	3
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	62	19	17	26

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > c) Preparation for the choice of study subject  
«Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	6	3	0	3
slight negative effects	2	50	17	16	17
no effect	3	57	20	25	12
slight positive effects	4	8	3	0	5
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	8	3	3	2



Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > c) Preparation for the choice of study subject  
«Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	49	19	16	14
Educational standards	2	6	2	0	4
both	3	13	5	3	5
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	59	19	25	15
<i>Implausible value</i>	-95	2	1	0	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > d) Preparation for the requirements of higher education «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	17	5	6	6
slight negative effects	2	53	20	17	16
no effect	3	15	2	7	6
slight positive effects	4	39	16	13	10
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	5	3	1	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > d) Preparation for the requirements of higher education «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	51	18	18	15
Educational standards	2	33	12	12	9
both	3	20	9	5	6
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	24	7	9	8
<i>Implausible value</i>	-95	1	0	0	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > e) Comparability of the Abitur [higher education entrance qualification] results across different schools «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	5	2	0	3
slight negative effects	2	21	8	7	6
no effect	3	83	27	31	25
slight positive effects	4	9	6	1	2
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	11	3	5	3

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > e) Comparability of the Abitur results across different schools «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	12	7	3	2
Educational standards	2	16	5	5	6
both	3	13	7	2	4
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	88	27	34	27

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > f) Suitability of the Abitur results as an indicator for study aptitude «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	8	2	1	5
slight negative effects	2	47	10	22	15
no effect	3	56	27	17	12
slight positive effects	4	12	5	2	5
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	6	2	2	2

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > f) Suitability of the Abitur results as an indicator for study aptitude «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	34	11	13	10
Educational standards	2	19	3	7	9
both	3	16	6	6	4
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	59	26	18	15
<i>Implausible value</i>	-95	1	0	0	1

If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in English? > a) The actually taught scope of contents has ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... decreased.	1	18	9	7	2
... somewhat decreased.	2	51	21	18	12
... not changed.	3	43	12	12	19
... somewhat increased.	4	13	4	6	3
... increased.	5	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	1	2



If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in English? ▶ b) The thoroughness with respect to the treatment of learning content, has ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... decreased.	1	30	12	9	9
... somewhat decreased.	2	63	22	26	15
... not changed.	3	24	7	7	10
... somewhat increased.	4	9	5	1	3
... increased.	5	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	1	2

If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in English? > c) The alignment of the scope of contents and time has ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... decreased.	1	21	4	8	9
... somewhat decreased.	2	57	22	19	16
... not changed.	3	22	7	9	6
... somewhat increased.	4	14	6	3	5
... increased.	5	1	1	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	14	6	5	3

**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > a) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > a) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	22	7	8	7
fairly negative	2	16	7	5	4
fairly positive	3	12	5	3	4
very positive	4	3	1	1	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	75	26	26	23
<i>Implausible value</i>	-95	1	0	1	0

**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? ▶ b) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > b) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	18	6	8	4
fairly negative	2	13	4	5	4
fairly positive	3	7	5	0	2
very positive	4	3	2	1	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	88	29	30	29

**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > c) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > c) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	11	5	5	1
fairly negative	2	2	1	0	1
fairly positive	3	3	1	0	2
very positive	4	1	1	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	112	38	39	35



Thinking about your colleagues at the school, how strongly do you agree with the following statements? » a) There is consensus with regard to the school philosophy among the teachers in our staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	5	2	0	3
Rather disagree	2	35	13	13	9
Rather agree	3	78	25	28	25
Completely agree	4	8	5	1	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	1	2	0

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > b) New teachers are quickly integrated in our staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	0	0	0	0
Rather disagree	2	4	2	1	1
Rather agree	3	51	18	16	17
Completely agree	4	74	26	27	21
<i>Not participated</i>	-56	13	0	4	9

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > c) There is a common 'feeling of togetherness' at our school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1	0	0	1
Rather disagree	2	30	13	8	9
Rather agree	3	68	23	27	18
Completely agree	4	26	9	7	10
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	1	2	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > d) In our teaching staff we demonstrate unity. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	5	1	1	3
Rather disagree	2	30	12	13	5
Rather agree	3	75	26	24	25
Completely agree	4	16	6	5	5
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	1	1	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > e) There is a common opinion within our teaching staff about the goals of our school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	2	0	0	2
Rather disagree	2	39	16	13	10
Rather agree	3	74	26	24	24
Completely agree	4	11	3	5	3
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	2	0	2	0
<i>Implausible value</i>	-95	1	1	0	0

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > f) Difference of opinions complicate cooperation within our teaching staff.  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	20	5	9	6
Rather disagree	2	76	29	25	22
Rather agree	3	25	11	6	8
Completely agree	4	5	1	2	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	2	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > g) There are many informal gatherings of the teachers at our school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	3	1	0	2
Rather disagree	2	36	14	11	11
Rather agree	3	78	28	28	22
Completely agree	4	9	3	3	3
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	2	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > h) When teachers demonstrate different opinions, we discuss it openly within our staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	2	0	0	2
Rather disagree	2	36	15	12	9
Rather agree	3	74	25	23	26
Completely agree	4	14	5	7	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	2	0	2	0
<i>Implausible value</i>	-95	1	1	0	0



Thinking about your colleagues at the school, how strongly do you agree with the following statements? > i) There are many conflicts within our teaching staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	15	2	7	6
Rather disagree	2	97	40	29	28
Rather agree	3	13	4	5	4
Completely agree	4	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	3	0

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > j) We cooperate well in cross-subject projects. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	2	1	0	1
Rather disagree	2	22	10	7	5
Rather agree	3	89	27	31	31
Completely agree	4	10	7	3	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	6	1	3	2

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? ▶ a) Professional, practical focus** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	9	5	2	2
Rather important	3	69	20	27	22
Very important	4	49	21	14	14
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	2	0	1	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? » b) Research focus** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	1	1	0	0
Rather unimportant	2	38	13	12	13
Rather important	3	73	28	23	22
Very important	4	10	2	5	3
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	6	1	4	1
<i>Implausible value</i>	-95	1	1	0	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > c) Teaching of basic subject-related knowledge** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	1	1	0	0
Rather important	3	35	11	11	13
Very important	4	90	34	31	25
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	2	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > d) Teaching of research skills** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	29	9	10	10
Rather important	3	71	27	24	20
Very important	4	24	10	8	6
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	5	0	2	3

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > e) Teaching of problem solving skills** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	2	1	1	0
Rather important	3	28	9	12	7
Very important	4	95	36	29	30
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	0	2	2

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > f) Teaching of team skills** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	7	1	4	2
Rather important	3	42	15	16	11
Very important	4	76	30	21	25
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	0	3	1



How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > g) Teaching of independent working/learning skills «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	1	0	0	1
Rather important	3	33	8	18	7
Very important	4	92	38	24	30
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	2	1

How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > h) **Equipment (e.g. library, IT infrastructure)** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	5	2	3	0
Rather important	3	67	22	24	21
Very important	4	54	22	15	17
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	2	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > i) Size of the study location** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	19	13	6	0
Rather unimportant	2	85	28	28	29
Rather important	3	18	4	7	7
Very important	4	4	1	1	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	2	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > j) Support by instructors** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	2	0	1	1
Rather important	3	41	17	14	10
Very important	4	83	29	27	27
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	2	1

e18k Higher education institution choice criteria - variety course offerings

182:17

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > k) Variety of course offerings** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	1	0	1	0
Rather unimportant	2	11	4	5	2
Rather important	3	75	29	23	23
Very important	4	38	13	13	12
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	0	2	2

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > I) Contact among the students** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	5	1	3	1
Rather important	3	69	26	23	20
Very important	4	50	18	16	16
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	5	1	2	2

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > m) Variety of the studies** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	16	4	5	7
Rather important	3	76	31	24	21
Very important	4	30	9	12	9
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	7	2	3	2

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > n) Financial viability** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	10	5	2	3
Rather important	3	55	16	21	18
Very important	4	59	25	18	16
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	5	0	3	2



**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > o) Teaching quality** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	1	0	1	0
Rather important	3	20	8	4	8
Very important	4	105	38	37	30
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	2	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > p) Prestige of the degree** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	2	2	0	0
Rather unimportant	2	29	17	8	4
Rather important	3	73	21	27	25
Very important	4	21	5	7	9
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	1	2	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > q) Internationality** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	1	1	0	0
Rather unimportant	2	9	4	4	1
Rather important	3	77	28	26	23
Very important	4	38	13	11	14
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	0	3	1

How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > r) **Interdisciplinarity** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	21	11	7	3
Rather important	3	79	29	25	25
Very important	4	23	6	8	9
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	6	0	4	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	5	2	1	2
Satisfactory	3	49	13	20	16
Adequate	4	37	18	11	8
Poor	5	16	7	4	5
Unsatisfactory	6	3	0	2	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	19	6	6	7

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	8	4	1	3
Good	2	69	22	25	22
Satisfactory	3	25	10	9	6
Adequate	4	4	3	1	0
Poor	5	2	0	1	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	21	7	7	7

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ a) Professional, practical focus [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	9	5	2	2
Good	2	83	33	28	22
Satisfactory	3	12	2	5	5
Adequate	4	1	0	1	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	24	6	8	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	69	27	23	19
Good	2	35	11	14	10
Satisfactory	3	1	0	0	1
Adequate	4	0	0	0	0
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	22	8	7	7
<i>Implausible value</i>	-95	1	0	0	1



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ b) Research focus [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	70	25	25	20
Good	2	34	15	11	8
Satisfactory	3	3	0	1	2
Adequate	4	1	0	1	0
Poor	5	0	0	0	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	20	6	6	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	20	7	8	5
Satisfactory	3	44	18	14	12
Adequate	4	32	13	10	9
Poor	5	11	2	5	4
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	21	6	7	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	0	0	1
Good	2	34	13	13	8
Satisfactory	3	47	16	19	12
Adequate	4	19	10	3	6
Poor	5	4	1	1	2
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	23	6	8	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	17	8	5	4
Satisfactory	3	45	14	18	13
Adequate	4	28	11	10	7
Poor	5	15	5	4	6
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	23	8	7	8

e19ca Evaluation higher education institution type - basic knowledge - university 182 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	34	11	12	11
Good	2	47	17	19	11
Satisfactory	3	19	9	4	6
Adequate	4	6	2	3	1
Poor	5	1	0	0	1
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	21	7	6	8

e19cb Evaluation higher education institution type - basic knowledge - college of e... 182 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	26	11	10	5
Good	2	54	19	17	18
Satisfactory	3	20	7	10	3
Adequate	4	5	2	0	3
Poor	5	2	0	0	2
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	22	7	7	8

e19cc Evaluation higher education institution type - basic knowledge - university o... 182 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	30	13	12	5
Good	2	60	21	18	21
Satisfactory	3	11	3	5	3
Adequate	4	4	2	1	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	24	7	8	9

e19cd Evaluation higher education institution type - basic knowledge - cooperative ... 182 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	30	11	12	7
Good	2	58	20	21	17
Satisfactory	3	10	5	3	2
Adequate	4	9	3	1	5
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	22	7	7	8



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » d) Teaching of research skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	62	20	21	21
Good	2	42	19	16	7
Satisfactory	3	0	0	0	0
Adequate	4	4	1	1	2
Poor	5	0	0	0	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	20	6	6	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	14	3	6	5
Satisfactory	3	45	21	14	10
Adequate	4	40	13	15	12
Poor	5	8	3	2	3
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	21	6	7	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	0	1
Good	2	33	11	13	9
Satisfactory	3	48	18	16	14
Adequate	4	18	8	6	4
Poor	5	4	2	1	1
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	23	6	8	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	0	2	0
Good	2	12	3	4	5
Satisfactory	3	40	11	17	12
Adequate	4	37	19	9	9
Poor	5	12	5	4	3
Unsatisfactory	6	3	1	0	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	23	7	8	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ e) Teaching of problem solving skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	23	3	10	10
Good	2	43	18	16	9
Satisfactory	3	27	13	7	7
Adequate	4	12	4	4	4
Poor	5	2	1	1	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	21	7	6	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > e) Teaching of problem solving skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	9	2	4	3
Good	2	47	17	17	13
Satisfactory	3	44	18	13	13
Adequate	4	6	2	3	1
Poor	5	0	0	0	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	22	7	7	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ e) Teaching of problem solving skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	2	4	1
Good	2	65	24	23	18
Satisfactory	3	31	12	9	10
Adequate	4	2	1	0	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	24	7	8	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > e) Teaching of problem solving skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	15	5	9	1
Good	2	56	19	18	19
Satisfactory	3	32	13	8	11
Adequate	4	3	1	2	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	23	8	7	8



e19fa Evaluation of the higher education institution type - team skills - university 182 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	1	1	2
Good	2	28	6	12	10
Satisfactory	3	47	16	18	13
Adequate	4	18	13	2	3
Poor	5	9	3	5	1
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	22	7	6	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	9	2	3	4
Good	2	61	16	25	20
Satisfactory	3	30	19	7	4
Adequate	4	6	2	2	2
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	23	7	7	9

e19fc Evaluation of the higher education institution type - team skills - 182 : 18  
 universit...

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	1	3	3
Good	2	52	20	18	14
Satisfactory	3	38	15	13	10
Adequate	4	4	3	1	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	28	7	9	12

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	14	3	6	5
Good	2	59	21	21	17
Satisfactory	3	26	11	9	6
Adequate	4	5	3	0	2
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	25	8	8	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	33	9	12	12
Good	2	54	22	20	12
Satisfactory	3	18	7	6	5
Adequate	4	0	0	0	0
Poor	5	2	1	0	1
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	21	7	6	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	10	2	3	5
Good	2	57	22	22	13
Satisfactory	3	31	12	10	9
Adequate	4	7	3	1	3
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	24	7	8	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	8	3	2	3
Good	2	54	22	20	12
Satisfactory	3	34	12	9	13
Adequate	4	6	2	4	0
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	26	7	9	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	9	2	4	3
Good	2	63	24	23	16
Satisfactory	3	25	9	6	10
Adequate	4	6	3	2	1
Poor	5	1	0	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	25	8	8	9



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ h) Equipment (e.g. library, IT infrastructure) [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	28	7	11	10
Good	2	57	22	19	16
Satisfactory	3	10	6	3	1
Adequate	4	3	0	3	0
Poor	5	3	1	0	2
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	28	10	8	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ **h) Equipment (e.g. library, IT infrastructure) [college of education]** «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	11	2	6	3
Good	2	49	18	14	17
Satisfactory	3	29	12	11	6
Adequate	4	7	2	2	3
Poor	5	1	1	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	31	11	10	10
<i>Implausible value</i>	-95	1	0	1	0

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > h) Equipment (e.g. library, IT infrastructure) [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	19	5	6	8
Good	2	52	21	19	12
Satisfactory	3	21	8	6	7
Adequate	4	3	0	2	1
Poor	5	1	1	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	33	11	11	11

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ **h) Equipment (e.g. library, IT infrastructure) [cooperative state university]** «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	15	1	6	8
Good	2	49	17	19	13
Satisfactory	3	22	13	5	4
Adequate	4	6	2	2	2
Poor	5	1	0	0	1
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	35	13	11	11

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » i) Size of the study location [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	16	7	6	3
Good	2	42	12	15	15
Satisfactory	3	18	7	4	7
Adequate	4	5	1	2	2
Poor	5	1	1	0	0
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	43	18	14	11
<i>Implausible value</i>	-95	3	0	2	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ i) Size of the study location [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	1	0
Good	2	40	15	9	16
Satisfactory	3	35	11	16	8
Adequate	4	5	0	2	3
Poor	5	1	1	0	0
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	43	18	14	11
<i>Implausible value</i>	-95	2	0	1	1

e19ic Evaluation of the higher education institution type - location size 182 : 18  
- univers...

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > i) Size of the study location [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	0	1	0
Good	2	41	17	12	12
Satisfactory	3	30	10	10	10
Adequate	4	6	0	4	2
Poor	5	2	1	0	1
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	46	18	15	13
<i>Implausible value</i>	-95	2	0	1	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > i) Size of the study location [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	0	2	0
Good	2	42	15	10	17
Satisfactory	3	26	8	12	6
Adequate	4	10	3	4	3
Poor	5	1	1	0	0
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	45	19	14	12
<i>Implausible value</i>	-95	2	0	1	1



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » j) Support by instructors [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	0	0	1
Good	2	13	2	7	4
Satisfactory	3	45	13	16	16
Adequate	4	34	18	8	8
Poor	5	4	2	2	0
Unsatisfactory	6	3	0	2	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	29	11	9	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > j) Support by instructors [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	0	1	1
Good	2	48	12	21	15
Satisfactory	3	40	22	9	9
Adequate	4	7	1	2	4
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	32	11	11	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > j) Support by instructors [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	1	1	2
Good	2	53	19	19	15
Satisfactory	3	34	13	11	10
Adequate	4	3	2	1	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	35	11	12	12

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ j) Support by instructors [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	12	4	4	4
Good	2	59	23	22	14
Satisfactory	3	20	8	4	8
Adequate	4	5	0	3	2
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	32	10	11	11
<i>Implausible value</i>	-95	1	1	0	0

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ k) Variety of the course offerings [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	47	19	17	11
Good	2	43	16	13	14
Satisfactory	3	7	1	4	2
Adequate	4	2	0	1	1
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	29	10	9	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > k) Variety of the course offerings [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	1	0
Good	2	32	9	15	8
Satisfactory	3	48	22	14	12
Adequate	4	15	4	3	8
Poor	5	0	0	0	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	31	10	11	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ k) Variety of the course offerings [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	2	1	1
Good	2	39	13	15	11
Satisfactory	3	44	18	15	11
Adequate	4	5	1	1	3
Poor	5	2	2	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	34	9	12	13
<i>Implausible value</i>	-95	1	1	0	0

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > k) Variety of the course offerings [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	29	6	13	10
Satisfactory	3	43	18	14	11
Adequate	4	21	9	6	6
Poor	5	1	1	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	34	11	11	12



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ 1) Contact among the students [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	8	3	2	3
Good	2	53	21	19	13
Satisfactory	3	29	9	11	9
Adequate	4	6	3	2	1
Poor	5	3	0	1	2
Unsatisfactory	6	2	0	1	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	28	10	8	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > I) Contact among the students [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	16	4	7	5
Good	2	69	26	23	20
Satisfactory	3	12	6	4	2
Adequate	4	2	0	1	1
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	29	10	9	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » 1) Contact among the students [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	8	1	4	3
Good	2	65	26	22	17
Satisfactory	3	22	8	6	8
Adequate	4	2	1	1	0
Poor	5	1	0	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	31	10	10	11

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > 1) Contact among the students [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	9	2	4	3
Good	2	59	22	23	14
Satisfactory	3	25	8	5	12
Adequate	4	5	3	2	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	31	11	10	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ m) Variety of the studies [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	27	9	10	8
Good	2	47	17	18	12
Satisfactory	3	19	9	5	5
Adequate	4	4	2	2	0
Poor	5	3	0	1	2
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	28	9	8	11

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ m) Variety of the studies [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	3	2	1	0
Good	2	48	16	19	13
Satisfactory	3	35	14	10	11
Adequate	4	13	5	5	3
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	28	8	9	11
<i>Implausible value</i>	-95	1	1	0	0

e19mc Evaluation higher education institution type - variety - university of applie...

182 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > m) Variety of the studies [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	1	2	1
Good	2	45	16	16	13
Satisfactory	3	44	18	14	12
Adequate	4	5	2	2	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	31	9	10	12

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ m) Variety of the studies [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	15	8	4	3
Good	2	37	10	15	12
Satisfactory	3	38	13	13	12
Adequate	4	9	5	3	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	30	10	9	11



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > n) Financial viability [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	18	7	7	4
Satisfactory	3	48	13	16	19
Adequate	4	22	11	8	3
Poor	5	3	2	1	0
Unsatisfactory	6	2	0	1	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	34	11	11	12
<i>Implausible value</i>	-95	1	1	0	0

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > n) Financial viability [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	1	0
Good	2	35	12	10	13
Satisfactory	3	45	17	16	12
Adequate	4	10	4	5	1
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	36	12	12	12

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ n) Financial viability [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	39	15	12	12
Satisfactory	3	43	14	17	12
Adequate	4	8	4	2	2
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	38	12	13	13

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > n) Financial viability [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	31	11	9	11
Good	2	43	16	19	8
Satisfactory	3	15	4	4	7
Adequate	4	4	3	0	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	36	12	12	12

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > o) Teaching quality [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	13	5	3	5
Good	2	52	19	20	13
Satisfactory	3	30	10	10	10
Adequate	4	2	1	1	0
Poor	5	0	0	0	0
Unsatisfactory	6	2	0	1	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	30	11	9	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » o) Teaching quality [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	2	1	2
Good	2	57	21	19	17
Satisfactory	3	32	12	13	7
Adequate	4	2	0	0	2
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	32	11	11	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ o) Teaching quality [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	2	0	3
Good	2	63	25	23	15
Satisfactory	3	26	8	9	9
Adequate	4	1	0	0	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	34	11	12	11

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ o) Teaching quality [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	3	1	3
Good	2	60	22	23	15
Satisfactory	3	24	8	7	9
Adequate	4	5	1	2	2
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	33	12	11	10



e19pa Evaluation of the higher education institution type - prestige degree - unive...

182 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	72	28	23	21
Good	2	26	11	8	7
Satisfactory	3	4	0	3	1
Adequate	4	1	0	1	0
Poor	5	0	0	0	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	25	7	9	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	24	9	8	7
Satisfactory	3	58	22	20	16
Adequate	4	19	8	5	6
Poor	5	2	0	1	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	26	7	10	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	0	1	0
Good	2	67	26	20	21
Satisfactory	3	32	13	12	7
Adequate	4	1	0	0	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	27	6	11	10
<i>Implausible value</i>	-95	1	1	0	0

e19pd Evaluation of the higher education institution type - prestige  
degree - coope...

182 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	10	2	4	4
Good	2	55	22	18	15
Satisfactory	3	22	9	6	7
Adequate	4	15	5	6	4
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	27	8	10	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	56	22	21	13
Good	2	44	17	12	15
Satisfactory	3	3	0	2	1
Adequate	4	1	0	0	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	25	7	9	9

e19qb Evaluation of the higher education institution type - internationality - coll...

182 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	12	4	4	4
Satisfactory	3	45	18	14	13
Adequate	4	34	10	12	12
Poor	5	10	6	3	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	26	6	11	9
<i>Implausible value</i>	-95	1	1	0	0

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	2	1	2
Good	2	36	12	14	10
Satisfactory	3	44	19	13	12
Adequate	4	12	5	3	4
Poor	5	3	1	1	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	29	7	12	10

e19qd Evaluation of the higher education institution type - internationality - coop...

182 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	8	4	2	2
Good	2	36	10	14	12
Satisfactory	3	32	16	8	8
Adequate	4	23	7	8	8
Poor	5	2	1	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	28	8	11	9



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ r) Interdisciplinarity [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	21	6	8	7
Good	2	44	16	14	14
Satisfactory	3	25	11	8	6
Adequate	4	8	3	4	1
Poor	5	0	0	0	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	29	9	10	10
<i>Implausible value</i>	-95	1	1	0	0

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > r) Interdisciplinarity [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	1	0
Good	2	40	15	12	13
Satisfactory	3	36	14	13	9
Adequate	4	17	5	6	6
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	32	10	12	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ r) Interdisciplinarity [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	0	1	1
Good	2	37	15	13	9
Satisfactory	3	46	16	15	15
Adequate	4	9	5	2	2
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	34	10	13	11

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > r) Interdisciplinarity [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	6	2	1	3
Good	2	28	8	14	6
Satisfactory	3	45	16	12	17
Adequate	4	13	6	4	3
Poor	5	3	2	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	34	12	12	10

Are you... «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Male	1	52	22	16	14
Female	2	75	24	28	23
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	2	0	0	2

When were you born? > 19 «Please enter your year of birth aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	47	2	1	1	0
	48	4	2	2	0
	49	9	6	3	0
	50	4	2	2	0
	51	8	6	2	0
	52	1	0	1	0
	53	4	2	2	0
	54	5	2	3	0
	55	5	3	2	0
	56	1	0	1	0
	57	1	1	0	0
	59	2	1	1	0
... 31 values omitted ...					
	1970	2	0	0	2
	1972	1	0	0	1
	1974	2	0	0	2
	1975	1	0	0	1
	1977	1	0	0	1
	1978	1	0	0	1
	1979	1	0	0	1
	1981	2	0	0	2
	1983	1	0	0	1
	1984	1	0	0	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	3	0	0	3

Since when have you worked at school? «Please indicate the year aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	1940	1	1	0	0
	1973	2	1	1	0
	1974	3	0	2	1
	1975	4	2	1	1
	1976	5	2	2	1
	1977	8	5	2	1
	1978	13	6	5	2
	1979	8	3	1	4
	1980	4	2	0	2
	1981	4	1	3	0
	1982	2	0	0	2
	1985	1	1	0	0
	... 11 values omitted ...				
	2001	2	0	1	1
	2002	7	4	2	1
	2003	6	2	3	1
	2004	2	1	0	1
	2005	5	1	3	1
	2006	2	1	0	1
	2007	1	0	0	1
	2008	3	0	2	1
	2010	4	0	1	3
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	4	1	0	3
<i>Implausible value</i>	-95	1	0	1	0

Which subjects do you teach during this school year apart from English in the course level?

► a) Subject: «Please enter the subjects.»

Label	Code	#	by wave		
			1	2	3
German	1	18	8	7	3
Math	2	2	1	0	1
English	3	17	6	5	6
French	4	9	2	4	3
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	3	1	1	1
Russian	8	0	0	0	0
Spanish	9	4	1	1	2
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>not valid</i>	-25	8	4	3	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	25	9	7	9



Which subjects do you teach during this school year apart from English in the course level?

► a) Subject: «Please enter the subjects.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 19 values omitted ...					
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Missing by design</i>	-54	137	46	43	48
<i>Not participated</i>	-56	4	0	4	0

Which subjects do you teach during this school year apart from English in the course level?

► b) Subject: «Please enter the subjects.»

Label	Code	#	by wave		
			1	2	3
German	1	3	1	1	1
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	5	2	1	2
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	1	0	1	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	1	0	1	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	1	0	1	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>not valid</i>	-25	8	3	4	1
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	89	32	28	29

Which subjects do you teach during this school year apart from English in the course level?

► b) Subject: «Please enter the subjects.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 19 values omitted ...					
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Missing by design</i>	-54	132	46	48	38
<i>Not participated</i>	-56	9	0	0	9

Which subjects do you teach during this school year apart from English in the course level?

► c) Subject: «Please enter the subjects.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	1	0	1	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>not valid</i>	-25	8	3	3	2
<i>Not participated</i>	-56	13	0	4	9
<i>Unspecific missing</i>	-90	113	42	39	32

Which subjects do you teach during this school year apart from English in the course level?

► c) Subject: «Please enter the subjects.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 19 values omitted ...					
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Missing by design</i>	-54	132	46	48	38
<i>Not participated</i>	-56	9	0	0	9

Which grades are you teaching in the subject English during this school year? > K5 «Please tick th applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	95	34	29	32
Marked	1	34	12	15	7
<i>Not participated</i>	-56	13	0	4	9

Which grades are you teaching in the subject English during this school year? > K6 «Please tick th applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	89	29	34	26
Marked	1	40	17	10	13
<i>Not participated</i>	-56	13	0	4	9

Which grades are you teaching in the subject English during this school year? > K7 «Please tick th applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	99	34	35	30
Marked	1	30	12	9	9
<i>Not participated</i>	-56	13	0	4	9



Which grades are you teaching in the subject English during this school year? > K8 «Please tick th applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	104	36	39	29
Marked	1	25	10	5	10
<i>Not participated</i>	-56	13	0	4	9

Which grades are you teaching in the subject English during this school year? > K9 «Please tick th applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	95	35	31	29
Marked	1	34	11	13	10
<i>Not participated</i>	-56	13	0	4	9

Which grades are you teaching in the subject English during this school year? > K10 «Please tick th applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	100	38	35	27
Marked	1	29	8	9	12
<i>Not participated</i>	-56	13	0	4	9

Which grades are you teaching in the subject English during this school year? > K11 «Please tick th applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	89	36	32	21
Marked	1	40	10	12	18
<i>Not participated</i>	-56	13	0	4	9

Which grades are you teaching in the subject English during this school year? > K12 «Please tick th applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	56	13	20	23
Marked	1	73	33	24	16
<i>Not participated</i>	-56	13	0	4	9

Which grades are you teaching in the subject English during this school year? > K13 «Please tick th applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	71	22	14	35
Marked	1	58	24	30	4
<i>Not participated</i>	-56	13	0	4	9

How do you evaluate the following statements for the subject English? ▶ **The performance heterogeneity of students in the final year of 2011/2012 is not significantly different from the performance heterogeneity of students in the final year of 2010/2011.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	3	0	3	0
Does not really apply	2	8	0	8	0
Partially applies	3	15	0	15	0
Applies to some extent	4	13	0	13	0
Applies completely	5	5	0	5	0
<i>Missing by design</i>	-54	94	46	0	48
<i>Not participated</i>	-56	4	0	4	0

**How do you evaluate the following statements for the subject English? » The professional performance of the G8 students are in no way inferior compared to those of the G9 students.**  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	2	0	2	0
Does not really apply	2	17	0	17	0
Partially applies	3	11	0	11	0
Applies to some extent	4	11	0	11	0
Applies completely	5	3	0	3	0
<i>Missing by design</i>	-54	94	46	0	48
<i>Not participated</i>	-56	4	0	4	0



**How do you evaluate the following statements for the subject English? > G9 students were able to follow the subject matter better than G8 students.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	4	0	4	0
Does not really apply	2	9	0	9	0
Partially applies	3	7	0	7	0
Applies to some extent	4	22	0	22	0
Applies completely	5	2	0	2	0
<i>Missing by design</i>	-54	94	46	0	48
<i>Not participated</i>	-56	4	0	4	0

**During planning of the classes, I am oriented.. > a) ... towards the new educational standards from 2004.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	0	0	0	0
Rather disagree	2	0	0	0	0
Rather agree	3	41	18	9	14
Completely agree	4	81	24	31	26
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	0	1

During planning of the classes, I am oriented.. > b) ... towards the school books for my subjects. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	3	1	2	0
Rather disagree	2	13	8	3	2
Rather agree	3	71	22	23	26
Completely agree	4	36	11	12	13
<i>Not participated</i>	-56	19	4	8	7

**During planning of the classes, I am oriented.. > c) ... towards the course level plan from 2001.**

«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	19	7	5	7
Rather disagree	2	31	10	9	12
Rather agree	3	39	13	14	12
Completely agree	4	29	9	11	9
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	5	3	1	1

**During planning of the classes, I am oriented.. > d) ... towards my class preparation works of the last years.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	3	2	0	1
Rather disagree	2	18	5	5	8
Rather agree	3	74	25	30	19
Completely agree	4	26	10	5	11
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	0	0	2

**During planning of the classes, I am oriented.. > e) ... towards the education plan of 1994.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	62	21	21	20
Rather disagree	2	48	17	18	13
Rather agree	3	8	2	1	5
Completely agree	4	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	4	1	0	3
<i>Implausible value</i>	-95	1	1	0	0

**During planning of the classes, I am oriented.. > f) ... towards materials of the teachers of the respective subjects.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	25	8	12	5
Rather disagree	2	50	20	15	15
Rather agree	3	41	11	13	17
Completely agree	4	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	6	3	0	3

**During planning of the classes, I am oriented.. > g) ... towards the level concretizations online.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	28	10	9	9
Rather disagree	2	45	15	15	15
Rather agree	3	40	14	13	13
Completely agree	4	7	2	3	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	3	1	0	2



During planning of the classes, I am oriented.. > h) ... towards the implementation examples online. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	32	11	12	9
Rather disagree	2	56	19	18	19
Rather agree	3	29	10	9	10
Completely agree	4	3	1	1	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	3	1	0	2

The education plan from 1994 gives me precise orientation ... > a) ... in determining the teaching objectives. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	33	12	11	10
Rather disagree	2	43	12	16	15
Rather agree	3	39	15	11	13
Completely agree	4	2	1	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	6	2	2	2

The education plan from 1994 gives me precise orientation ... > b) ... in planning of contents and topics. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	32	11	10	11
Rather disagree	2	36	11	13	12
Rather agree	3	42	16	14	12
Completely agree	4	7	2	1	4
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	6	2	2	2

The education plan from 1994 gives me precise orientation ... > c) ... in determining of methods. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	50	17	17	16
Rather disagree	2	54	17	17	20
Rather agree	3	13	6	4	3
Completely agree	4	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	6	2	2	2

**The education plan from 1994 gives me precise orientation ... > d) ... when considering performance appraisal.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	52	18	17	17
Rather disagree	2	55	18	19	18
Rather agree	3	9	4	2	3
Completely agree	4	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	7	2	2	3

**The education plan from 1994 gives me precise orientation ... > e) ... when considering the support of individual students.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	62	23	20	19
Rather disagree	2	47	11	17	19
Rather agree	3	7	5	1	1
Completely agree	4	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	7	3	2	2

The course level plan of 2001 gives me precise orientation ... > a) ... in determining the teaching objectives. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	20	4	7	9
Rather disagree	2	17	3	8	6
Rather agree	3	70	27	19	24
Completely agree	4	11	5	5	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	5	3	1	1

The course level plan of 2001 gives me precise orientation ... > b) ... in planning of contents and topics. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	17	3	6	8
Rather disagree	2	20	7	8	5
Rather agree	3	71	24	22	25
Completely agree	4	11	6	3	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	4	2	1	1



**The course level plan of 2001 gives me precise orientation ... > c) ... in determining of methods.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	28	6	10	12
Rather disagree	2	55	21	16	18
Rather agree	3	34	11	13	10
Completely agree	4	2	2	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	4	2	1	1

**The course level plan of 2001 gives me precise orientation ... > d) ... when considering performance appraisal.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	29	8	9	12
Rather disagree	2	55	16	20	19
Rather agree	3	31	12	10	9
Completely agree	4	3	3	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	5	3	1	1

The course level plan of 2001 gives me precise orientation ... > e) ... when considering the support of individual students. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	40	13	13	14
Rather disagree	2	52	14	17	21
Rather agree	3	24	10	9	5
Completely agree	4	2	2	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	5	3	1	1

The educational standards of 2004 give me precise orientation ... > a) ... in determining the teaching objectives. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1	0	1	0
Rather disagree	2	12	2	5	5
Rather agree	3	67	25	18	24
Completely agree	4	43	15	16	12
<i>Not participated</i>	-56	19	4	8	7

The educational standards of 2004 give me precise orientation ... > b) ... in planning of contents and topics. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	0	0	0	0
Rather disagree	2	24	8	10	6
Rather agree	3	70	22	21	27
Completely agree	4	29	12	9	8
<i>Not participated</i>	-56	19	4	8	7

**The educational standards of 2004 give me precise orientation ... > c) ... in determining of methods.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	4	0	2	2
Rather disagree	2	34	12	11	11
Rather agree	3	64	21	21	22
Completely agree	4	21	9	6	6
<i>Not participated</i>	-56	19	4	8	7

The educational standards of 2004 give me precise orientation ... > d) ... when considering performance appraisal. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	8	2	3	3
Rather disagree	2	49	16	14	19
Rather agree	3	54	19	18	17
Completely agree	4	12	5	5	2
<i>Not participated</i>	-56	19	4	8	7

**The educational standards of 2004 give me precise orientation ... > e) ... when considering the support of individual students.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	15	7	3	5
Rather disagree	2	56	14	21	21
Rather agree	3	43	18	11	14
Completely agree	4	8	2	5	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	1	0	0



g5a Total effect - educational standards

185 : 5

Which effects do you think the following measures have on the performance of the students?

► a) Implementation of the new educational standards from 2004 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	12	4	4	4
no effect	3	30	9	10	11
slight positive effects	4	68	24	20	24
great positive effects	5	11	4	5	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	1	1	0

g5b Total effect - course level plan

185 : 5

Which effects do you think the following measures have on the performance of the students?

► b) Implementation the course level plan from 2001 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	4	0	2	2
no effect	3	49	14	14	21
slight positive effects	4	60	23	21	16
great positive effects	5	2	2	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	8	3	3	2

g5c Total effect - school curriculum

185 : 5

Which effects do you think the following measures have on the performance of the students?

► c) Implementation of the school curriculum «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	1	0	0	1
no effect	3	26	8	9	9
slight positive effects	4	63	21	19	23
great positive effects	5	32	12	12	8
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	1	0	0

g5d Total effect - internal evaluation

185 : 5

Which effects do you think the following measures have on the performance of the students?

► d) Internal evaluations «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	3	1	1	1
no effect	3	29	4	12	13
slight positive effects	4	71	26	23	22
great positive effects	5	19	10	4	5
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	1	0	0

Which effects do you think the following measures have on the performance of the students?

► e) External evaluations «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	2	0	0	2
slight negative effects	2	14	6	5	3
no effect	3	52	11	16	25
slight positive effects	4	40	18	13	9
great positive effects	5	2	1	1	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	13	6	5	2

g5f Total effect - subject combination GWG

185 : 5

Which effects do you think the following measures have on the performance of the students?  
 ▶ f) Implementation of the new subject combination 'Geography – Economics – Social studies (GWG)' «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	6	1	1	4
slight negative effects	2	8	4	2	2
no effect	3	39	11	15	13
slight positive effects	4	30	10	10	10
great positive effects	5	2	2	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	38	14	12	12

g5g Total effect - reduction of the class size

185 : 5

Which effects do you think the following measures have on the performance of the students?

▷ g) Reduction of the class size «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	0	0	0	0
no effect	3	5	2	1	2
slight positive effects	4	20	7	6	7
great positive effects	5	96	32	33	31
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	1	0	1

g5h Total effect - schooling time reduction

185 : 5

Which effects do you think the following measures have on the performance of the students?

▷ h) Reduction of the Gymnasium [upper secondary school] schooling time from 9 to 8 years

«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	36	8	11	17
slight negative effects	2	61	25	18	18
no effect	3	15	4	9	2
slight positive effects	4	7	3	1	3
great positive effects	5	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	3	1	1	1



**How do you assess the impact of the two aspects of the educational reform in total? > a)**  
**Reduction of the Gymnasium schooling time by 1 school year** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	42	11	14	17
slight negative effects	2	67	26	21	20
no effect	3	6	1	4	1
slight positive effects	4	6	3	1	2
great positive effects	5	2	1	0	1
<i>Not participated</i>	-56	19	4	8	7

**How do you assess the impact of the two aspects of the educational reform in total? > b)**  
**Introduction of the educational standards** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	20	6	7	7
no effect	3	34	6	14	14
slight positive effects	4	58	23	18	17
great positive effects	5	10	6	1	3
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	1	0	0

How do you evaluate the overall effects of the two aspects of the educational reform on teaching German? Teaching is ... > a) ... through the reduction of the Gymnasium schooling time by 1 school year ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	0	0	0	0
... the same.	3	9	3	5	1
... somewhat more difficult.	4	80	27	26	27
... much more difficult.	5	34	12	9	13
<i>Not participated</i>	-56	19	4	8	7

**How do you evaluate the overall effects of the two aspects of the educational reform on teaching German? Teaching is ... > b) ... through the introduction of the educational standards ...** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	1	1	0	0
... somewhat easier.	2	34	11	10	13
... the same.	3	54	16	20	18
... somewhat more difficult.	4	34	14	10	10
... much more difficult.	5	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7

**How do you evaluate the overall effects of the two aspects of the educational reform on teaching German as a whole? ▶ a) Finishing class preparation within an appropriate time ...**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	0	0	0	0
... the same.	3	58	17	21	20
... somewhat more difficult.	4	52	20	16	16
... much more difficult.	5	10	4	2	4
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	3	1	1	1

How do you evaluate the overall effects of the two aspects of the educational reform on teaching German as a whole? > b) Teaching of the class contents is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	6	4	2	0
... the same.	3	32	8	12	12
... somewhat more difficult.	4	68	24	23	21
... much more difficult.	5	16	6	3	7
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	0	1

How do you evaluate the overall effects of the two aspects of the educational reform on teaching German as a whole? > c) Arousing students' interest for the subject German is ...  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	1	1	0	0
... somewhat easier.	2	9	7	1	1
... the same.	3	68	21	23	24
... somewhat more difficult.	4	30	8	12	10
... much more difficult.	5	14	4	4	6
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	1	0	0

How do you evaluate the overall effects of the two aspects of the educational reform on teaching German as a whole? > d) Changing unfavorable teaching structures is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	1	1	0	0
... somewhat easier.	2	24	11	7	6
... the same.	3	51	17	18	16
... somewhat more difficult.	4	25	7	6	12
... much more difficult.	5	12	3	5	4
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	10	3	4	3



**How do you evaluate the overall effects of the two aspects of the educational reform on teaching German as a whole? > e) Responding to individual problems of the students is ...**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	2	2	0	0
... somewhat easier.	2	22	7	6	9
... the same.	3	40	15	15	10
... somewhat more difficult.	4	35	10	11	14
... much more difficult.	5	22	7	7	8
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	1	1	0

How do you evaluate the overall effects of the two aspects of the educational reform on teaching German as a whole? > f) Getting in contact with complicated students is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	1	1	0	0
... somewhat easier.	2	7	3	2	2
... the same.	3	65	23	21	21
... somewhat more difficult.	4	31	9	12	10
... much more difficult.	5	17	5	4	8
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	1	1	0

How do you evaluate the overall effects of the two aspects of the educational reform on teaching German as a whole? > g) Addressing student problems, besides subject-related teaching ones, is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	1	1	0	0
... somewhat easier.	2	4	2	1	1
... the same.	3	55	19	17	19
... somewhat more difficult.	4	40	13	16	11
... much more difficult.	5	21	6	6	9
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	1	0	1

How do you evaluate the overall effects of the two aspects of the educational reform on teaching German as a whole? ▶ h) Teaching as a whole is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	1	1	0	0
... somewhat easier.	2	4	1	2	1
... the same.	3	35	9	15	11
... somewhat more difficult.	4	72	28	20	24
... much more difficult.	5	10	2	3	5
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	1	0	0

How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?

► **Workload of the teachers in German** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	0	0	0	0
decrease	2	1	0	1	0
no change	3	14	8	6	0
increase	4	48	23	25	0
great increase	5	18	10	8	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	12	4	8	0
<i>Unspecific missing</i>	-90	1	1	0	0

g9aa Effects until 2013 - workload teachers

185 : 9

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the second graduating of G8 (2013)? > a)**  
**Workload of the teachers in German** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	0	0	0	0
No change	3	12	0	0	12
Increase	4	23	0	0	23
Great increase	5	6	0	0	6
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	7	0	0	7

How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?

► Motivation of the teachers in German «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	3	1	2	0
decrease	2	34	16	18	0
no change	3	42	22	20	0
increase	4	2	2	0	0
great increase	5	0	0	0	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	12	4	8	0
<i>Unspecific missing</i>	-90	1	1	0	0

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of G8 (2013)? > b) Motivation of the teachers in German** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	2	0	0	2
Decrease	2	18	0	0	18
No change	3	20	0	0	20
Increase	4	1	0	0	1
Great increase	5	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	7	0	0	7



**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers in the long-run? > a) Workload of the teachers in German**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	6	4	0	2
No change	3	40	12	15	13
Increase	4	65	22	25	18
Great increase	5	10	3	0	7
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	1	0	1

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers in the long-run? > b) Motivation of the teachers in German**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	1	0	0	1
Decrease	2	38	12	11	15
No change	3	71	23	26	22
Increase	4	9	6	3	0
Great increase	5	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	3	1	0	2
<i>Implausible value</i>	-95	1	0	0	1

Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in German? ▶ a) The introduction of the educational standards still pose great challenges. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1	0	0	1
Does not really apply	2	22	5	2	15
Applies to some extent	3	74	28	28	18
Applies completely	4	26	9	10	7
<i>Not participated</i>	-56	19	4	8	7

Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in German? » b) The introduction of the educational standards has run up til now smoothly. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	17	4	8	5
Does not really apply	2	63	26	21	16
Applies to some extent	3	40	12	8	20
Applies completely	4	2	0	2	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in German? > c) The students are coping well with the new requirements. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	6	2	4	0
Does not really apply	2	64	24	20	20
Applies to some extent	3	47	12	15	20
Applies completely	4	4	2	1	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	2	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) > Performance level of the students** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	6	6	0	0
slight negative effects	2	20	20	0	0
no effect	3	5	5	0	0
slight positive effects	4	5	5	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	6	6	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) > Motivation of the students** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	1	1	0	0
slight negative effects	2	10	10	0	0
no effect	3	19	19	0	0
slight positive effects	4	7	7	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	5	5	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) > Preparation for the choice of the higher education subject** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	2	2	0	0
slight negative effects	2	15	15	0	0
no effect	3	14	14	0	0
slight positive effects	4	4	4	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	7	7	0	0



**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) > Preparation for the requirements of higher education** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	4	4	0	0
slight negative effects	2	15	15	0	0
no effect	3	6	6	0	0
slight positive effects	4	12	12	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	5	5	0	0

When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) > Comparability of the Abitur [university entrance qualification] results across different schools «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	2	2	0	0
slight negative effects	2	10	10	0	0
no effect	3	19	19	0	0
slight positive effects	4	3	3	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	8	8	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) ▶ Suitability of the Abitur results as an indicator for study aptitude** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	2	2	0	0
slight negative effects	2	9	9	0	0
no effect	3	21	21	0	0
slight positive effects	4	3	3	0	0
great positive effects	5	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	6	6	0	0

**Please assess yourself: how familiar are you already with the content of the educational standards?** «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
very poor	1	1	0	0	1
rather poor	2	2	1	0	1
rather good	3	74	25	24	25
very good	4	45	15	16	14
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	1	0	0

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? ▶ a) Performance level of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	20	9	5	6
slight negative effects	2	85	26	28	31
no effect	3	11	3	4	4
slight positive effects	4	5	2	3	0
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	2	0	0

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? ▶ a) Performance level of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	81	27	28	26
Educational standards	2	5	1	3	1
both	3	15	8	2	5
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	22	6	7	9

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > b) Motivation of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	6	3	1	2
slight negative effects	2	33	9	9	15
no effect	3	65	21	24	20
slight positive effects	4	12	5	4	3
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	7	4	2	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > b) Motivation of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	33	10	10	13
Educational standards	2	7	3	2	2
both	3	11	7	2	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	72	22	26	24



Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > c) Preparation for the choice of study subject  
«Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	15	4	2	9
slight negative effects	2	54	18	18	18
no effect	3	39	12	18	9
slight positive effects	4	8	4	1	3
great positive effects	5	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	6	4	1	1

g14cc Causes of the impact G8-new - preparation choice of study  
subject

185 : 13

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > c) Preparation for the choice of study subject  
«Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	53	19	14	20
Educational standards	2	7	2	2	3
both	3	11	4	4	3
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	52	17	20	15

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > d) Preparation for the requirements of higher education «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	25	7	6	12
slight negative effects	2	55	19	19	17
no effect	3	19	3	10	6
slight positive effects	4	19	9	5	5
great positive effects	5	2	1	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	3	3	0	0

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > d) Preparation for the requirements of higher education «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	59	22	19	18
Educational standards	2	18	8	5	5
both	3	14	6	3	5
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	31	6	13	12
<i>Implausible value</i>	-95	1	0	0	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > e) Comparability of the Abitur [higher education entrance qualification] results across different schools «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	6	2	0	4
slight negative effects	2	22	10	7	5
no effect	3	75	20	28	27
slight positive effects	4	9	5	2	2
great positive effects	5	1	0	1	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	10	5	2	3

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > e) Comparability of the Abitur results across different schools «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	15	8	3	4
Educational standards	2	10	6	2	2
both	3	13	5	5	3
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	84	23	30	31
<i>Implausible value</i>	-95	1	0	0	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > f) Suitability of the Abitur results as an indicator for study aptitude «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	14	3	3	8
slight negative effects	2	36	10	15	11
no effect	3	53	19	16	18
slight positive effects	4	10	4	4	2
great positive effects	5	2	2	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	8	4	2	2

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > f) Suitability of the Abitur results as an indicator for study aptitude «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	33	8	12	13
Educational standards	2	8	3	3	2
both	3	13	6	4	3
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	69	25	21	23



If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in German? ▶ a) The actually taught scope of contents has ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... decreased.	1	18	6	6	6
... somewhat decreased.	2	55	23	15	17
... not changed.	3	30	10	11	9
... somewhat increased.	4	12	2	5	5
... increased.	5	4	0	1	3
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	4	1	2	1

If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in German? > b) The thoroughness with respect to the treatment of learning content, has ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... decreased.	1	25	8	7	10
... somewhat decreased.	2	58	23	17	18
... not changed.	3	21	5	9	7
... somewhat increased.	4	15	5	5	5
... increased.	5	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	4	1	2	1

If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in German? > c) The alignment of the scope of contents and time has ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... decreased.	1	15	4	4	7
... somewhat decreased.	2	50	21	12	17
... not changed.	3	30	8	13	9
... somewhat increased.	4	18	7	6	5
... increased.	5	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	9	2	5	2

**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > a) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > a) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	14	5	5	4
fairly negative	2	19	6	7	6
fairly positive	3	3	2	1	0
very positive	4	7	4	1	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	79	24	26	29
<i>Implausible value</i>	-95	1	1	0	0

**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > b) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > b) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	11	6	2	3
fairly negative	2	9	4	2	3
fairly positive	3	4	3	1	0
very positive	4	4	3	1	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	95	26	34	35

**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > c) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated



Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > c) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	6	3	1	2
fairly negative	2	4	2	1	1
fairly positive	3	0	0	0	0
very positive	4	4	2	1	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	109	35	37	37

Thinking about your colleagues at the school, how strongly do you agree with the following statements? » a) There is consensus with regard to the school philosophy among the teachers in our staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	9	4	3	2
Rather disagree	2	29	11	9	9
Rather agree	3	72	22	23	27
Completely agree	4	10	4	4	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	3	1	1	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > b) New teachers are quickly integrated in our staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	0	0	0	0
Rather disagree	2	2	0	1	1
Rather agree	3	52	17	20	15
Completely agree	4	68	25	19	24
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	0	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > c) There is a common 'feeling of togetherness' at our school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	3	2	1	0
Rather disagree	2	24	9	9	6
Rather agree	3	68	20	21	27
Completely agree	4	27	11	9	7
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	0	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > d) In our teaching staff we demonstrate unity. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	10	5	4	1
Rather disagree	2	29	12	8	9
Rather agree	3	71	23	22	26
Completely agree	4	11	2	5	4
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	0	1	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > e) There is a common opinion within our teaching staff about the goals of our school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	6	4	1	1
Rather disagree	2	30	10	10	10
Rather agree	3	74	24	24	26
Completely agree	4	11	4	4	3
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	0	1	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > f) Difference of opinions complicate cooperation within our teaching staff.  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	27	7	9	11
Rather disagree	2	62	22	20	20
Rather agree	3	26	10	9	7
Completely agree	4	7	3	2	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	0	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > g) There are many informal gatherings of the teachers at our school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	5	3	1	1
Rather disagree	2	21	9	7	5
Rather agree	3	79	22	27	30
Completely agree	4	16	8	4	4
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	0	1	1



Thinking about your colleagues at the school, how strongly do you agree with the following statements? > h) When teachers demonstrate different opinions, we discuss it openly within our staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	2	1	0	1
Rather disagree	2	26	8	10	8
Rather agree	3	83	27	26	30
Completely agree	4	10	6	3	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	0	1	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > i) There are many conflicts within our teaching staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	30	11	11	8
Rather disagree	2	68	24	18	26
Rather agree	3	23	6	11	6
Completely agree	4	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	0	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > j) We cooperate well in cross-subject projects. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	4	1	1	2
Rather disagree	2	30	10	11	9
Rather agree	3	73	25	25	23
Completely agree	4	15	6	3	6
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	0	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? ▶ a) Professional, practical focus** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	1	0	1	0
Rather unimportant	2	13	5	6	2
Rather important	3	70	21	22	27
Very important	4	38	16	10	12
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? » b) Research focus** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	29	8	10	11
Rather important	3	77	31	21	25
Very important	4	13	2	7	4
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	4	1	2	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > c) Teaching of basic subject-related knowledge** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	1	1	0	0
Rather important	3	37	12	13	12
Very important	4	83	28	26	29
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	1	1	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > d) Teaching of research skills** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	22	6	6	10
Rather important	3	67	22	21	24
Very important	4	30	12	11	7
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	4	2	2	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > e) Teaching of problem solving skills** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	0	0	0	0
Rather important	3	26	7	7	12
Very important	4	96	35	32	29
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0



**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > f) Teaching of team skills** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	1	0	0	1
Rather unimportant	2	4	2	1	1
Rather important	3	45	11	13	21
Very important	4	72	29	25	18
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > g) Teaching of independent working/learning skills «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	1	0	0	1
Rather important	3	26	9	8	9
Very important	4	94	32	31	31
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	1	1	0

How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > h) **Equipment (e.g. library, IT infrastructure)** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	8	1	2	5
Rather important	3	71	26	21	24
Very important	4	42	15	15	12
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	0	2	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > i) Size of the study location** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	21	9	5	7
Rather unimportant	2	84	27	32	25
Rather important	3	13	5	1	7
Very important	4	4	1	1	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > j) Support by instructors** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	3	0	1	2
Rather important	3	40	13	12	15
Very important	4	79	29	26	24
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

g18k Higher education institution choice criteria - variety course offerings

185 : 17

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? ▶ k) Variety of course offerings** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	15	8	2	5
Rather important	3	80	28	26	26
Very important	4	27	6	11	10
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > I) Contact among the students** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	6	0	1	5
Rather important	3	69	24	26	19
Very important	4	47	18	12	17
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > m) Variety of the studies** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	1	0	0	1
Rather unimportant	2	19	7	4	8
Rather important	3	75	25	30	20
Very important	4	26	10	5	11
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	0	1	1



**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > n) Financial viability** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	2	0	2	0
Rather unimportant	2	8	3	3	2
Rather important	3	66	22	21	23
Very important	4	45	17	12	16
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	0	2	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > o) Teaching quality** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	0	0	0	0
Rather important	3	26	8	9	9
Very important	4	95	33	30	32
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	2	1	1	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > p) Prestige of the degree** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	4	1	0	3
Rather unimportant	2	41	16	14	11
Rather important	3	60	19	20	21
Very important	4	17	6	5	6
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > q) Internationality** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	29	13	5	11
Rather important	3	66	18	29	19
Very important	4	27	11	5	11
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > r) Interdisciplinarity** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	21	10	3	8
Rather important	3	78	27	31	20
Very important	4	23	5	5	13
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

g19aa Evaluation of the higher education institution type - practical focus - unive...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	11	5	3	3
Satisfactory	3	48	10	19	19
Adequate	4	28	16	6	6
Poor	5	19	4	7	8
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	16	6	5	5

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	10	4	3	3
Good	2	57	17	21	19
Satisfactory	3	25	10	8	7
Adequate	4	10	4	2	4
Poor	5	1	0	0	1
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	18	6	6	6
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ a) Professional, practical focus [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	14	6	5	3
Good	2	75	23	26	26
Satisfactory	3	8	5	1	2
Adequate	4	1	1	0	0
Poor	5	2	0	0	2
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	22	6	8	8



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	67	24	21	22
Good	2	31	11	10	10
Satisfactory	3	1	1	0	0
Adequate	4	0	0	0	0
Poor	5	0	0	0	0
Unsatisfactory	6	3	1	0	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	21	5	9	7

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ **b) Research focus [university]** «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	66	23	24	19
Good	2	35	10	11	14
Satisfactory	3	3	2	0	1
Adequate	4	1	1	0	0
Poor	5	0	0	0	0
Unsatisfactory	6	3	1	0	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	14	5	5	4
<i>Implausible value</i>	-95	1	0	0	1

g19bb Evaluation of the higher education institution type - research focus - colleg...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	8	2	5	1
Satisfactory	3	47	18	14	15
Adequate	4	29	10	6	13
Poor	5	15	5	7	3
Unsatisfactory	6	2	0	1	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	20	6	7	7
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	3	2	1	0
Good	2	18	8	6	4
Satisfactory	3	53	19	18	16
Adequate	4	17	2	5	10
Poor	5	6	4	0	2
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	26	7	10	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	0	1	0
Good	2	10	5	2	3
Satisfactory	3	33	7	15	11
Adequate	4	42	19	9	14
Poor	5	10	3	2	5
Unsatisfactory	6	3	1	1	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	24	7	10	7

g19ca Evaluation of the higher education institution type - basic  
subject-related k...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	35	12	10	13
Good	2	49	18	16	15
Satisfactory	3	15	3	9	3
Adequate	4	8	3	0	5
Poor	5	0	0	0	0
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	14	5	5	4
<i>Implausible value</i>	-95	1	0	0	1

g19cb Evaluation of the higher education institution type - basic  
subject-related k...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	10	4	4	2
Good	2	58	22	17	19
Satisfactory	3	22	5	8	9
Adequate	4	9	3	4	2
Poor	5	4	3	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	19	5	7	7
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	13	5	4	4
Good	2	60	21	18	21
Satisfactory	3	19	6	9	4
Adequate	4	3	2	0	1
Poor	5	2	0	0	2
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	25	7	9	9



g19cd Evaluation of the higher education institution type - basic  
subject-related k...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	14	5	5	4
Good	2	55	19	17	19
Satisfactory	3	23	6	9	8
Adequate	4	4	4	0	0
Poor	5	1	0	0	1
Unsatisfactory	6	2	1	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	24	7	9	8

g19da Evaluation of the higher education institution type - research skills - unive...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » d) Teaching of research skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	54	18	20	16
Good	2	45	13	15	17
Satisfactory	3	5	4	0	1
Adequate	4	0	0	0	0
Poor	5	1	0	0	1
Unsatisfactory	6	2	1	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	15	6	5	4
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	14	5	5	4
Satisfactory	3	44	16	14	14
Adequate	4	28	8	10	10
Poor	5	11	5	3	3
Unsatisfactory	6	4	1	1	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	21	6	7	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	26	11	8	7
Satisfactory	3	47	17	17	13
Adequate	4	21	5	6	10
Poor	5	4	2	0	2
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	25	7	9	9

g19dd Evaluation of the higher education institution type - research skills - coope...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	11	3	6	2
Satisfactory	3	33	10	11	12
Adequate	4	44	18	14	12
Poor	5	8	3	0	5
Unsatisfactory	6	2	0	0	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	24	7	9	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ e) Teaching of problem solving skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	20	6	9	5
Good	2	46	18	14	14
Satisfactory	3	27	7	9	11
Adequate	4	8	4	3	1
Poor	5	3	0	0	3
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	17	6	5	6
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > e) Teaching of problem solving skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	8	4	2	2
Good	2	43	13	16	14
Satisfactory	3	39	16	11	12
Adequate	4	10	3	3	4
Poor	5	1	0	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	21	6	7	8
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ e) Teaching of problem solving skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	13	7	3	3
Good	2	46	13	18	15
Satisfactory	3	31	11	10	10
Adequate	4	4	3	0	1
Poor	5	3	1	0	2
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	26	7	9	10



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > e) Teaching of problem solving skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	10	3	4	3
Good	2	54	18	17	19
Satisfactory	3	26	10	10	6
Adequate	4	7	4	0	3
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	25	7	9	9

g19fa Evaluation of the higher education institution type - team skills - university 185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	0	1	1
Good	2	20	6	7	7
Satisfactory	3	47	18	15	14
Adequate	4	29	10	10	9
Poor	5	7	3	1	3
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	16	5	6	5
<i>Implausible value</i>	-95	1	0	0	1

g19fb Evaluation of the higher education institution type - team skills  
- college o...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	2	1	2
Good	2	50	18	18	14
Satisfactory	3	34	13	8	13
Adequate	4	8	2	4	2
Poor	5	1	0	0	1
Unsatisfactory	6	2	1	1	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	22	6	8	8
<i>Implausible value</i>	-95	1	0	0	1

g19fc Evaluation of the higher education institution type - team skills - 185 : 18  
 universit...

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	1	0
Good	2	57	20	19	18
Satisfactory	3	29	11	7	11
Adequate	4	7	3	3	1
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	27	7	10	10

g19fd Evaluation of the higher education institution type - team skills - 185 : 18  
cooperati...

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	12	4	2	6
Good	2	50	16	20	14
Satisfactory	3	24	10	5	9
Adequate	4	8	3	3	2
Poor	5	2	2	0	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	26	7	10	9

g19ga Evaluation of the higher education institution type - learning skills - unive...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	35	10	13	12
Good	2	46	15	15	16
Satisfactory	3	19	8	6	5
Adequate	4	4	3	0	1
Poor	5	2	1	0	1
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	15	5	6	4
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	4	3	0
Good	2	44	18	15	11
Satisfactory	3	40	14	9	17
Adequate	4	7	0	3	4
Poor	5	2	1	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	22	5	9	8
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	4	3	0
Good	2	44	15	16	13
Satisfactory	3	35	14	8	13
Adequate	4	7	1	2	4
Poor	5	3	1	1	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	27	7	10	10



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	12	5	5	2
Good	2	37	15	13	9
Satisfactory	3	35	14	8	13
Adequate	4	10	1	3	6
Poor	5	3	1	0	2
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	25	6	10	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > h) Equipment (e.g. library, IT infrastructure) [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	16	5	6	5
Good	2	59	26	16	17
Satisfactory	3	19	5	8	6
Adequate	4	6	0	4	2
Poor	5	0	0	0	0
Unsatisfactory	6	2	1	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	20	5	6	9
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ h) Equipment (e.g. library, IT infrastructure) [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	3	0	2	1
Good	2	53	22	18	13
Satisfactory	3	33	14	6	13
Adequate	4	4	0	4	0
Poor	5	3	0	1	2
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	25	6	8	11
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > h) Equipment (e.g. library, IT infrastructure) [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	1	4	2
Good	2	60	26	20	14
Satisfactory	3	22	7	5	10
Adequate	4	2	0	1	1
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	30	7	10	13

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ **h) Equipment (e.g. library, IT infrastructure) [cooperative state university]** «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	14	4	7	3
Good	2	49	19	16	14
Satisfactory	3	25	11	6	8
Adequate	4	4	0	1	3
Poor	5	2	1	0	1
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	28	6	10	12

**g19ia Evaluation of the higher education institution type - location size 185 : 18**  
**- university**

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » i) Size of the study location [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	11	3	4	4
Good	2	39	15	13	11
Satisfactory	3	25	5	10	10
Adequate	4	7	2	2	3
Poor	5	2	2	0	0
Unsatisfactory	6	2	1	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	36	14	11	11
<i>Implausible value</i>	-95	1	0	0	1

g191b Evaluation of the higher education institution type - location  
size - college...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ i) Size of the study location [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	31	11	13	7
Satisfactory	3	39	12	12	15
Adequate	4	5	1	1	3
Poor	5	3	3	0	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	42	14	14	14
<i>Implausible value</i>	-95	1	0	0	1

g19ic Evaluation of the higher education institution type - location size 185 : 18  
- univers...

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > i) Size of the study location [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	30	11	13	6
Satisfactory	3	38	12	12	14
Adequate	4	8	3	1	4
Poor	5	2	2	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	45	14	14	17



g19id Evaluation of the higher education institution type - location  
size - coopera...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > i) Size of the study location [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	33	13	12	8
Satisfactory	3	34	9	13	12
Adequate	4	10	4	1	5
Poor	5	3	2	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	43	14	14	15

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » j) Support by instructors [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	1	0
Good	2	19	4	6	9
Satisfactory	3	52	20	17	15
Adequate	4	25	10	9	6
Poor	5	7	2	2	3
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	16	5	5	6
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > j) Support by instructors [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	6	1	4	1
Good	2	42	14	15	13
Satisfactory	3	38	15	11	12
Adequate	4	9	3	3	3
Poor	5	4	2	0	2
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	23	7	7	9
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > j) Support by instructors [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	3	3	1
Good	2	51	15	20	16
Satisfactory	3	30	13	7	10
Adequate	4	4	2	1	1
Poor	5	4	2	0	2
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	27	7	9	11

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ j) Support by instructors [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	14	4	7	3
Good	2	55	19	18	18
Satisfactory	3	22	9	6	7
Adequate	4	1	0	0	1
Poor	5	3	2	0	1
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	27	8	9	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ k) Variety of the course offerings [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	44	16	15	13
Good	2	43	15	15	13
Satisfactory	3	9	2	5	2
Adequate	4	3	2	0	1
Poor	5	2	0	0	2
Unsatisfactory	6	2	1	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	19	6	5	8
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > k) Variety of the course offerings [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	0	1
Good	2	33	13	15	5
Satisfactory	3	43	16	11	16
Adequate	4	18	5	6	7
Poor	5	2	0	1	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	24	7	7	10
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ k) Variety of the course offerings [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	3	2	1	0
Good	2	34	13	12	9
Satisfactory	3	46	16	15	15
Adequate	4	10	4	3	3
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	29	7	9	13



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > k) Variety of the course offerings [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	32	9	14	9
Satisfactory	3	38	15	11	12
Adequate	4	23	9	6	8
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	27	7	9	11

g191a Evaluation of the higher education institution type - student contact - unive...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ 1) Contact among the students [university]

«Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	8	3	3	2
Good	2	38	12	15	11
Satisfactory	3	47	18	14	15
Adequate	4	10	2	3	5
Poor	5	0	0	0	0
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	18	6	5	7
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > 1) Contact among the students [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	18	8	5	5
Good	2	59	19	22	18
Satisfactory	3	18	8	5	5
Adequate	4	3	0	1	2
Poor	5	2	0	1	1
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	22	6	6	10

g19lc Evaluation of the higher education institution type - student  
contact - unive...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » 1) Contact among the students [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	9	4	4	1
Good	2	65	22	20	23
Satisfactory	3	18	8	6	4
Adequate	4	2	0	1	1
Poor	5	1	0	0	1
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	27	7	9	11

g191d Evaluation of the higher education institution type - student  
contact - coope...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > 1) Contact among the students [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	9	3	3	3
Good	2	61	17	23	21
Satisfactory	3	21	13	5	3
Adequate	4	4	1	0	3
Poor	5	1	0	0	1
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	26	7	9	10

g19ma Evaluation of the higher education institution type - variety -  
university

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ m) Variety of the studies [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	26	6	11	9
Good	2	47	20	13	14
Satisfactory	3	24	7	9	8
Adequate	4	2	2	0	0
Poor	5	2	0	0	2
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	21	6	7	8

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ m) Variety of the studies [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	1	0
Good	2	36	15	13	8
Satisfactory	3	49	17	14	18
Adequate	4	9	2	3	4
Poor	5	1	0	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	25	7	8	10
<i>Implausible value</i>	-95	1	0	0	1

g19mc Evaluation higher education institution type - variety - university of applie...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > m) Variety of the studies [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	1	0
Good	2	42	19	14	9
Satisfactory	3	44	13	13	18
Adequate	4	5	2	2	1
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	29	7	10	12



g19md Evaluation of the higher education institution type - variety -  
cooperative s...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ m) Variety of the studies [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	2	3	0
Good	2	40	16	11	13
Satisfactory	3	38	10	14	14
Adequate	4	11	7	2	2
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	28	7	10	11

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > n) Financial viability [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	0	1	1
Good	2	26	7	9	10
Satisfactory	3	46	17	16	13
Adequate	4	22	8	6	8
Poor	5	4	3	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	22	7	8	7
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > n) Financial viability [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	0	2	3
Good	2	31	12	11	8
Satisfactory	3	46	16	15	15
Adequate	4	11	6	2	3
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	28	7	10	11

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ n) Financial viability [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	0	2	0
Good	2	38	12	14	12
Satisfactory	3	42	17	10	15
Adequate	4	8	5	2	1
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	31	7	12	12

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > n) Financial viability [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	37	15	12	10
Good	2	42	13	13	16
Satisfactory	3	7	3	2	2
Adequate	4	3	2	1	0
Poor	5	1	1	0	0
Unsatisfactory	6	3	1	0	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	30	7	12	11

g19oa Evaluation of the higher education institution type - teaching quality - univ...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > o) Teaching quality [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	14	4	4	6
Good	2	59	22	23	14
Satisfactory	3	19	6	6	7
Adequate	4	6	2	0	4
Poor	5	3	2	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	21	6	7	8
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » o) Teaching quality [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	2	2	1
Good	2	47	20	14	13
Satisfactory	3	35	9	14	12
Adequate	4	6	1	1	4
Poor	5	2	2	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	28	8	9	11

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ o) Teaching quality [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	3	1	1
Good	2	52	20	17	15
Satisfactory	3	30	10	9	11
Adequate	4	3	0	2	1
Poor	5	3	2	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	30	7	11	12



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ o) Teaching quality [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	1	4	2
Good	2	54	25	14	15
Satisfactory	3	30	8	11	11
Adequate	4	1	0	0	1
Poor	5	3	2	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	28	6	11	11

g19pa Evaluation of the higher education institution type - prestige degree - unive...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	63	24	20	19
Good	2	33	11	12	10
Satisfactory	3	5	1	2	2
Adequate	4	0	0	0	0
Poor	5	0	0	0	0
Unsatisfactory	6	3	1	0	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	18	5	6	7
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	30	12	11	7
Satisfactory	3	45	18	12	15
Adequate	4	23	5	9	9
Poor	5	2	1	1	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	21	5	7	9

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	2	0	0
Good	2	52	19	18	15
Satisfactory	3	35	11	12	12
Adequate	4	6	3	1	2
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	26	6	9	11

g19pd Evaluation of the higher education institution type - prestige  
degree - coope...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » p) Prestige of the degree [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	8	2	2	4
Good	2	43	12	19	12
Satisfactory	3	29	13	8	8
Adequate	4	16	9	2	5
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	26	6	9	11

g19qa Evaluation of the higher education institution type - internationality - univ...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	47	21	15	11
Good	2	40	10	13	17
Satisfactory	3	10	4	4	2
Adequate	4	0	0	0	0
Poor	5	0	0	0	0
Unsatisfactory	6	3	1	0	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	22	6	8	8
<i>Implausible value</i>	-95	1	0	0	1

g19qb Evaluation of the higher education institution type - internationality - coll...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	3	3	0	0
Good	2	12	3	4	5
Satisfactory	3	44	15	17	12
Adequate	4	25	10	7	8
Poor	5	11	4	2	5
Unsatisfactory	6	2	0	1	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	26	7	9	10

g19qc Evaluation of the higher education institution type - internationality - univ...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	3	0	1
Good	2	31	11	11	9
Satisfactory	3	44	16	17	11
Adequate	4	13	4	1	8
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	29	7	11	11



g19qd Evaluation of the higher education institution type - internationality - coop...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	0	1
Good	2	32	9	13	10
Satisfactory	3	46	17	14	15
Adequate	4	13	7	2	4
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	28	7	11	10

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > r) Interdisciplinarity [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	22	10	8	4
Good	2	43	14	13	16
Satisfactory	3	27	9	9	9
Adequate	4	1	0	1	0
Poor	5	1	0	0	1
Unsatisfactory	6	2	1	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	26	8	9	9
<i>Implausible value</i>	-95	1	0	0	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > r) Interdisciplinarity [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	4	2	1
Good	2	22	9	8	5
Satisfactory	3	47	17	13	17
Adequate	4	15	3	6	6
Poor	5	1	1	0	0
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	30	8	11	11

g19rc Evaluation of the higher education institution type - interdisciplinary - uni...

185 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ r) Interdisciplinarity [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	4	0	1
Good	2	30	13	11	6
Satisfactory	3	45	15	14	16
Adequate	4	10	2	3	5
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	32	8	12	12

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > r) Interdisciplinarity [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	2	0	0
Good	2	31	14	10	7
Satisfactory	3	43	14	13	16
Adequate	4	14	3	5	6
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	31	8	12	11

Are you ... «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
... male?	1	65	24	20	21
... female?	2	57	18	19	20
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	1	0	1	0

When were you born? > 19 «Please enter your year of birth aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	45	1	1	0	0
	47	2	2	0	0
	48	2	1	1	0
	49	1	1	0	0
	50	6	3	3	0
	51	4	2	2	0
	52	5	2	3	0
	53	11	5	6	0
	54	4	2	2	0
	55	3	1	2	0
	56	1	1	0	0
	57	1	1	0	0
	... 31 values omitted ...				
	1967	1	0	0	1
	1968	1	0	0	1
	1969	4	0	0	4
	1970	1	0	0	1
	1971	2	0	0	2
	1973	2	0	0	2
	1974	2	0	0	2
	1975	1	0	0	1
	1980	1	0	0	1
	1981	2	0	0	2
	1983	1	0	0	1
<i>Not participated</i>	-56	19	4	8	7

Since when have you worked at school? «Please indicate the year aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	1955	1	1	0	0
	1970	1	1	0	0
	1972	1	1	0	0
	1973	1	1	0	0
	1977	10	2	4	4
	1978	8	3	4	1
	1979	5	3	1	1
	1980	6	3	1	2
	1981	7	3	2	2
	1982	10	1	6	3
	1983	2	1	0	1
	1984	3	1	0	2
	... 9 values omitted ...				
	1999	2	0	1	1
	2000	3	0	1	2
	2001	8	2	2	4
	2002	3	1	1	1
	2003	5	2	1	2
	2004	1	1	0	0
	2005	2	0	2	0
	2007	1	0	0	1
	2008	3	1	1	1
	2009	2	0	1	1
	2010	4	1	2	1
<i>Not participated</i>	-56	19	4	8	7



**Which subjects do you teach during this school year apart from German in the course level?**

► a) **Subject:** «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	22	6	6	10
Math	2	0	0	0	0
English	3	11	3	5	3
French	4	5	3	1	1
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	3	1	1	1
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>not valid</i>	-25	8	4	2	2
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	12	2	4	6

**Which subjects do you teach during this school year apart from German in the course level?**

► **b) Subject:** «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	1	1	0	0
Math	2	0	0	0	0
English	3	1	0	0	1
French	4	1	0	0	1
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	1	0	0	1
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>not valid</i>	-25	5	3	1	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	62	20	21	21

Which subjects do you teach during this school year apart from German in the course level?

► c) Subject: «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	1	1	0	0
Math	2	0	0	0	0
English	3	1	1	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	1	0	0	1
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	1	0	0	1
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>not valid</i>	-25	3	2	0	1
<i>Not participated</i>	-56	19	4	8	7
<i>Unspecific missing</i>	-90	96	31	34	31

Which subjects do you teach during this school year apart from German in the course level?

► c) Subject: «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 19 values omitted ...					
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Missing by design</i>	-54	124	46	39	39
<i>Not participated</i>	-56	15	0	8	7

Which grades are you teaching in the subject German during this school year? ▶ Grade 5  
 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	96	33	28	35
Marked	1	27	9	12	6
<i>Not participated</i>	-56	19	4	8	7

Which grades are you teaching in the subject German during this school year? > Grade 6  
 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	92	27	34	31
Marked	1	31	15	6	10
<i>Not participated</i>	-56	19	4	8	7

Which grades are you teaching in the subject German during this school year? ▶ Grade 7  
«Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	104	31	34	39
Marked	1	19	11	6	2
<i>Not participated</i>	-56	19	4	8	7

Which grades are you teaching in the subject German during this school year? > Grade 8  
 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	95	32	32	31
Marked	1	28	10	8	10
<i>Not participated</i>	-56	19	4	8	7



Which grades are you teaching in the subject German during this school year? > Grade 9  
 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	100	35	34	31
Marked	1	23	7	6	10
<i>Not participated</i>	-56	19	4	8	7

Which grades are you teaching in the subject German during this school year? ▶ Grade 10  
«Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	101	34	35	32
Marked	1	22	8	5	9
<i>Not participated</i>	-56	19	4	8	7

Which grades are you teaching in the subject German during this school year? ▶ Grade 11  
«Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	89	34	30	25
Marked	1	34	8	10	16
<i>Not participated</i>	-56	19	4	8	7

Which grades are you teaching in the subject German during this school year? > Grade 12  
 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	53	19	15	19
Marked	1	70	23	25	22
<i>Not participated</i>	-56	19	4	8	7

Which grades are you teaching in the subject German during this school year? ▶ Grade 13  
«Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	73	20	19	34
Marked	1	50	22	21	7
<i>Not participated</i>	-56	19	4	8	7

How do you evaluate the following statements for the subject German? ▶ **The performance heterogeneity of students in the final year of 2011/2012 is not significantly different from the performance heterogeneity of students in the final year of 2010/2011.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	2	0	2	0
Does not really apply	2	7	0	7	0
Partially applies	3	10	0	10	0
Applies to some extent	4	17	0	17	0
Applies completely	5	4	0	4	0
<i>Missing by design</i>	-54	94	46	0	48
<i>Not participated</i>	-56	8	0	8	0

**How do you evaluate the following statements for the subject German? » The professional performance of the G8 students are in no way inferior compared to those of the G9 students.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	0	0	0	0
Does not really apply	2	17	0	17	0
Partially applies	3	10	0	10	0
Applies to some extent	4	11	0	11	0
Applies completely	5	2	0	2	0
<i>Missing by design</i>	-54	94	46	0	48
<i>Not participated</i>	-56	8	0	8	0

**How do you evaluate the following statements for the subject German? > G9 students were able to follow the subject matter better than G8 students.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	2	0	2	0
Does not really apply	2	9	0	9	0
Partially applies	3	12	0	12	0
Applies to some extent	4	15	0	15	0
Applies completely	5	2	0	2	0
<i>Missing by design</i>	-54	94	46	0	48
<i>Not participated</i>	-56	8	0	8	0



**During planning of the classes, I am oriented.. > a) ... towards the new educational standards from 2004.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	2	1	0	1
Rather disagree	2	10	2	7	1
Rather agree	3	60	21	16	23
Completely agree	4	50	18	20	12
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	1	0

During planning of the classes, I am oriented.. > b) ... towards the school books for my subjects. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1	0	1	0
Rather disagree	2	11	5	3	3
Rather agree	3	64	18	25	21
Completely agree	4	46	19	15	12
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	0	1

**During planning of the classes, I am oriented.. > c) ... towards the course level plan from 2001.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	30	10	10	10
Rather disagree	2	33	7	15	11
Rather agree	3	38	18	11	9
Completely agree	4	17	5	5	7
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	5	2	3	0

**During planning of the classes, I am oriented.. > d) ... towards my class preparation works of the last years.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	4	2	2	0
Rather disagree	2	27	8	14	5
Rather agree	3	67	23	21	23
Completely agree	4	25	9	7	9
<i>Not participated</i>	-56	19	4	4	11

**During planning of the classes, I am oriented.. > e) ... towards the education plan of 1994.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	76	27	27	22
Rather disagree	2	30	8	11	11
Rather agree	3	11	3	5	3
Completely agree	4	4	3	0	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	1	0
<i>Implausible value</i>	-95	1	1	0	0

**During planning of the classes, I am oriented.. > f) ... towards materials of the teachers of the respective subjects.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	26	9	9	8
Rather disagree	2	51	18	19	14
Rather agree	3	38	12	12	14
Completely agree	4	2	1	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	2	3	1

**During planning of the classes, I am oriented.. > g) ... towards the level concretizations online.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	31	10	12	9
Rather disagree	2	51	18	20	13
Rather agree	3	35	11	10	14
Completely agree	4	5	3	1	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	1	0

**During planning of the classes, I am oriented.. > h) ... towards the implementation examples online.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	30	10	12	8
Rather disagree	2	60	23	19	18
Rather agree	3	27	7	11	9
Completely agree	4	5	2	1	2
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	1	0



The education plan from 1994 gives me precise orientation ... > a) ... in determining the teaching objectives. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	31	11	9	11
Rather disagree	2	28	11	8	9
Rather agree	3	41	12	18	11
Completely agree	4	19	7	6	6
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	1	3	0

**The education plan from 1994 gives me precise orientation ... > b) ... in planning of contents and topics.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	29	8	10	11
Rather disagree	2	24	9	8	7
Rather agree	3	41	16	14	11
Completely agree	4	25	8	9	8
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	1	3	0

**The education plan from 1994 gives me precise orientation ... > c) ... in determining of methods.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	50	17	15	18
Rather disagree	2	53	18	23	12
Rather agree	3	15	6	3	6
Completely agree	4	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	5	1	3	1

The education plan from 1994 gives me precise orientation ... > d) ... when considering performance appraisal. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	55	19	17	19
Rather disagree	2	37	14	14	9
Rather agree	3	22	7	7	8
Completely agree	4	5	1	3	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	1	3	0

**The education plan from 1994 gives me precise orientation ... > e) ... when considering the support of individual students.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	55	18	18	19
Rather disagree	2	43	16	15	12
Rather agree	3	20	7	8	5
Completely agree	4	1	0	0	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	1	3	0

The course level plan of 2001 gives me precise orientation ... > a) ... in determining the teaching objectives. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	12	2	6	4
Rather disagree	2	22	6	10	6
Rather agree	3	62	25	16	21
Completely agree	4	21	7	8	6
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	2	4	0

**The course level plan of 2001 gives me precise orientation ... > b) ... in planning of contents and topics.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	12	2	5	5
Rather disagree	2	25	7	11	7
Rather agree	3	56	22	16	18
Completely agree	4	24	9	8	7
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	2	4	0

**The course level plan of 2001 gives me precise orientation ... > c) ... in determining of methods.**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	27	8	10	9
Rather disagree	2	57	20	20	17
Rather agree	3	29	10	8	11
Completely agree	4	3	2	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	7	2	5	0



**The course level plan of 2001 gives me precise orientation ... > d) ... when considering performance appraisal.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	37	12	12	13
Rather disagree	2	44	17	15	12
Rather agree	3	29	9	10	10
Completely agree	4	7	2	3	2
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	2	4	0

The course level plan of 2001 gives me precise orientation ... > e) ... when considering the support of individual students. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	38	12	14	12
Rather disagree	2	49	19	17	13
Rather agree	3	24	6	7	11
Completely agree	4	6	3	2	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	2	4	0

**The educational standards of 2004 give me precise orientation ... > a) ... in determining the teaching objectives.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	12	3	5	4
Rather disagree	2	32	12	12	8
Rather agree	3	52	19	16	17
Completely agree	4	25	8	9	8
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	2	0	2	0

The educational standards of 2004 give me precise orientation ... > b) ... in planning of contents and topics. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	13	5	5	3
Rather disagree	2	40	14	14	12
Rather agree	3	53	21	17	15
Completely agree	4	15	2	6	7
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	2	0	2	0

**The educational standards of 2004 give me precise orientation ... > c) ... in determining of methods.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	14	8	3	3
Rather disagree	2	54	18	18	18
Rather agree	3	37	12	15	10
Completely agree	4	16	4	6	6
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	2	0	2	0

**The educational standards of 2004 give me precise orientation ... > d) ... when considering performance appraisal.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	26	13	5	8
Rather disagree	2	53	18	21	14
Rather agree	3	33	9	12	12
Completely agree	4	9	2	4	3
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	2	0	2	0

**The educational standards of 2004 give me precise orientation ... > e) ... when considering the support of individual students.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	28	14	8	6
Rather disagree	2	58	17	22	19
Rather agree	3	30	9	10	11
Completely agree	4	5	2	2	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	2	0	2	0

Which effects do you think the following measures have on the performance of the students?

► a) Implementation of the new educational standards from 2004 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	10	4	3	3
slight negative effects	2	35	14	13	8
no effect	3	35	9	13	13
slight positive effects	4	36	14	11	11
great positive effects	5	1	0	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	1	3	2



Which effects do you think the following measures have on the performance of the students?

► b) Implementation the course level plan from 2001 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	2	0	0	2
slight negative effects	2	14	7	6	1
no effect	3	50	13	18	19
slight positive effects	4	41	16	12	13
great positive effects	5	5	2	3	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	11	4	5	2

Which effects do you think the following measures have on the performance of the students?

▷ c) Implementation of the school curriculum «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	1	0	1	0
slight negative effects	2	8	4	3	1
no effect	3	32	9	11	12
slight positive effects	4	64	22	23	19
great positive effects	5	14	6	3	5
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	1	3	0

m5d Total effect - internal evaluation

183 : 5

Which effects do you think the following measures have on the performance of the students?

► d) Internal evaluations «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	3	2	0	1
slight negative effects	2	3	0	2	1
no effect	3	43	13	17	13
slight positive effects	4	56	21	17	18
great positive effects	5	12	3	5	4
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	3	3	0

Which effects do you think the following measures have on the performance of the students?

► e) External evaluations «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	6	3	1	2
slight negative effects	2	6	0	3	3
no effect	3	69	23	22	24
slight positive effects	4	29	13	11	5
great positive effects	5	1	0	0	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	12	3	7	2

m5f Total effect - subject combination GWG

183 : 5

Which effects do you think the following measures have on the performance of the students?

▷ f) Implementation of the new subject combination 'Geography – Economics – Social studies (GWG)' «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	4	3	0	1
slight negative effects	2	4	2	0	2
no effect	3	50	14	17	19
slight positive effects	4	10	3	4	3
great positive effects	5	1	0	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	54	20	22	12

Which effects do you think the following measures have on the performance of the students?

▷ g) Reduction of the class size «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	0	0	0	0
no effect	3	4	1	2	1
slight positive effects	4	47	19	11	17
great positive effects	5	66	21	26	19
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	1	5	0

m5h Total effect - schooling time reduction

183 : 5

Which effects do you think the following measures have on the performance of the students?

▷ h) Reduction of the Gymnasium [upper secondary school] schooling time from 9 to 8 years

«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	38	10	15	13
slight negative effects	2	64	28	18	18
no effect	3	16	2	10	4
slight positive effects	4	4	1	1	2
great positive effects	5	1	1	0	0
<i>Not participated</i>	-56	19	4	4	11

**How do you assess the impact of the two aspects of the educational reform in total? > a)**  
**Reduction of the Gymnasium schooling time by 1 school year** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	42	14	14	14
slight negative effects	2	61	21	22	18
no effect	3	11	5	4	2
slight positive effects	4	6	1	3	2
great positive effects	5	3	1	1	1
<i>Not participated</i>	-56	19	4	4	11



**How do you assess the impact of the two aspects of the educational reform in total? > b)**  
**Introduction of the educational standards** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	9	2	5	2
slight negative effects	2	46	19	13	14
no effect	3	26	6	12	8
slight positive effects	4	42	15	14	13
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11

How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics? Teaching is ... > a) ... through the reduction of the Gymnasium [upper secondary school] schooling time by 1 school year ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	0	0	0	0
... the same.	3	19	6	7	6
... somewhat more difficult.	4	69	23	26	20
... much more difficult.	5	35	13	11	11
<i>Not participated</i>	-56	19	4	4	11

How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics? Teaching is ... > b) ... through the introduction of the educational standards ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	15	3	5	7
... the same.	3	42	12	18	12
... somewhat more difficult.	4	51	21	19	11
... much more difficult.	5	13	5	2	6
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	2	1	0	1

How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics as a whole? > a) Finishing class preparation within an appropriate time ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	2	0	1	1
... the same.	3	66	21	23	22
... somewhat more difficult.	4	45	17	17	11
... much more difficult.	5	9	4	2	3
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	1	0

How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics as a whole? > b) Teaching of the class contents is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	5	2	2	1
... the same.	3	31	7	14	10
... somewhat more difficult.	4	68	28	22	18
... much more difficult.	5	19	5	6	8
<i>Not participated</i>	-56	19	4	4	11

How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics as a whole? > c) Arousing students' interest for the subject mathematics is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	15	3	6	6
... the same.	3	65	27	23	15
... somewhat more difficult.	4	31	6	12	13
... much more difficult.	5	12	6	3	3
<i>Not participated</i>	-56	19	4	4	11

How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics as a whole? ▶ d) Changing unfavorable teaching structures is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	13	8	3	2
... the same.	3	58	18	21	19
... somewhat more difficult.	4	40	12	15	13
... much more difficult.	5	9	3	4	2
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1

**How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics as a whole? > e) Responding to individual problems of the students is ...** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	11	4	3	4
... the same.	3	46	14	18	14
... somewhat more difficult.	4	46	19	16	11
... much more difficult.	5	20	5	7	8
<i>Not participated</i>	-56	19	4	4	11



**How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics as a whole? > f) Getting in contact with complicated students is ...**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	5	2	2	1
... the same.	3	77	27	30	20
... somewhat more difficult.	4	34	12	9	13
... much more difficult.	5	7	1	3	3
<i>Not participated</i>	-56	19	4	4	11

How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics as a whole? > g) Addressing student problems, besides subject-related teaching ones, is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	7	3	2	2
... the same.	3	54	17	19	18
... somewhat more difficult.	4	47	18	18	11
... much more difficult.	5	15	4	5	6
<i>Not participated</i>	-56	19	4	4	11

How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics as a whole? > h) Teaching as a whole is ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... much easier.	1	0	0	0	0
... somewhat easier.	2	3	1	0	2
... the same.	3	34	11	13	10
... somewhat more difficult.	4	76	28	28	20
... much more difficult.	5	10	2	3	5
<i>Not participated</i>	-56	19	4	4	11

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?**

▷ **Workload of the teachers in mathematics** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	0	0	0	0
decrease	2	0	0	0	0
no change	3	10	4	6	0
increase	4	52	27	25	0
great increase	5	24	11	13	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	8	4	4	0

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

▷ **a) Workload of the teachers in mathematics** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	0	0	0	0
No change	3	15	0	0	15
Increase	4	14	0	0	14
Great increase	5	7	0	0	7
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	11	0	0	11
<i>Unspecific missing</i>	-90	1	0	0	1

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?**

▷ **Motivation of the teachers in mathematics** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	4	3	1	0
decrease	2	22	9	13	0
no change	3	56	28	28	0
increase	4	4	2	2	0
great increase	5	0	0	0	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	8	4	4	0

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

▷ **b) Motivation of the teachers in mathematics** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	2	0	0	2
Decrease	2	12	0	0	12
No change	3	22	0	0	22
Increase	4	0	0	0	0
Great increase	5	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	11	0	0	11
<i>Unspecific missing</i>	-90	1	0	0	1

**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers in the long-run? > a) Workload of the teachers in mathematics**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	5	1	2	2
No change	3	69	26	23	20
Increase	4	41	11	18	12
Great increase	5	7	4	1	2
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	0	1



**How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers in the long-run? > b) Motivation of the teachers in mathematics** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	3	1	0	2
Decrease	2	30	8	11	11
No change	3	82	28	32	22
Increase	4	7	5	1	1
Great increase	5	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	0	1

Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in mathematics? > a) The introduction of the educational standards still pose great challenges. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	3	0	0	3
Does not really apply	2	24	5	6	13
Applies to some extent	3	72	27	28	17
Applies completely	4	23	10	10	3
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	0	1

Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in mathematics? > b) The introduction of the educational standards has run up til now smoothly. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	18	9	7	2
Does not really apply	2	65	22	27	16
Applies to some extent	3	36	11	9	16
Applies completely	4	2	0	1	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	2	0	0	2

Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in mathematics? > c) The students are coping well with the new requirements. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	10	2	6	2
Does not really apply	2	54	16	21	17
Applies to some extent	3	50	21	14	15
Applies completely	4	6	2	2	2
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) > Performance level of the students** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	4	4	0	0
slight negative effects	2	11	11	0	0
no effect	3	4	4	0	0
slight positive effects	4	5	5	0	0
great positive effects	5	2	2	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	16	16	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) > Motivation of the students** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	3	3	0	0
no effect	3	17	17	0	0
slight positive effects	4	5	5	0	0
great positive effects	5	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	16	16	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) » Preparation for the choice choice of study subject** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	1	1	0	0
slight negative effects	2	8	8	0	0
no effect	3	10	10	0	0
slight positive effects	4	6	6	0	0
great positive effects	5	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	16	16	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) > Preparation for the requirements of higher education** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	6	6	0	0
slight negative effects	2	10	10	0	0
no effect	3	3	3	0	0
slight positive effects	4	5	5	0	0
great positive effects	5	2	2	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	16	16	0	0



**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) > Comparability of the Abitur [university entrance qualification] results across different schools «Please tick a box in each line.»**

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	6	6	0	0
no effect	3	18	18	0	0
slight positive effects	4	1	1	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	17	17	0	0

**When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9) ▶ Suitability of the Abitur results as an indicator for study aptitude** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	1	1	0	0
slight negative effects	2	6	6	0	0
no effect	3	15	15	0	0
slight positive effects	4	3	3	0	0
great positive effects	5	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	4	4	0	0
<i>Unspecific missing</i>	-90	16	16	0	0

**Please assess yourself: how familiar are you already with the content of the educational standards?** «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
very poor	1	1	1	0	0
rather poor	2	2	1	1	0
rather good	3	87	31	33	23
very good	4	33	9	10	14
<i>Not participated</i>	-56	19	4	4	11

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? ▶ a) Performance level of the students  
«Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	37	13	11	13
slight negative effects	2	68	25	24	19
no effect	3	13	3	6	4
slight positive effects	4	4	1	2	1
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	1	0

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? ▶ a) Performance level of the students  
«Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	63	22	22	19
Educational standards	2	4	2	1	1
both	3	38	14	15	9
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	18	4	6	8

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > b) Motivation of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	7	1	2	4
slight negative effects	2	33	14	9	10
no effect	3	71	24	26	21
slight positive effects	4	10	3	5	2
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	2	0	2	0

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > b) Motivation of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	29	8	12	9
Educational standards	2	10	4	3	3
both	3	13	7	2	4
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	71	23	27	21

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > c) Preparation for the choice of study subject «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	27	6	10	11
slight negative effects	2	45	15	17	13
no effect	3	42	20	13	9
slight positive effects	4	8	1	3	4
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	1	0



Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > c) Preparation for the choice of study subject «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	48	12	22	14
Educational standards	2	15	4	4	7
both	3	17	7	5	5
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	43	19	13	11

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > d) Preparation for the requirements of higher education «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	46	14	16	16
slight negative effects	2	51	21	16	14
no effect	3	13	4	6	3
slight positive effects	4	11	2	5	4
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	2	1	1	0

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > d) Preparation for the requirements of higher education «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	50	16	19	15
Educational standards	2	14	5	4	5
both	3	36	13	13	10
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	20	7	7	6
<i>Implausible value</i>	-95	3	1	1	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > e) Comparability of the Abitur [higher education entrance qualification] results across different schools «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	1	0	0	1
slight negative effects	2	17	5	7	5
no effect	3	89	33	33	23
slight positive effects	4	9	3	2	4
great positive effects	5	2	0	0	2
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	5	1	2	2

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? » e) Comparability of the Abitur results across different schools «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	6	2	3	1
Educational standards	2	13	3	6	4
both	3	13	4	3	6
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	91	33	32	26

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > f) Suitability of the Abitur results as an indicator for study aptitude «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	18	6	6	6
slight negative effects	2	38	9	12	17
no effect	3	60	27	21	12
slight positive effects	4	6	0	4	2
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	1	0

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > f) Suitability of the Abitur results as an indicator for study aptitude «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	22	9	9	4
Educational standards	2	11	0	6	5
both	3	27	6	8	13
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	63	27	21	15

If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in mathematics? > a) The actually taught scope of contents has ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... decreased.	1	32	11	11	10
... somewhat decreased.	2	51	18	17	16
... not changed.	3	24	7	9	8
... somewhat increased.	4	14	4	7	3
... increased.	5	2	2	0	0
<i>Not participated</i>	-56	19	4	4	11



If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in mathematics? > b) The thoroughness with respect to the treatment of learning content, has ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... decreased.	1	52	20	15	17
... somewhat decreased.	2	54	17	20	17
... not changed.	3	14	4	8	2
... somewhat increased.	4	3	1	1	1
... increased.	5	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11

If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in mathematics? ▶ c) The alignment of the scope of contents and time has ... «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
... decreased.	1	18	4	7	7
... somewhat decreased.	2	56	21	17	18
... not changed.	3	28	9	10	9
... somewhat increased.	4	12	5	5	2
... increased.	5	1	0	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	8	3	4	1

**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > a) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > a) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	30	11	11	8
fairly negative	2	10	2	5	3
fairly positive	3	3	1	1	1
very positive	4	2	2	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	77	26	27	24
<i>Implausible value</i>	-95	1	0	0	1

**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > b) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > b) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	12	6	3	3
fairly negative	2	9	3	2	4
fairly positive	3	1	1	0	0
very positive	4	3	2	0	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	98	30	39	29

**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > c) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > c) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	5	2	2	1
fairly negative	2	1	0	0	1
fairly positive	3	1	1	0	0
very positive	4	1	1	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	115	38	42	35



Thinking about your colleagues at the school, how strongly do you agree with the following statements? » a) There is consensus with regard to the school philosophy among the teachers in our staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	10	4	3	3
Rather disagree	2	26	4	12	10
Rather agree	3	74	29	25	20
Completely agree	4	11	3	4	4
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	2	2	0	0

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > b) New teachers are quickly integrated in our staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	0	0	0	0
Rather disagree	2	1	0	1	0
Rather agree	3	62	20	24	18
Completely agree	4	60	22	19	19
<i>Not participated</i>	-56	19	4	4	11

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > c) There is a common 'feeling of togetherness' at our school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	4	1	2	1
Rather disagree	2	17	5	7	5
Rather agree	3	80	29	28	23
Completely agree	4	22	7	7	8
<i>Not participated</i>	-56	19	4	4	11

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > d) In our teaching staff we demonstrate unity. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	2	0	1	1
Rather disagree	2	26	9	10	7
Rather agree	3	81	32	26	23
Completely agree	4	13	1	7	5
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	0	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > e) There is a common opinion within our teaching staff about the goals of our school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1	1	0	0
Rather disagree	2	29	7	14	8
Rather agree	3	82	32	25	25
Completely agree	4	11	2	5	4
<i>Not participated</i>	-56	19	4	4	11

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > f) Difference of opinions complicate cooperation within our teaching staff.  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	20	5	11	4
Rather disagree	2	88	34	27	27
Rather agree	3	12	2	5	5
Completely agree	4	2	1	0	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	1	0

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > g) There are many informal gatherings of the teachers at our school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	6	2	3	1
Rather disagree	2	22	6	10	6
Rather agree	3	82	32	26	24
Completely agree	4	12	2	5	5
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	0	1

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > h) When teachers demonstrate different opinions, we discuss it openly within our staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	3	0	2	1
Rather disagree	2	21	7	10	4
Rather agree	3	84	31	28	25
Completely agree	4	12	2	4	6
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	2	0	1



Thinking about your colleagues at the school, how strongly do you agree with the following statements? > i) There are many conflicts within our teaching staff. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	34	13	13	8
Rather disagree	2	81	28	25	28
Rather agree	3	7	1	5	1
Completely agree	4	1	0	1	0
<i>Not participated</i>	-56	19	4	4	11

Thinking about your colleagues at the school, how strongly do you agree with the following statements? > j) We cooperate well in cross-subject projects. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	2	0	1	1
Rather disagree	2	22	6	12	4
Rather agree	3	82	30	26	26
Completely agree	4	14	4	5	5
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	2	0	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? ▶ a) Professional, practical focus** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	1	1	0	0
Rather unimportant	2	12	3	7	2
Rather important	3	72	22	27	23
Very important	4	35	15	9	11
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? » b) Research focus** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	1	0	1	0
Rather unimportant	2	34	8	14	12
Rather important	3	68	26	22	20
Very important	4	15	6	5	4
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	5	2	2	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > c) Teaching of basic subject-related knowledge** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	2	0	1	1
Rather important	3	47	13	22	12
Very important	4	70	28	19	23
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	1	2	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > d) Teaching of research skills** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	27	7	11	9
Rather important	3	70	23	24	23
Very important	4	20	9	7	4
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	3	2	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > e) Teaching of problem solving skills** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	1	0	1	0
Rather important	3	50	12	22	16
Very important	4	69	29	20	20
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1

How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > f) Teaching of team skills «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	10	3	5	2
Rather important	3	52	16	20	16
Very important	4	58	22	18	18
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1



How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > g) Teaching of independent working/learning skills «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	1	1	0	0
Rather important	3	50	15	20	15
Very important	4	69	25	23	21
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1

How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > h) **Equipment (e.g. library, IT infrastructure)** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	13	4	5	4
Rather important	3	66	20	21	25
Very important	4	41	17	17	7
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? » i) Size of the study location** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	27	11	9	7
Rather unimportant	2	76	24	28	24
Rather important	3	14	4	5	5
Very important	4	1	0	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	5	3	1	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > j) Support by instructors** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	1	0	1	0
Rather important	3	52	22	17	13
Very important	4	67	19	25	23
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1

m18k Higher education institution choice criteria - variety course offerings

183 : 17

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? ▶ k) Variety of course offerings** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	26	10	9	7
Rather important	3	68	22	26	20
Very important	4	24	8	7	9
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	5	2	2	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > I) Contact among the students** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	1	0	1	0
Rather unimportant	2	9	4	2	3
Rather important	3	59	21	18	20
Very important	4	51	16	22	13
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > m) Variety of the studies** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	30	13	10	7
Rather important	3	72	24	24	24
Very important	4	18	4	9	5
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > n) Financial viability** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	14	5	5	4
Rather important	3	56	17	22	17
Very important	4	49	19	16	14
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	1	1	2



**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > o) Teaching quality** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	0	0	0	0
Rather unimportant	2	2	0	2	0
Rather important	3	37	13	13	11
Very important	4	81	28	28	25
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	1	1	1

**How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > p) Prestige of the degree** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	6	2	1	3
Rather unimportant	2	53	15	23	15
Rather important	3	49	20	16	13
Very important	4	11	3	3	5
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	2	1	1

How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > q) **Internationality** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	2	1	0	1
Rather unimportant	2	32	9	16	7
Rather important	3	68	25	23	20
Very important	4	17	6	3	8
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	1	2	1

How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution? > r) **Interdisciplinarity** «Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	1	0	0	1
Rather unimportant	2	31	10	12	9
Rather important	3	76	28	27	21
Very important	4	11	3	3	5
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	1	2	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [university]  
«Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	3	0	1	2
Good	2	9	4	1	4
Satisfactory	3	49	16	16	17
Adequate	4	33	12	14	7
Poor	5	20	7	7	6
Unsatisfactory	6	3	2	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	1	4	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	10	5	2	3
Good	2	63	22	19	22
Satisfactory	3	30	10	13	7
Adequate	4	8	3	3	2
Poor	5	2	0	1	1
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	9	1	6	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ a) Professional, practical focus [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	21	10	5	6
Good	2	79	22	28	29
Satisfactory	3	14	9	4	1
Adequate	4	1	0	1	0
Poor	5	1	0	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	7	1	5	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	87	33	27	27
Good	2	24	6	11	7
Satisfactory	3	4	2	1	1
Adequate	4	0	0	0	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	8	1	5	2



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ **b) Research focus [university]** «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	75	22	28	25
Good	2	38	17	10	11
Satisfactory	3	2	0	2	0
Adequate	4	2	2	0	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	1	4	1

m19bb Evaluation of the higher education institution type - research  
focus - colleg...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	12	4	4	4
Satisfactory	3	38	14	12	12
Adequate	4	35	9	16	10
Poor	5	14	6	3	5
Unsatisfactory	6	13	6	3	4
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	10	2	6	2
<i>Implausible value</i>	-95	1	1	0	0

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	22	10	5	7
Satisfactory	3	57	21	20	16
Adequate	4	29	6	12	11
Poor	5	7	3	2	2
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	7	1	5	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	8	4	1	3
Satisfactory	3	47	14	18	15
Adequate	4	31	13	10	8
Poor	5	23	5	10	8
Unsatisfactory	6	5	4	0	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	9	2	5	2

m19ca Evaluation of the higher education institution type - basic  
subject-related k...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	55	21	16	18
Good	2	48	16	17	15
Satisfactory	3	7	2	4	1
Adequate	4	3	2	1	0
Poor	5	4	0	2	2
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	6	1	4	1

m19cb Evaluation of the higher education institution type - basic  
subject-related k...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	15	6	2	7
Good	2	55	16	23	16
Satisfactory	3	32	16	9	7
Adequate	4	7	1	3	3
Poor	5	3	0	1	2
Unsatisfactory	6	2	2	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	9	1	6	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	22	9	7	6
Good	2	62	20	23	19
Satisfactory	3	29	12	7	10
Adequate	4	2	0	1	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	8	1	6	1

m19cd Evaluation of the higher education institution type - basic  
subject-related k...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	22	10	5	7
Good	2	44	14	18	12
Satisfactory	3	39	13	13	13
Adequate	4	6	2	2	2
Poor	5	3	2	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	9	1	6	2



m19da Evaluation of the higher education institution type - research skills - unive...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » d) Teaching of research skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	61	19	21	21
Good	2	44	17	15	12
Satisfactory	3	9	4	2	3
Adequate	4	1	0	1	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	8	2	5	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	1	0
Good	2	7	2	2	3
Satisfactory	3	46	15	15	16
Adequate	4	33	10	15	8
Poor	5	14	6	2	6
Unsatisfactory	6	11	7	2	2
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	10	1	7	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	1	0	0
Good	2	27	13	8	6
Satisfactory	3	48	15	15	18
Adequate	4	34	11	13	10
Poor	5	4	1	1	2
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	9	1	7	1

m19dd Evaluation of the higher education institution type - research skills - coope...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	0	0	1
Good	2	9	5	3	1
Satisfactory	3	51	14	21	16
Adequate	4	33	14	8	11
Poor	5	15	5	5	5
Unsatisfactory	6	3	2	0	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	11	2	7	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ e) Teaching of problem solving skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	31	9	9	13
Good	2	46	19	13	14
Satisfactory	3	31	11	14	6
Adequate	4	5	0	3	2
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	9	3	5	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > e) Teaching of problem solving skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	41	11	14	16
Satisfactory	3	39	17	13	9
Adequate	4	26	11	8	7
Poor	5	4	0	1	3
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	12	3	7	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ e) Teaching of problem solving skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	9	5	2	2
Good	2	59	21	19	19
Satisfactory	3	37	11	12	14
Adequate	4	7	2	4	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	11	3	7	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > e) Teaching of problem solving skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	13	5	4	4
Good	2	45	16	16	13
Satisfactory	3	46	17	14	15
Adequate	4	7	1	3	3
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	12	3	7	2



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	10	2	4	4
Good	2	22	4	8	10
Satisfactory	3	49	22	16	11
Adequate	4	24	8	10	6
Poor	5	9	3	2	4
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	9	3	4	2

m19fb Evaluation of the higher education institution type - team skills  
- college o...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	11	3	5	3
Good	2	49	18	16	15
Satisfactory	3	39	15	13	11
Adequate	4	10	3	3	4
Poor	5	2	0	1	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	12	3	6	3

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	10	5	2	3
Good	2	60	19	22	19
Satisfactory	3	37	12	13	12
Adequate	4	5	3	1	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	11	3	6	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	14	6	3	5
Good	2	57	21	16	20
Satisfactory	3	34	10	16	8
Adequate	4	5	2	2	1
Poor	5	1	0	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	12	3	6	3

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	33	9	12	12
Good	2	58	20	19	19
Satisfactory	3	18	9	5	4
Adequate	4	4	2	1	1
Poor	5	2	0	2	0
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	7	1	5	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	0	2	0
Good	2	60	16	21	23
Satisfactory	3	38	18	13	7
Adequate	4	11	6	1	4
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	10	1	7	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	1	2	2
Good	2	61	23	18	20
Satisfactory	3	43	16	15	12
Adequate	4	4	1	1	2
Poor	5	1	0	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	9	1	7	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	3	1	1	1
Good	2	52	18	18	16
Satisfactory	3	44	15	14	15
Adequate	4	13	6	4	3
Poor	5	1	1	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	10	1	7	2



**m19ha Evaluation of the higher education institution type - equipment 183 : 18**  
**- university**

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? **h) Equipment (e.g. library, IT infrastructure) [university]** «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	31	11	10	10
Good	2	54	17	20	17
Satisfactory	3	20	7	4	9
Adequate	4	4	2	2	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	14	5	8	1

m19hb Evaluation of the higher education institution type - equipment 183 : 18  
- university ...

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ **h) Equipment (e.g. library, IT infrastructure) [college of education]** «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	1	1	3
Good	2	45	19	11	15
Satisfactory	3	45	13	18	14
Adequate	4	9	3	3	3
Poor	5	2	0	2	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	17	6	9	2

m19hc Evaluation of the higher education institution type - equipment  
- college of ...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? **h) Equipment (e.g. library, IT infrastructure) [university of applied sciences]** «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	14	7	4	3
Good	2	55	14	18	23
Satisfactory	3	34	13	12	9
Adequate	4	5	2	2	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	15	6	8	1

m19hd Evaluation of the higher education institution type - equipment 183 : 18  
- cooperative...

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > h) Equipment (e.g. library, IT infrastructure) [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	11	6	1	4
Good	2	57	16	21	20
Satisfactory	3	28	10	7	11
Adequate	4	11	4	7	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	16	6	8	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » i) Size of the study location [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	17	5	6	6
Good	2	46	11	18	17
Satisfactory	3	26	12	8	6
Adequate	4	5	2	2	1
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	27	11	10	6

m19ib Evaluation of the higher education institution type - location  
size - college...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ i) Size of the study location [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	3	0	1	2
Good	2	27	8	7	12
Satisfactory	3	50	18	18	14
Adequate	4	12	4	6	2
Poor	5	3	1	1	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	28	11	11	6

m19ic Evaluation of the higher education institution type - location  
size - univers...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > i) Size of the study location [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	0	1
Good	2	29	7	8	14
Satisfactory	3	52	20	20	12
Adequate	4	11	2	6	3
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	27	11	10	6

m19id Evaluation of the higher education institution type - location  
size - coopera...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > i) Size of the study location [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	3	0	0	3
Good	2	30	10	8	12
Satisfactory	3	45	15	17	13
Adequate	4	13	3	8	2
Poor	5	4	2	1	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	28	12	10	6



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » j) Support by instructors [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	0	2	2
Good	2	23	9	7	7
Satisfactory	3	43	14	18	11
Adequate	4	31	12	9	10
Poor	5	7	3	1	3
Unsatisfactory	6	1	0	0	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	14	4	7	3

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > j) Support by instructors [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	1	1	3
Good	2	55	19	19	17
Satisfactory	3	37	14	11	12
Adequate	4	8	2	4	2
Poor	5	1	1	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	17	5	9	3

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > j) Support by instructors [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	11	3	6	2
Good	2	64	21	16	27
Satisfactory	3	28	11	12	5
Adequate	4	4	1	2	1
Poor	5	1	1	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	15	5	8	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > j) Support by instructors [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	14	3	5	6
Good	2	69	24	18	27
Satisfactory	3	19	8	10	1
Adequate	4	3	0	3	0
Poor	5	1	1	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	17	6	8	3

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ k) Variety of the course offerings [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	47	16	14	17
Good	2	50	17	19	14
Satisfactory	3	11	4	4	3
Adequate	4	0	0	0	0
Poor	5	0	0	0	0
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	14	5	6	3

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > k) Variety of the course offerings [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	40	15	15	10
Satisfactory	3	45	14	13	18
Adequate	4	16	6	7	3
Poor	5	5	1	1	3
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	17	6	8	3

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ k) Variety of the course offerings [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	42	18	12	12
Satisfactory	3	55	16	19	20
Adequate	4	11	2	6	3
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	15	6	7	2

m19kd Evaluation of the higher education institution type - course offerings - coop...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > k) Variety of the course offerings [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	2	1	0	1
Good	2	28	10	8	10
Satisfactory	3	46	15	16	15
Adequate	4	27	9	10	8
Poor	5	4	1	3	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	16	6	7	3



Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ 1) Contact among the students [university]  
«Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	15	4	4	7
Good	2	48	14	18	16
Satisfactory	3	38	17	11	10
Adequate	4	7	2	4	1
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	14	5	7	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > 1) Contact among the students [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	13	2	6	5
Good	2	77	27	23	27
Satisfactory	3	14	7	5	2
Adequate	4	1	0	1	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	18	6	9	3

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » 1) Contact among the students [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	8	2	4	2
Good	2	77	26	22	29
Satisfactory	3	21	8	9	4
Adequate	4	0	0	0	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	17	6	9	2

m19ld Evaluation of the higher education institution type - student contact - coope...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > 1) Contact among the students [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	1	3	3
Good	2	62	23	19	20
Satisfactory	3	29	11	9	9
Adequate	4	7	1	4	2
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	18	6	9	3

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ m) Variety of the studies [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	25	7	8	10
Good	2	45	16	14	15
Satisfactory	3	28	11	10	7
Adequate	4	5	0	3	2
Poor	5	4	2	1	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	16	6	8	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > m) Variety of the studies [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	43	14	14	15
Satisfactory	3	53	20	18	15
Adequate	4	8	2	2	4
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	19	6	10	3

m19mc Evaluation higher education institution type - variety - university of applie...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > m) Variety of the studies [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	2	2	1
Good	2	46	17	11	18
Satisfactory	3	46	13	19	14
Adequate	4	9	4	3	2
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	17	6	9	2

m19md Evaluation of the higher education institution type - variety -  
cooperative s...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ m) Variety of the studies [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	8	1	3	4
Good	2	38	14	14	10
Satisfactory	3	47	18	14	15
Adequate	4	12	4	4	4
Poor	5	1	0	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	17	5	9	3



m19na Evaluation of the higher education institution type - financial viability - u...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > n) Financial viability [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	1	1	2
Good	2	20	4	7	9
Satisfactory	3	50	21	14	15
Adequate	4	28	9	13	6
Poor	5	6	2	1	3
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	15	5	8	2

m19nb Evaluation of the higher education institution type - financial viability - c...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > n) Financial viability [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	0	1	3
Good	2	38	13	14	11
Satisfactory	3	42	16	11	15
Adequate	4	19	6	8	5
Poor	5	2	1	0	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	18	6	10	2

m19nc Evaluation of the higher education institution type - financial viability - u...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ n) Financial viability [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	0	2	2
Good	2	41	15	14	12
Satisfactory	3	46	16	12	18
Adequate	4	12	5	5	2
Poor	5	2	0	1	1
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	18	6	10	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > n) Financial viability [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	60	18	21	21
Good	2	29	10	9	10
Satisfactory	3	13	7	2	4
Adequate	4	4	1	3	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	17	6	9	2

m190a Evaluation of the higher education institution type - teaching quality - univ...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > o) Teaching quality [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	19	4	5	10
Good	2	54	20	17	17
Satisfactory	3	28	9	12	7
Adequate	4	6	2	3	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	16	7	7	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? » o) Teaching quality [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	3	0	1	2
Good	2	53	18	18	17
Satisfactory	3	33	11	11	11
Adequate	4	13	4	4	5
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	21	9	10	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ o) Teaching quality [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	0	1	3
Good	2	63	22	17	24
Satisfactory	3	32	9	15	8
Adequate	4	5	2	2	1
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	19	9	9	1

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ o) Teaching quality [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	5	1	1	3
Good	2	57	19	16	22
Satisfactory	3	37	11	16	10
Adequate	4	5	2	3	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	19	9	8	2



m19pa Evaluation of the higher education institution type - prestige degree - unive...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	71	24	20	27
Good	2	36	12	15	9
Satisfactory	3	1	1	0	0
Adequate	4	1	0	1	0
Poor	5	1	0	1	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	13	5	7	1

m19pb Evaluation of the higher education institution type - prestige degree - colle...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	21	6	9	6
Satisfactory	3	51	18	16	17
Adequate	4	30	11	8	11
Poor	5	4	2	1	1
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	16	5	9	2

m19pc Evaluation of the higher education institution type - prestige  
degree - unive...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	61	24	19	18
Satisfactory	3	42	13	16	13
Adequate	4	5	0	0	5
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	15	5	9	1

m19pd Evaluation of the higher education institution type - prestige  
degree - coope...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	6	1	4	1
Good	2	39	12	8	19
Satisfactory	3	51	19	20	12
Adequate	4	12	5	4	3
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	15	5	8	2

m19qa Evaluation of the higher education institution type - internationality - univ...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	58	22	16	20
Good	2	44	13	20	11
Satisfactory	3	6	1	1	4
Adequate	4	1	1	0	0
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	14	5	7	2

m19qb Evaluation of the higher education institution type - internationality - coll...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	9	2	3	4
Satisfactory	3	41	14	15	12
Adequate	4	48	17	14	17
Poor	5	8	4	2	2
Unsatisfactory	6	2	1	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	15	4	9	2

m19qc Evaluation of the higher education institution type - internationality - univ...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	6	3	1	2
Good	2	47	17	16	14
Satisfactory	3	39	16	11	12
Adequate	4	15	1	7	7
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	16	5	9	2

m19qd Evaluation of the higher education institution type - internationality - coop...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > q) Internationality [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	7	4	1	2
Good	2	26	7	8	11
Satisfactory	3	47	16	18	13
Adequate	4	26	8	9	9
Poor	5	3	3	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	14	4	8	2



m19ra Evaluation of the higher education institution type - interdisciplinary - uni...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ r) Interdisciplinarity [university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	26	9	8	9
Good	2	44	14	17	13
Satisfactory	3	29	9	10	10
Adequate	4	6	2	2	2
Poor	5	2	1	0	1
Unsatisfactory	6	1	1	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	15	6	7	2

m19rb Evaluation of the higher education institution type - interdisciplinary - col...

183 : 18

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > r) Interdisciplinarity [college of education] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	0	0	0	0
Good	2	25	7	7	11
Satisfactory	3	56	19	20	17
Adequate	4	21	9	6	6
Poor	5	2	1	0	1
Unsatisfactory	6	3	1	2	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	16	5	9	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? ▶ r) Interdisciplinarity [university of applied sciences] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	1	0	0	1
Good	2	46	19	12	15
Satisfactory	3	50	18	17	15
Adequate	4	10	0	6	4
Poor	5	0	0	0	0
Unsatisfactory	6	0	0	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	16	5	9	2

Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects? > r) Interdisciplinarity [cooperative state university] «Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.»

Label	Code	#	by wave		
			1	2	3
Very good	1	4	2	1	1
Good	2	35	12	11	12
Satisfactory	3	54	19	19	16
Adequate	4	14	5	4	5
Poor	5	1	0	0	1
Unsatisfactory	6	1	0	1	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	14	4	8	2

Are you ... «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
... male?	1	83	29	29	25
... female?	2	39	13	15	11
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	1	0	0	1

When were you born? > 19 «Please enter your year of birth aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	46	3	2	1	0
	47	1	1	0	0
	48	4	2	2	0
	49	4	2	2	0
	50	3	2	1	0
	51	2	1	1	0
	52	8	4	4	0
	53	8	4	4	0
	54	2	1	1	0
	55	9	5	4	0
	56	3	1	2	0
	57	1	0	1	0
... 24 values omitted ...					
	1961	1	0	0	1
	1963	1	0	0	1
	1965	1	0	0	1
	1967	1	0	0	1
	1968	1	0	0	1
	1971	1	0	0	1
	1972	3	0	0	3
	1973	1	0	0	1
	1975	3	0	0	3
	1978	1	0	0	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	3	0	1	2

Since when have you worked at school? «Please indicate the year aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	1972	3	1	1	1
	1973	2	1	1	0
	1974	1	1	0	0
	1975	7	2	3	2
	1976	7	3	2	2
	1977	4	3	1	0
	1978	3	2	0	1
	1979	10	3	4	3
	1980	9	2	4	3
	1981	10	3	3	4
	1982	5	2	2	1
	1983	2	1	1	0
	... 11 values omitted ...				
	1998	1	1	0	0
	1999	2	0	0	2
	2000	7	2	3	2
	2001	2	0	1	1
	2002	5	1	2	2
	2003	4	2	1	1
	2006	3	2	0	1
	2008	1	0	1	0
	2009	1	1	0	0
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	4	1	1	2
<i>Implausible value</i>	-95	1	0	1	0

Which subjects do you teach during this school year apart from mathematics in the course level? ▶ a) Subject: «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	2	1	1	0
Math	2	13	2	2	9
English	3	0	0	0	0
French	4	2	1	1	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	1	1	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	2	1	1	0
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	1	1	0	0
Geometry	37	3	0	1	2
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>not valid</i>	-25	10	1	7	2
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	20	10	4	6



Which subjects do you teach during this school year apart from mathematics in the course level? > b) Subject: «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	1	0	0	1
Math	2	1	0	0	1
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	1	0	0	1
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	5	2	1	2
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	2	0	1	1
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>not valid</i>	-25	3	0	2	1
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	89	35	37	17

Which subjects do you teach during this school year apart from mathematics in the course level? > c) Subject: «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	1	0	0	1
Natural phenomenon	35	0	0	0	0
Astronomy	36	1	0	0	1
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>not valid</i>	-25	4	0	2	2
<i>Not participated</i>	-56	19	4	4	11
<i>Unspecific missing</i>	-90	115	41	41	33

Which grades are you teaching in the subject math during this school year? ▶ Grade 5 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	105	36	36	33
Marked	1	18	6	8	4
<i>Not participated</i>	-56	19	4	4	11

Which grades are you teaching in the subject math during this school year? ▶ Grade 6 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	96	34	33	29
Marked	1	27	8	11	8
<i>Not participated</i>	-56	19	4	4	11

Which grades are you teaching in the subject math during this school year? ▶ Grade 7 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	103	34	39	30
Marked	1	20	8	5	7
<i>Not participated</i>	-56	19	4	4	11

Which grades are you teaching in the subject math during this school year? ▶ Grade 8 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	99	35	35	29
Marked	1	24	7	9	8
<i>Not participated</i>	-56	19	4	4	11

Which grades are you teaching in the subject math during this school year? ▶ Grade 9 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	85	28	35	22
Marked	1	38	14	9	15
<i>Not participated</i>	-56	19	4	4	11

Which grades are you teaching in the subject math during this school year? > Grade 10 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	93	33	33	27
Marked	1	30	9	11	10
<i>Not participated</i>	-56	19	4	4	11



Which grades are you teaching in the subject math during this school year? > Grade 11 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	78	30	30	18
Marked	1	45	12	14	19
<i>Not participated</i>	<i>-56</i>	<i>19</i>	<i>4</i>	<i>4</i>	<i>11</i>

Which grades are you teaching in the subject math during this school year? > Grade 12 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	44	15	15	14
Marked	1	79	27	29	23
<i>Not participated</i>	-56	19	4	4	11

Which grades are you teaching in the subject math during this school year? > Grade 13 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Not marked	0	60	14	15	31
Marked	1	63	28	29	6
<i>Not participated</i>	-56	19	4	4	11

How do you evaluate the following statements for the subject mathematics? ▶ **The performance heterogeneity of students in the final year of 2011/2012 is not significantly different from the performance heterogeneity of students in the final year of 2010/2011.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	2	0	2	0
Does not really apply	2	4	0	4	0
Partially applies	3	13	0	13	0
Applies to some extent	4	18	0	18	0
Applies completely	5	6	0	6	0
<i>Missing by design</i>	-54	94	46	0	48
<i>Not participated</i>	-56	4	0	4	0
<i>Unspecific missing</i>	-90	1	0	1	0

How do you evaluate the following statements for the subject mathematics? ► The professional performance of the G8 students are in no way inferior compared to those of the G9 students. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	3	0	3	0
Does not really apply	2	8	0	8	0
Partially applies	3	14	0	14	0
Applies to some extent	4	17	0	17	0
Applies completely	5	1	0	1	0
<i>Missing by design</i>	-54	94	46	0	48
<i>Not participated</i>	-56	4	0	4	0
<i>Unspecific missing</i>	-90	1	0	1	0

**How do you evaluate the following statements for the subject mathematics? > G9 students were able to follow the subject matter better than G8 students.** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1	0	1	0
Does not really apply	2	11	0	11	0
Partially applies	3	19	0	19	0
Applies to some extent	4	10	0	10	0
Applies completely	5	2	0	2	0
<i>Missing by design</i>	-54	94	46	0	48
<i>Not participated</i>	-56	4	0	4	0
<i>Unspecific missing</i>	-90	1	0	1	0

h1a To the reform - impacts reduction of the Gymnasium schooling time

186 : 1

How do you assess the impact of the two aspects of the educational reform in total? > a)  
 Reduction of the Gymnasium schooling time by 1 school year «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	25	8	9	8
slight negative effects	2	58	18	23	17
no effect	3	13	3	3	7
slight positive effects	4	25	8	7	10
great positive effects	5	7	3	2	2
<i>Not participated</i>	-56	14	6	4	4

h1b To the reform - impacts introduction of the educational standards

186 : 1

How do you assess the impact of the two aspects of the educational reform in total? > b)  
 Introduction of the educational standards «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	3	1	1	1
slight negative effects	2	19	9	5	5
no effect	3	22	8	8	6
slight positive effects	4	75	21	25	29
great positive effects	5	9	1	5	3
<i>Not participated</i>	-56	14	6	4	4



**Please assess yourself: how familiar are you already with the content of the educational standards?** «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
very poor	1	0	0	0	0
rather poor	2	5	2	1	2
rather good	3	81	28	29	24
very good	4	41	10	13	18
<i>Not participated</i>	-56	14	6	4	4
<i>Implausible value</i>	-95	1	0	1	0

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?**

► **Workload of the teachers in mathematics** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	0	0	0	0
decrease	2	1	0	1	0
no change	3	25	6	19	0
increase	4	44	25	19	0
great increase	5	14	9	5	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	10	6	4	0

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

▷ a) **Workload of the teachers in math** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	0	0	0	0
No change	3	20	0	0	20
Increase	4	24	0	0	24
Great increase	5	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?**

▷ **Motivation of the teachers in mathematics** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	2	1	1	0
decrease	2	24	10	14	0
no change	3	52	25	27	0
increase	4	6	4	2	0
great increase	5	0	0	0	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	10	6	4	0

How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?

▷ b) Motivation of the teachers in math «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	2	0	0	2
Decrease	2	13	0	0	13
No change	3	26	0	0	26
Increase	4	3	0	0	3
Great increase	5	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?**

► **Workload of the teachers in German** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	0	0	0	0
decrease	2	1	0	1	0
no change	3	27	10	17	0
increase	4	42	21	21	0
great increase	5	14	9	5	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	10	6	4	0

How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?

▷ c) Arbeitsaufwand der Lehrkräfte in Deutsch «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	0	0	0	0
No change	3	20	0	0	20
Increase	4	22	0	0	22
Great increase	5	1	0	0	1
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	1	0	0	1

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?**

▷ **Motivation of the teachers in German** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	2	1	1	0
decrease	2	20	10	10	0
no change	3	56	25	31	0
increase	4	6	4	2	0
great increase	5	0	0	0	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	10	6	4	0



How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?

▷ d) Motivation of the teachers in German «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	2	0	0	2
Decrease	2	7	0	0	7
No change	3	33	0	0	33
Increase	4	1	0	0	1
Great increase	5	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	1	0	0	1

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?**

► **Workload of the teachers in English** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	0	0	0	0
decrease	2	1	0	1	0
no change	3	22	12	10	0
increase	4	44	16	28	0
great increase	5	15	10	5	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	10	6	4	0
<i>Unspecific missing</i>	-90	2	2	0	0

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

▷ e) **Workload of the teachers in English** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	1	0	0	1
No change	3	13	0	0	13
Increase	4	25	0	0	25
Great increase	5	4	0	0	4
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	1	0	0	1

How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?

► **Motivation of the teachers in English** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	1	0	1	0
decrease	2	25	10	15	0
no change	3	47	23	24	0
increase	4	9	5	4	0
great increase	5	0	0	0	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	10	6	4	0
<i>Unspecific missing</i>	-90	2	2	0	0

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

▷ **f) Motivation of the teachers in English** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	1	0	0	1
Decrease	2	7	0	0	7
No change	3	32	0	0	32
Increase	4	2	0	0	2
Great increase	5	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	2	0	0	2

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?**

▷ **Workload of the teachers in natural science subjects** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	0	0	0	0
decrease	2	0	0	0	0
no change	3	25	12	13	0
increase	4	45	19	26	0
great increase	5	13	8	5	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	10	6	4	0
<i>Unspecific missing</i>	-90	1	1	0	0

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**  
 ▶ g) Workload of the teachers in natural science subjects «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	0	0	0	0
No change	3	21	0	0	21
Increase	4	19	0	0	19
Great increase	5	4	0	0	4
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?**

▷ **Motivation of the teachers in natural science subjects** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	2	1	1	0
decrease	2	13	6	7	0
no change	3	51	23	28	0
increase	4	17	9	8	0
great increase	5	0	0	0	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	10	6	4	0
<i>Unspecific missing</i>	-90	1	1	0	0



**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

▷ **h) Motivation of the teachers in natural science subjects** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	2	0	0	2
Decrease	2	6	0	0	6
No change	3	31	0	0	31
Increase	4	5	0	0	5
Great increase	5	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the double graduation class G8/G9 (2012)?**

▷ **Workload for the headmasters** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great decrease	1	0	0	0	0
decrease	2	1	1	0	0
no change	3	10	2	8	0
increase	4	40	20	20	0
great increase	5	32	16	16	0
<i>Missing by design</i>	-54	48	0	0	48
<i>Not participated</i>	-56	10	6	4	0
<i>Unspecific missing</i>	-90	1	1	0	0

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

▷ i) **Workload for the principals** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	0	0	0	0
No change	3	14	0	0	14
Increase	4	23	0	0	23
Great increase	5	7	0	0	7
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4

## h4a Long-term reduction effects - workload math

186 : 4

How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers in the long run? > a) Workload of the teachers in math «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	3	0	3	0
No change	3	79	28	24	27
Increase	4	45	12	17	16
Great increase	5	1	0	0	1
<i>Not participated</i>	-56	14	6	4	4

How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers in the long run? > b) Motivation of the teachers in math «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	2	1	0	1
Decrease	2	22	6	6	10
No change	3	93	28	35	30
Increase	4	11	5	3	3
Great increase	5	0	0	0	0
<i>Not participated</i>	-56	14	6	4	4

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers in the long run? > c) Workload of the teachers in German**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	1	0	1	0
No change	3	85	31	29	25
Increase	4	39	8	14	17
Great increase	5	2	1	0	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	1	0	0	1

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers in the long run? > d) Motivation of the teachers in German**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	2	1	0	1
Decrease	2	16	6	4	6
No change	3	97	29	37	31
Increase	4	12	4	3	5
Great increase	5	0	0	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	1	0	0	1

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers in the long run? > e) Workload of the teachers in English**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	3	1	2	0
No change	3	66	24	24	18
Increase	4	52	13	15	24
Great increase	5	4	0	3	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	3	2	0	1



**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers in the long run? > f) Motivation of the teachers in English**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	1	0	0	1
Decrease	2	21	6	9	6
No change	3	90	28	31	31
Increase	4	13	5	4	4
Great increase	5	0	0	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	3	1	0	2

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers in the long run? > g) Workload of the teachers in natural science subjects** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	3	1	2	0
No change	3	82	29	27	26
Increase	4	41	9	15	17
Great increase	5	2	1	0	1
<i>Not participated</i>	-56	14	6	4	4

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers in the long run? > h) Motivation of the teachers in natural science subjects** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	2	1	0	1
Decrease	2	14	5	3	6
No change	3	92	27	33	32
Increase	4	20	7	8	5
Great increase	5	0	0	0	0
<i>Not participated</i>	-56	14	6	4	4

**How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers in the long run? > i) Workload for the principals** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Great decrease	1	0	0	0	0
Decrease	2	3	2	0	1
No change	3	68	21	24	23
Increase	4	48	13	19	16
Great increase	5	8	3	1	4
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	1	1	0	0

Has your school already offered G8-old curricula? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	35	35	0	0
Yes	1	5	5	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0

h6a school year first G8-old curriculum

62:6

In which school year was the G8-old curriculum introduced? > in school year «Please fill in four-digit years aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	1998	2	2	0	0
	2001	2	2	0	0
	2003	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	34	34	0	0
<i>Implausible value</i>	-95	1	1	0	0

h6b school year first G8-old curriculum

62:6

**In which school year was the G8-old curriculum introduced?** «Please fill in four-digit years aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	1999	2	2	0	0
	2002	2	2	0	0
	2004	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	34	34	0	0
<i>Implausible value</i>	-95	1	1	0	0

## h7a Decision G8-old curricula - new school concept

62:7

How was the decision to offer G8-old curricula made? > new school concept «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low impact	1	1	1	0	0
rather low impact	2	1	1	0	0
rather high impact	3	3	3	0	0
very high impact	4	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0



## h7b Decision G8-old curricula - parents' request

62:7

How was the decision to offer G8-old curricula made? > Parents' request «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low impact	1	0	0	0	0
rather low impact	2	3	3	0	0
rather high impact	3	1	1	0	0
very high impact	4	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

How was the decision to offer G8-old curricula made? > Assessment of demand «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low impact	1	1	1	0	0
rather low impact	2	2	2	0	0
rather high impact	3	1	1	0	0
very high impact	4	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

## h7d Decision G8-old curricula - other, specifically

62:7

How was the decision to offer G8-old curricula made? > other, specifically: «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low impact	1	0	0	0	0
rather low impact	2	0	0	0	0
rather high impact	3	0	0	0	0
very high impact	4	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	39	39	0	0

**How was the decision to offer G8-old curricula made? > [Please indicate in printed letters]**  
«Please tick a box in each line.»

no table generated

How many of the students who are in the graduation year now have followed the G9 and G8-old curricula in grade 5? ▶ Number of students [G9] «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	60	1	1	0	0
	63	1	1	0	0
	76	1	1	0	0
	149	1	1	0	0
	162	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

h8b Students of the graduation year - Number G8-old students grade 5

62 : 8

How many of the students who are in the graduation year now have followed the G9 and G8-old curricula in grade 5? > Number of students [G8 old] «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	17	1	1	0	0
	25	1	1	0	0
	35	1	1	0	0
	37	1	1	0	0
	41	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

## h9a Graduation year - number of the most recent G9 students

62:9

How many of the students who are now in the graduation year have most recently followed the G9 and G8-old curricula (prior to entering the joint course level)? ▶ Number of students [G9] «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	60	1	1	0	0
	63	1	1	0	0
	83	1	1	0	0
	136	1	1	0	0
	165	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

## h9b Graduation year - number of the most recent G8 students

62:9

How many of the students who are now in the graduation year have most recently followed the G9 and G8-old curricula (prior to entering the joint course level)? ▶ Number of students [G8 old] «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	17	1	1	0	0
	23	1	1	0	0
	25	1	1	0	0
	31	1	1	0	0
	34	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0



## h10 Estimate G8-old curriculum decisive for school choice

62:10

How do you estimate the number of students in the graduation year who attended their school because it offered a G8-old-grade although an alternative closer to their place of residence (e.g. a general Gymnasium without G8-old curriculum closer to their place of residence) would have been available? Students «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	0	1	1	0	0
	4	1	1	0	0
	5	1	1	0	0
	25	1	1	0	0
	50	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

If you think about G8-old curricula: what is the impact of the reduction on the students in the graduation year (G8 old instead of G9) > Performance level of the students «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	1	1	0	0
no effect	3	0	0	0	0
slight positive effects	4	3	3	0	0
great positive effects	5	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

If you think about G8-old curricula: what is the impact of the reduction on the students in the graduation year (G8 old instead of G9) ▶ Motivation of the students «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	0	0	0	0
no effect	3	0	0	0	0
slight positive effects	4	3	3	0	0
great positive effects	5	2	2	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

h11c G8-old - impact reduction - preparation for higher education  
programme choice

62:11

**If you think about G8-old curricula: what is the impact of the reduction on the students in the graduation year (G8 old instead of G9) ▶ Preparation for higher education programme choice** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	1	1	0	0
no effect	3	3	3	0	0
slight positive effects	4	1	1	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

h11d G8-old - impact reduction - preparation for post-secondary studies

62 : 11

**If you think about G8-old curricula: what is the impact of the reduction on the students in the graduation year (G8 old instead of G9) > Preparation for the requirements of post-secondary studies** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	1	1	0	0
no effect	3	2	2	0	0
slight positive effects	4	2	2	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

If you think about G8-old curricula: what is the impact of the reduction on the students in the graduation year (G8 old instead of G9) ▶ Comparability of the Abitur results across different schools «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	1	1	0	0
no effect	3	2	2	0	0
slight positive effects	4	2	2	0	0
great positive effects	5	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

If you think about G8-old curricula: what is the impact of the reduction on the students in the graduation year (G8 old instead of G9) > Suitability of the Abitur results as an indicator for higher education aptitude «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	0	0	0	0
slight negative effects	2	1	1	0	0
no effect	3	2	2	0	0
slight positive effects	4	1	1	0	0
great positive effects	5	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	35	35	0	0

Through the reduction of the Gymnasium schooling time for all students (G8), the Gymnasiums experience additional stress during the transition time. To handle this additional stress, the Ministry of Education and Cultural Affairs has taken different measures (e.g. additional teaching hours, extended examination periods). If you think about the additional stress factors and compensation measures: how significant is the persisting stress (if the measures are not sufficient) or the stress reduction (if the measures exceed the stress factors) caused by the reduction at your school during this school year? Please answer the question with regard to... > a) ... the organizational efforts. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
strongly stressed	1	39	15	18	6
rather stressed	2	44	16	18	10
neither stressed nor relieved	3	31	3	5	23
rather relieved	4	9	3	3	3
strongly relieved	5	2	1	0	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	3	2	0	1



Through the reduction of the Gymnasium schooling time for all students (G8), the Gymnasiums experience additional stress during the transition time. To handle this additional stress, the Ministry of Education and Cultural Affairs has taken different measures (e.g. additional teaching hours, extended examination periods). If you think about the additional stress factors and compensation measures: how significant is the persisting stress (if the measures are not sufficient) or the stress reduction (if the measures exceed the stress factors) caused by the reduction at your school during this school year? Please answer the question with regard to... > b) ... the workload with regard to the way classes are taught. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
strongly stressed	1	38	18	12	8
rather stressed	2	42	15	17	10
neither stressed nor relieved	3	35	3	11	21
rather relieved	4	7	1	3	3
strongly relieved	5	2	1	0	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	4	2	1	1

Through the reduction of the Gymnasium schooling time for all students (G8), the Gymnasiums experience additional stress during the transition time. To handle this additional stress, the Ministry of Education and Cultural Affairs has taken different measures (e.g. additional teaching hours, extended examination periods). If you think about the additional stress factors and compensation measures: how significant is the persisting stress (if the measures are not sufficient) or the stress reduction (if the measures exceed the stress factors) caused by the reduction at your school during this school year? Please answer the question with regard to... > c) ... the workload with regard to providing (career) counseling to students. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
strongly stressed	1	46	18	19	9
rather stressed	2	48	16	17	15
neither stressed nor relieved	3	26	4	7	15
rather relieved	4	6	2	1	3
strongly relieved	5	1	0	0	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	1	0	0	1

Through the reduction of the Gymnasium schooling time for all students (G8), the Gymnasiums experience additional stress during the transition time. To handle this additional stress, the Ministry of Education and Cultural Affairs has taken different measures (e.g. additional teaching hours, extended examination periods). If you think about the additional stress factors and compensation measures: how significant is the persisting stress (if the measures are not sufficient) or the stress reduction (if the measures exceed the stress factors) caused by the reduction at your school during this school year? Please answer the question with regard to... > d) ... the space situation. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
strongly stressed	1	48	25	17	6
rather stressed	2	32	8	15	9
neither stressed nor relieved	3	35	6	12	17
rather relieved	4	12	1	0	11
strongly relieved	5	0	0	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	1	0	0	1

Through the reduction of the Gymnasium schooling time for all students (G8), the Gymnasiums experience additional stress during the transition time. To handle this additional stress, the Ministry of Education and Cultural Affairs has taken different measures (e.g. additional teaching hours, extended examination periods). If you think about the additional stress factors and compensation measures: how significant is the persisting stress (if the measures are not sufficient) or the stress reduction (if the measures exceed the stress factors) caused by the reduction at your school during this school year? Please answer the question with regard to... > e) ... the availability of teaching materials. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
strongly stressed	1	37	21	15	1
rather stressed	2	50	14	19	17
neither stressed nor relieved	3	35	5	10	20
rather relieved	4	4	0	0	4
strongly relieved	5	1	0	0	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	1	0	0	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? » a) Performance level of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	20	7	6	7
slight negative effects	2	69	26	21	22
no effect	3	20	4	8	8
slight positive effects	4	18	3	8	7
great positive effects	5	1	0	1	0
<i>Not participated</i>	-56	14	6	4	4

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? ▶ a) Performance level of the students [Cause] «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	70	23	24	23
Educational standards	2	9	2	4	3
both	3	31	11	9	11
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	18	4	7	7

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > b) Motivation of the students «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	5	3	2	0
slight negative effects	2	26	5	13	8
no effect	3	58	16	14	28
slight positive effects	4	36	15	13	8
great positive effects	5	2	1	1	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	1	0	1	0

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > b) Motivation of the students [Cause] «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	46	15	18	13
Educational standards	2	7	4	2	1
both	3	24	6	10	8
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	51	15	14	22



Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > c) Preparation for the choice of study subject «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	11	4	1	6
slight negative effects	2	62	19	19	24
no effect	3	46	15	21	10
slight positive effects	4	8	2	2	4
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	1	0	1	0

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? ▶ c) Preparation for the choice of study subject [Cause] «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	61	17	17	27
Educational standards	2	7	2	1	4
both	3	21	8	7	6
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	39	13	19	7

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > d) Preparation for the requirements of higher education «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	21	6	5	10
slight negative effects	2	67	25	20	22
no effect	3	21	1	13	7
slight positive effects	4	18	7	6	5
great positive effects	5	1	1	0	0
<i>Not participated</i>	-56	14	6	4	4

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > d) Preparation for the requirements of higher education [Cause] «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	69	26	19	24
Educational standards	2	19	7	7	5
both	3	20	5	7	8
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	19	2	11	6
<i>Implausible value</i>	-95	1	0	0	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > e) Comparability of the Abitur [higher education entrance qualification] results across different schools «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	5	2	1	2
slight negative effects	2	19	5	7	7
no effect	3	93	31	31	31
slight positive effects	4	7	1	3	3
great positive effects	5	1	1	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	3	0	2	1

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > e) Comparability of the Abitur results across different schools [Cause] «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	12	4	4	4
Educational standards	2	8	1	3	4
both	3	20	8	6	6
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	88	27	31	30

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > f) Suitability of the Abitur results as an indicator for study aptitude «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
great negative effects	1	6	2	1	3
slight negative effects	2	35	9	13	13
no effect	3	74	26	25	23
slight positive effects	4	12	3	4	5
great positive effects	5	0	0	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	1	0	1	0

Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion? > f) Suitability of the Abitur results as an indicator for study aptitude [Cause] «Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.»

Label	Code	#	by wave		
			1	2	3
Reduction	1	28	8	9	11
Educational standards	2	12	2	5	5
both	3	23	10	6	7
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	65	20	24	21



**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > a) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > a) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	35	10	12	13
fairly negative	2	17	4	6	7
fairly positive	3	6	3	1	2
very positive	4	7	3	2	2
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	62	19	23	20
<i>Implausible value</i>	-95	1	1	0	0

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > b) «Please indicate the further aspects and tick. Please indicate in printed letters.»

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > b) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	8	1	2	5
fairly negative	2	16	7	5	4
fairly positive	3	7	4	1	2
very positive	4	3	1	1	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	94	27	35	32

**Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > c) «Please indicate the further aspects and tick. Please indicate in printed letters.»**

no table generated

Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative? > c) «Please indicate the further aspects and tick. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
very negative	1	5	1	1	3
fairly negative	2	5	3	2	0
fairly positive	3	0	0	0	0
very positive	4	1	1	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	117	35	41	41

h15 schhol: struture dates, community size, most important catchment area

62 : 15

**How big is the community forming the major catchment area of your school?** «Please check only one answer.»

Label	Code	#	by wave		
			1	2	3
Less than 2,000 inhabitants	1	0	0	0	0
2,001 to 5,000 inhabitants	2	1	1	0	0
5,001 to 20,000 inhabitants	3	13	13	0	0
20,001 to 50,000 inhabitants	4	15	15	0	0
50,001 to 100,000 inhabitants	5	2	2	0	0
100,001 to 500,000 inhabitants	6	8	8	0	0
More than 500,000 inhabitants	7	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	1	1	0	0

How many general Gymnasien are there within a radius of 10 km around your school?

► Schools «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	0	10	10	0	0
	1	3	3	0	0
	2	4	4	0	0
	3	3	3	0	0
	4	4	4	0	0
	5	1	1	0	0
	6	4	4	0	0
	7	2	2	0	0
	8	3	3	0	0
	10	2	2	0	0
	12	2	2	0	0
	14	1	1	0	0
	15	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0



How many general Gymnasien within a radius of 10 km around your school have offered G8-old curricula? > Schools «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	0	22	22	0	0
	1	11	11	0	0
	2	4	4	0	0
	3	1	1	0	0
	7	1	1	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	1	1	0	0

## h18a Migration background - estimated percentage graduation class

186 : 16

What is the approximate percentage of students with a migration background at your school, i.e. of those who were themselves born abroad or whose parents were born abroad? > a) % in the graduation class «Please indicate the percentage. If no accurate indications are possible, please estimate. Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	0	2	0	1	1
	1	8	4	2	2
	2	13	3	6	4
	3	12	4	3	5
	4	4	3	0	1
	5	22	6	7	9
	6	5	1	3	1
	7	1	0	1	0
	8	7	5	0	2
	9	2	0	0	2
	10	14	4	5	5
	11	1	0	0	1
	... 5 values omitted ...				
	20	4	1	3	0
	25	4	3	1	0
	28	1	0	0	1
	30	3	0	2	1
	35	1	0	1	0
	36	1	0	0	1
	40	2	0	1	1
	50	1	1	0	0
	60	1	1	0	0
	70	1	0	1	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	0	1	1

## h18b Migration background - estimated percentage total school

186 : 16

What is the approximate percentage of students with a migration background at your school, i.e. of those who were themselves born abroad or whose parents were born abroad? > b) % in total at the school «Please indicate the percentage. If no accurate indications are possible, please estimate. Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	1	4	2	2	0
	2	10	3	4	3
	3	9	3	3	3
	4	7	1	3	3
	5	20	6	5	9
	6	2	0	0	2
	7	4	1	2	1
	8	7	5	1	1
	9	2	1	0	1
	10	12	2	6	4
	12	5	2	1	2
	14	1	0	1	0
	... 4 values omitted ...				
	20	14	4	5	5
	25	2	2	0	0
	30	2	1	1	0
	35	2	0	2	0
	36	1	0	0	1
	40	3	0	1	2
	50	2	1	1	0
	70	1	0	1	0
	75	1	1	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	0	1	1
<i>Implausible value</i>	-95	1	1	0	0

## h19 Migration background - number teachers

186:17

**How many teachers at your school have a migration background, i.e. were born abroad themselves or have at least one parent who was born abroad? > Teachers with migration background** «Please enter a 'zero' (0) if there are no teachers with a migration background. If no accurate indications are possible, please estimate. Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	0	31	10	10	11
	1	21	6	7	8
	2	23	5	12	6
	3	15	4	5	6
	4	14	8	4	2
	5	9	2	2	5
	7	1	0	0	1
	8	2	1	0	1
	9	1	0	0	1
	10	4	3	1	0
	15	1	0	1	0
	20	3	1	0	2
	30	1	0	1	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	0	1	1

h20a Students - total number 5th grade

186 : 18

How many students are currently enrolled in your school and how many of them are boys?

► a) In the 5th grade (total) «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	17	1	0	1	0
	18	1	0	0	1
	20	1	0	0	1
	24	1	1	0	0
	43	1	0	0	1
	44	1	0	0	1
	47	1	1	0	0
	51	1	0	1	0
	55	2	1	1	0
	58	1	0	1	0
	70	1	0	1	0
	71	1	1	0	0
	... 57 values omitted ...				
	164	1	0	0	1
	165	1	0	1	0
	172	1	0	0	1
	176	2	1	1	0
	177	1	0	1	0
	178	2	1	1	0
	185	1	0	0	1
	197	1	0	0	1
	201	1	0	1	0
	211	1	1	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	2	0	0

h20aa Students - number boys 5th grade

186 : 18

How many students are currently enrolled in your school and how many of them are boys?

► a) In the 5th grade (boys) «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	10	1	0	0	1
	11	1	1	0	0
	12	1	1	0	0
	13	1	0	1	0
	14	1	0	0	1
	16	1	0	1	0
	18	1	0	1	0
	19	1	0	1	0
	22	1	0	0	1
	25	1	1	0	0
	27	1	0	0	1
	29	2	1	1	0
	... 43 values omitted ...				
	83	1	0	0	1
	85	1	1	0	0
	86	1	1	0	0
	87	3	1	1	1
	89	1	0	1	0
	98	1	0	1	0
	100	1	0	0	1
	110	1	0	1	0
	115	1	0	0	1
	118	1	1	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	4	2	1	1

How many students are currently enrolled in your school and how many of them are boys?

► b) In the 10th grade (total) «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	33	1	0	0	1
	42	1	1	0	0
	45	2	0	1	1
	47	1	1	0	0
	52	1	0	1	0
	54	2	0	2	0
	55	1	0	0	1
	57	2	0	1	1
	61	2	0	1	1
	62	1	0	0	1
	66	3	1	1	1
	68	1	0	1	0
	... 58 values omitted ...				
	152	1	0	0	1
	153	1	0	1	0
	160	1	0	1	0
	161	1	0	0	1
	168	1	1	0	0
	170	1	0	0	1
	172	1	0	0	1
	175	2	1	1	0
	180	1	0	0	1
	187	1	0	0	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	2	0	0

How many students are currently enrolled in your school and how many of them are boys?

► b) In the 10th grade (boys) «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	11	2	1	1	0
	13	2	1	0	1
	14	1	0	1	0
	23	3	0	1	2
	26	2	2	0	0
	27	1	0	0	1
	28	1	0	1	0
	29	3	0	3	0
	30	1	0	0	1
	31	3	1	2	0
	34	1	0	0	1
	35	4	2	1	1
	... 31 values omitted ...				
	74	1	0	0	1
	75	1	1	0	0
	76	1	1	0	0
	78	1	0	1	0
	81	2	0	0	2
	84	1	0	1	0
	89	1	1	0	0
	94	1	1	0	0
	96	1	0	0	1
	97	1	0	0	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	4	2	1	1



How many students are currently enrolled in your school and how many of them are boys?

► c) In the graduation year (total) «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	23	1	0	0	1
	29	1	0	0	1
	41	1	1	0	0
	42	1	1	0	0
	44	1	1	0	0
	49	1	1	0	0
	54	1	0	0	1
	55	2	0	0	2
	57	2	0	0	2
	58	1	1	0	0
	60	1	0	0	1
	61	2	1	0	1
	... 71 values omitted ...				
	204	1	0	1	0
	207	1	0	1	0
	221	1	0	1	0
	225	1	0	1	0
	249	1	0	1	0
	267	1	0	1	0
	269	1	0	1	0
	276	1	0	1	0
	290	1	0	1	0
	324	1	1	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	2	0	0

How many students are currently enrolled in your school and how many of them are boys?

► c) In the graduation year (boys) «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	6	1	0	0	1
	9	1	1	0	0
	17	1	0	0	1
	18	1	0	0	1
	19	3	2	1	0
	24	1	1	0	0
	26	2	2	0	0
	28	1	1	0	0
	29	2	1	0	1
	31	4	1	1	2
	32	2	2	0	0
	33	2	1	0	1
	... 47 values omitted ...				
	100	1	0	1	0
	105	1	0	1	0
	108	1	0	1	0
	109	1	0	1	0
	110	1	0	1	0
	122	1	0	1	0
	126	1	0	1	0
	127	1	0	1	0
	147	1	0	1	0
	167	1	1	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	3	2	0	1

h20d Students - total number school

186 : 18

How many students are currently enrolled in your school and how many of them are boys?

► d) At the school overall (total) «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	408	1	0	0	1
	428	1	0	1	0
	453	1	0	0	1
	465	2	1	1	0
	476	1	1	0	0
	500	1	1	0	0
	504	1	0	1	0
	537	1	0	0	1
	542	1	1	0	0
	563	1	0	1	0
	583	1	0	0	1
	584	1	0	0	1
	... 91 values omitted ...				
	1341	1	1	0	0
	1373	1	0	1	0
	1374	1	1	0	0
	1395	1	0	1	0
	1400	1	0	1	0
	1404	1	0	0	1
	1429	1	1	0	0
	1510	1	1	0	0
	1553	1	1	0	0
	1569	1	0	1	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	5	2	1	2

How many students are currently enrolled in your school and how many of them are boys?

► d) At the school overall (boys) «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	115	1	0	0	1
	123	1	1	0	0
	124	1	0	1	0
	180	1	0	1	0
	208	1	1	0	0
	214	1	0	1	0
	231	1	0	0	1
	233	1	1	0	0
	253	1	0	0	1
	260	1	1	0	0
	278	1	0	0	1
	292	1	0	1	0
	... 87 values omitted ...				
	651	1	1	0	0
	652	1	0	1	0
	689	1	0	0	1
	695	1	0	0	1
	706	1	0	1	0
	722	1	1	0	0
	740	1	0	1	0
	742	1	1	0	0
	760	1	1	0	0
	775	1	0	1	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	5	2	1	2

## h21a School admission standards, place of residence

62 : 21

How are the following factors weighted when students are admitted to your school? > Place of residence (school region) «Please check a box in each line.»

Label	Code	#	by wave		
			1	2	3
Not considered	1	9	9	0	0
Is of minor importance	2	14	14	0	0
Is of great importance	3	14	14	0	0
Is a requirement	4	2	2	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	1	1	0	0

How are the following factors weighted when students are admitted to your school? > Previous school performance/grades on report card «Please check a box in each line.»

Label	Code	#	by wave		
			1	2	3
Not considered	1	10	10	0	0
Is of minor importance	2	12	12	0	0
Is of great importance	3	3	3	0	0
Is a requirement	4	14	14	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	1	1	0	0

**How are the following factors weighted when students are admitted to your school? » Entrance examinations** «Please check a box in each line.»

Label	Code	#	by wave		
			1	2	3
Not considered	1	14	14	0	0
Is of minor importance	2	18	18	0	0
Is of great importance	3	1	1	0	0
Is a requirement	4	6	6	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	1	1	0	0

**How are the following factors weighted when students are admitted to your school? ▶ Trial lesson** «Please check a box in each line.»

Label	Code	#	by wave		
			1	2	3
Not considered	1	29	29	0	0
Is of minor importance	2	8	8	0	0
Is of great importance	3	2	2	0	0
Is a requirement	4	0	0	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	1	1	0	0



**How are the following factors weighted when students are admitted to your school? > Recommendations from last school** «Please check a box in each line.»

Label	Code	#	by wave		
			1	2	3
Not considered	1	2	2	0	0
Is of minor importance	2	5	5	0	0
Is of great importance	3	9	9	0	0
Is a requirement	4	23	23	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	1	1	0	0

h21f School admission standards, needs or interests in course of education

62 : 21

**How are the following factors weighted when students are admitted to your school? » Needs or interests of students in a specific course of education** «Please check a box in each line.»

Label	Code	#	by wave		
			1	2	3
Not considered	1	5	5	0	0
Is of minor importance	2	5	5	0	0
Is of great importance	3	26	26	0	0
Is a requirement	4	3	3	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	1	1	0	0

**How are the following factors weighted when students are admitted to your school? > Current or previous school affiliation of the student's siblings** «Please check a box in each line.»

Label	Code	#	by wave		
			1	2	3
Not considered	1	2	2	0	0
Is of minor importance	2	10	10	0	0
Is of great importance	3	25	25	0	0
Is a requirement	4	2	2	0	0
<i>Missing by design</i>	-54	96	0	48	48
<i>Not participated</i>	-56	6	6	0	0
<i>Unspecific missing</i>	-90	1	1	0	0

Are you ... «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
... male?	1	93	31	31	31
... female?	2	33	9	12	12
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	0	1	1

When were you born? > 19 «Please enter your year of birth aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	47	1	1	0	0
	48	4	3	1	0
	49	6	3	3	0
	50	12	6	6	0
	51	12	5	7	0
	52	2	1	1	0
	53	8	4	4	0
	54	17	9	8	0
	55	1	0	1	0
	56	7	4	3	0
	57	3	1	2	0
	58	1	0	1	0
... 11 values omitted ...					
	1956	2	0	0	2
	1957	2	0	0	2
	1958	1	0	0	1
	1961	1	0	0	1
	1962	2	0	0	2
	1963	1	0	0	1
	1965	3	0	0	3
	1966	2	0	0	2
	1969	1	0	0	1
	1972	1	0	0	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	0	1	1

Since when have you been principal of this school? > School year: «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
1989/1990	1	1	1	0	0
1990/1991	2	0	0	0	0
1991/1992	3	0	0	0	0
1992/1993	4	0	0	0	0
1993/1994	5	0	0	0	0
1994/1995	6	0	0	0	0
1995/1996	7	4	3	1	0
1996/1997	8	1	0	1	0
1997/1998	9	5	1	1	3
1998/1999	10	5	2	2	1
1999/2000	11	5	2	2	1
2000/2001	12	4	2	1	1
... 1 values omitted ...					
2003/2004	15	11	2	4	5
2004/2005	16	16	7	5	4
2005/2006	17	11	4	4	3
2006/2007	18	12	4	4	4
2007/2008	19	3	1	1	1
2008/2009	20	5	2	2	1
2009/2010	21	8	2	3	3
2010/2011	22	12	5	5	2
2011/2012	23	12	0	4	8
2012/2013	24	4	0	0	4
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	0	1	1

Since when have you been principal of this school? > School year: «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	1989	1	1	0	0
	1995	4	3	1	0
	1996	1	0	1	0
	1997	5	1	1	3
	1998	5	2	2	1
	1999	5	2	2	1
	2000	4	2	1	1
	2001	6	1	3	2
	2002	1	1	0	0
	2003	11	2	4	5
	2004	16	7	5	4
	2005	11	4	4	3
	2006	12	4	4	4
	2007	3	1	1	1
	2008	5	2	2	1
	2009	8	2	3	3
	2010	12	5	5	2
	2011	12	0	4	8
	2012	4	0	0	4
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	0	1	1

Which subjects are you teaching and/or did you teach most recently? > a) Subject: «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	29	9	9	11
Math	2	38	16	13	9
English	3	8	1	3	4
French	4	5	2	2	1
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	1	0	0	1
Biology	10	17	4	5	8
Biology (bilingual)	11	0	0	0	0
Chemistry	12	11	3	4	4
... 19 values omitted ...					
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	2	0	1	1



Which subjects are you teaching and/or did you teach most recently? > a) Subject: «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	1	0	0	1
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 19 values omitted ...					
Philosophy	33	1	0	1	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Missing by design</i>	-54	132	46	43	43
<i>Not participated</i>	-56	8	0	4	4

Which subjects are you teaching and/or did you teach most recently? > b) Subject: «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	3	2	1	0
Math	2	6	2	2	2
English	3	3	2	1	0
French	4	4	1	1	2
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	1	0	0	1
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	7	2	3	2
Biology (bilingual)	11	0	0	0	0
Chemistry	12	12	3	4	5
... 19 values omitted ...					
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	9	1	5	3

Which subjects are you teaching and/or did you teach most recently? > c) Subject: «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	1	0	0	1
Math	2	0	0	0	0
English	3	2	0	1	1
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	1	1	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	2	1	1	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 20 values omitted ...					
Natural Sciences and Technology (NST)	34	2	2	0	0
Natural phenomenon	35	3	0	1	2
Astronomy	36	3	1	1	1
Geometry	37	3	1	1	1
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>not valid</i>	-25	3	0	2	1
<i>Not participated</i>	-56	14	6	4	4
<i>Unspecific missing</i>	-90	88	27	31	30

Which subjects are you teaching and/or did you teach most recently? > c) Subject: «Please indicate the subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 19 values omitted ...					
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Missing by design</i>	-54	137	46	48	43
<i>Not participated</i>	-56	4	0	0	4

Now please think about the students who were in the first year of the course level last school year and thus should have regularly achieved the graduation class this school year. How many of these students are now not in graduation class of your school because they ... ▶ a) ... repeat the last grade. «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	0	24	10	8	6
	1	29	11	6	12
	2	18	5	7	6
	3	15	4	5	6
	4	14	6	5	3
	5	7	2	3	2
	6	4	1	2	1
	7	5	0	3	2
	8	3	0	1	2
	9	2	0	2	0
	13	1	0	0	1
	16	1	0	1	0
	31	1	0	0	1
<i>Not participated</i>	-56	12	4	4	4
<i>Unspecific missing</i>	-90	4	2	0	2
<i>Implausible value</i>	-95	2	1	1	0

Now please think about the students who were in the first year of the course level last school year and thus should have regularly achieved the graduation class this school year. How many of these students are now not in graduation class of your school because they ... > b) ... left your school. «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	0	26	13	4	9
	1	29	8	11	10
	2	24	8	5	11
	3	16	4	6	6
	4	7	4	3	0
	5	7	0	4	3
	6	4	0	2	2
	7	5	1	3	1
	9	2	0	2	0
	11	1	0	1	0
	16	1	1	0	0
	17	1	0	1	0
	212	1	0	0	1
<i>Not participated</i>	-56	12	4	4	4
<i>Unspecific missing</i>	-90	4	2	1	1
<i>Implausible value</i>	-95	2	1	1	0

Foremost, we are interested in, how your school decided for or against the application to participate in the G9 school trial: Which of the following elements influenced your decision?

▷ a) New school concept «Please tick a box on each line.»

Label	Code	#	by wave		
			1	2	3
very low impact	1	8	0	0	8
rather low impact	2	9	0	0	9
rather high impact	3	12	0	0	12
very high impact	4	9	0	0	9
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	6	0	0	6

Foremost, we are interested in, how your school decided for or against the application to participate in the G9 school trial: Which of the following elements influenced your decision?

▷ b) Parent wishes «Please tick a box on each line.»

Label	Code	#	by wave		
			1	2	3
very low impact	1	4	0	0	4
rather low impact	2	16	0	0	16
rather high impact	3	9	0	0	9
very high impact	4	9	0	0	9
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	6	0	0	6



Foremost, we are interested in, how your school decided for or against the application to participate in the G9 school trial: Which of the following elements influenced your decision?

▷ c) Assessment of demand «Please tick a box on each line.»

Label	Code	#	by wave		
			1	2	3
very low impact	1	8	0	0	8
rather low impact	2	14	0	0	14
rather high impact	3	9	0	0	9
very high impact	4	5	0	0	5
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	8	0	0	8

h28d\_O G9 school trial - Decision - text field Other

186:8

Foremost, we are interested in, how your school decided for or against the application to participate in the G9 school trial: Which of the following elements influenced your decision?  
▷ d) Other, specifically: (Please indicate in printed letters.) «Please tick a box on each line.»

no table generated

Foremost, we are interested in, how your school decided for or against the application to participate in the G9 school trial: Which of the following elements influenced your decision? «Please tick a box on each line.»

Label	Code	#	by wave		
			1	2	3
very low impact	1	1	0	0	1
rather low impact	2	0	0	0	0
rather high impact	3	1	0	0	1
very high impact	4	9	0	0	9
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	33	0	0	33

Only schools that fulfill certain requirements (Minister's decision from 10.01.2012) can apply to become a model school. How about in your school: Can you meet the mentioned requirements? > a) It is foreseeable that at least four iterations per school year (two G8-iterations and two G9-iterations) can/could be ensured. «Please answer these questions regardless of whether you participated in school trial or not. Please tick a box on each line.»

Label	Code	#	by wave		
			1	2	3
Yes	1	27	0	0	27
No	2	14	0	0	14
Don't know	3	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Don't know</i>	-98	3	0	0	3

Only schools that fulfill certain requirements (Minister's decision from 10.01.2012) can apply to become a model school. How about in your school: Can you meet the mentioned requirements? > b) An additional pool hour for individual support and differentiated provision in the grades 5 and 6 can/could be made available. «Please answer these questions regardless of whether you participated in school trial or not. Please tick a box on each line.»

Label	Code	#	by wave		
			1	2	3
Yes	1	43	0	0	43
No	2	1	0	0	1
Don't know	3	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4

h29c G9 school trial - Prerequisite - additional hours per week for teachers

186 : 9

Only schools that fulfill certain requirements (Minister's decision from 10.01.2012) can apply to become a model school. How about in your school: Can you meet the mentioned requirements? > c) Additional resources of 12 teacher week hours total per G9 trial can/could be made available (especially for additional hours in German, math and foreign languages. «Please answer these questions regardless of whether you participated in school trial or not. Please tick a box on each line.»

Label	Code	#	by wave		
			1	2	3
Yes	1	23	0	0	23
No	2	12	0	0	12
Don't know	3	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Don't know</i>	-98	9	0	0	9

Has your school applied to participate in the G9 school trial? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	30	0	0	30
Yes, already for the first tranche (application deadline: 01.03.2012)	1	9	0	0	9
Yes, but only for the second tranche (application deadline: 01.12.2012)	2	5	0	0	5
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4

Was your school selected as a model school for the G9 school trial in the first tranche? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	6	0	0	6
Yes	1	4	0	0	4
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	34	0	0	34



The selection of the model schools for the first tranche was determined based on various criteria, Please determine which criteria spoke in favor or to the contrary of selecting your school in the first tranche of the G9 school trial: > a) Nationwide balanced regional distribution of the trial schools «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Definitely spoke to the contrary of selecting my school	1	1	0	0	1
Most likely spoke to the contrary of selecting my school	2	3	0	0	3
Neither spoke to the contrary nor in favor of selecting my school	3	0	0	0	0
Most likely spoke in favor of selecting my school	4	0	0	0	0
Definitely spoke to the contrary of selecting my school	5	2	0	0	2
Don't know	6	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	38	0	0	38

The selection of the model schools for the first tranche was determined based on various criteria, Please determine which criteria spoke in favor or to the contrary of selecting your school in the first tranche of the G9 school trial: > b) Development of an appropriate commuting area e.g. through a good accessibility of the school with public transportation «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Definitely spoke to the contrary of selecting my school	1	0	0	0	0
Most likely spoke to the contrary of selecting my school	2	0	0	0	0
Neither spoke to the contrary nor in favor of selecting my school	3	2	0	0	2
Most likely spoke in favor of selecting my school	4	0	0	0	0
Definitely spoke to the contrary of selecting my school	5	4	0	0	4
Don't know	6	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	38	0	0	38

The selection of the model schools for the first tranche was determined based on various criteria, Please determine which criteria spoke in favor or to the contrary of selecting your school in the first tranche of the G9 school trial: > c) Consideration of regional and communal educational offers «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Definitely spoke to the contrary of selecting my school	1	0	0	0	0
Most likely spoke to the contrary of selecting my school	2	1	0	0	1
Neither spoke to the contrary nor in favor of selecting my school	3	2	0	0	2
Most likely spoke in favor of selecting my school	4	0	0	0	0
Definitely spoke to the contrary of selecting my school	5	3	0	0	3
Don't know	6	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	38	0	0	38

The selection of the model schools for the first tranche was determined based on various criteria, Please determine which criteria spoke in favor or to the contrary of selecting your school in the first tranche of the G9 school trial: > d) Variance of the tested model at the trial schools «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Definitely spoke to the contrary of selecting my school	1	0	0	0	0
Most likely spoke to the contrary of selecting my school	2	1	0	0	1
Neither spoke to the contrary nor in favor of selecting my school	3	2	0	0	2
Most likely spoke in favor of selecting my school	4	0	0	0	0
Definitely spoke to the contrary of selecting my school	5	1	0	0	1
Don't know	6	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	39	0	0	39
<i>Don't know</i>	-98	1	0	0	1

The selection of the model schools for the first tranche was determined based on various criteria, Please determine which criteria spoke in favor or to the contrary of selecting your school in the first tranche of the G9 school trial: > e) Quality of the pedagogic concept «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Definitely spoke to the contrary of selecting my school	1	0	0	0	0
Most likely spoke to the contrary of selecting my school	2	0	0	0	0
Neither spoke to the contrary nor in favor of selecting my school	3	1	0	0	1
Most likely spoke in favor of selecting my school	4	0	0	0	0
Definitely spoke to the contrary of selecting my school	5	4	0	0	4
Don't know	6	0	0	0	0
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	39	0	0	39

Has your school applied for the second tranche of the G9 school trial yet? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	3	0	0	3
Yes	1	4	0	0	4
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	37	0	0	37

Which model does your school use to implement the G9 school trial? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
Expansion educational standards 6,8,10 throughout the entire course of education of the grades 5 to 11 (consistent deceleration)	1	4	0	0	4
Expansion educational standards 8 and 10 on the grades 7 to 11	2	1	0	0	1
Other model, specifically:	3	1	0	0	1
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	38	0	0	38

**Which model does your school use to implement the G9 school trial? » Please indicate in printed letters.** «Please tick the applicable.»

no table generated



h35 G9 school trial - share of pupils therefore

186 : 15

How high do you estimate the number of students in the 5th grade, that attend your school, because they are participating in the G9 school trial, even though a closer alternative to their place of residence (i.e. a Gymnasium closer to their place of residence not participating in G9 school trial) is available. «Please enter the figures aligned to the right.»

Label	Code	#	by wave		
			1	2	3
	0	1	0	0	1
	5	2	0	0	2
	60	1	0	0	1
<i>Missing by design</i>	-54	94	46	48	0
<i>Not participated</i>	-56	4	0	0	4
<i>Unspecific missing</i>	-90	40	0	0	40

# 4 xTargetCompetencies

<b>ID_t</b> ID target . . . . .	.837
<b>wave</b> wave . . . . .	.838
<b>maa2q071_c</b> mathematical competence: Item 1 . . . . .	.839
<b>mas2r092_c</b> mathematical competence: Item 2 . . . . .	.840
<b>mas2v093_c</b> mathematical competence: Item 3 . . . . .	.841
<b>mas2v032_c</b> mathematical competence: Item 4 . . . . .	.842
<b>maa2d131_c</b> mathematical competence: Item 5 . . . . .	.843
<b>maa2d132_c</b> mathematical competence: Item 6 . . . . .	.844
<b>mas2v062_c</b> mathematical competence: Item 7 . . . . .	.845
<b>mas2v063_c</b> mathematical competence: Item 8 . . . . .	.846
<b>maa2r081_c</b> mathematical competence: Item 9 . . . . .	.847
<b>maa2v082_c</b> mathematical competence: Item 10 . . . . .	.848
<b>mas2q041_c</b> mathematical competence: Item 11 . . . . .	.849
<b>mas2v042_c</b> mathematical competence: Item 12 . . . . .	.850
<b>mas2q02s_c</b> mathematical competence: Item 13 . . . . .	.851
<b>maa2d111_c</b> mathematical competence: Item 14 . . . . .	.852
<b>maa2d112_c</b> mathematical competence: Item 15 . . . . .	.853
<b>maa2r011_c</b> mathematical competence: Item 16 . . . . .	.854
<b>mas2q011_c</b> mathematical competence: Item 17 . . . . .	.855
<b>mag9r061_c</b> mathematical competence: Item 18 . . . . .	.856
<b>mas2d071_c</b> mathematical competence: Item 19 . . . . .	.857
<b>mas2d072_c</b> mathematical competence: Item 20 . . . . .	.858
<b>mas2_sc1</b> mathematical competence: WLE . . . . .	.859
<b>mas2_sc2</b> mathematical competence: SE(WLE) . . . . .	.860
<b>phym14_c</b> mirror task . . . . .	.861
<b>phyh10_c</b> Electrical fields and interaction - vector sum . . . . .	.862
<b>phyg2_c</b> thermodynamics - water and water vapor . . . . .	.863
<b>phyg6_c</b> nuclear energy - stars . . . . .	.864
<b>phyg19_c</b> electromagnetic induction - aluminium ring . . . . .	.865
<b>phye1_c</b> mechanical oscillations - oscillograph . . . . .	.866
<b>phyn14_c</b> dynamics of the circular motion of the point mass and rotation of rigid bodies . . . . .	.867
<b>phyr1_c</b> ray model of light - properties of light . . . . .	.868

<b>phyt1_c</b>	thermodynamics - gas . . . . .	.869
<b>phyh12_c</b>	mechanical waves - direction of movement. . . . .	.870
<b>phyh2_c</b>	thermodynamics - evaporation of liquids . . . . .	.871
<b>phyn11_c</b>	wave model of light - electromagnetic spectrum: X-radiation . . . . .	.872
<b>phyf5_c</b>	thermodynamics - energy of the sun. . . . .	.873
<b>phyn6_c</b>	electromagnetic waves - formation and propagation of Hertzian waves . . . . .	.874
<b>phyn7_c</b>	electromagnetic waves - application of knowledge on Hertzian waves . . . . .	.875
<b>phyf7_c</b>	quantum physics of light - kinetic energy . . . . .	.876
<b>phyn5_c</b>	oscillations - electromagnetic oscillating circuit . . . . .	.877
<b>phyf13_c</b>	mechanical waves - water . . . . .	.878
<b>phyf9_c</b>	physics of the atomic nucleus . . . . .	.879
<b>phyn3_c</b>	oscillations - mechanical oscillations . . . . .	.880
<b>phyh6_c</b>	electromagnetic induction - circular conductor - Answer in MC . . . . .	.881
<b>phyh6t_c</b>	electromagnetic induction - circular conductor - Answer in open text . . . . .	.882
<b>phyn2_c</b>	magnetic fields and electromagnetic induction - answer in MC. . . . .	.883
<b>phyn2t_c</b>	magnetic fields and electromagnetic induction - answer in open text . . . . .	.884
<b>phyn9_c</b>	wave length of monochromatic light - answer in MC . . . . .	.885
<b>phyn9t_c</b>	wave length of monochromatic light - answer in open text . . . . .	.886
<b>phyn12_c</b>	mechanics of rigid bodies - torque and balance - answer in MC . . . . .	.887
<b>phyn12t_c</b>	mechanics of rigid bodies - torque and balance - answer in open text . . . . .	.888
<b>phyh5_c</b>	special theory of relativity - astrophysics - answer in MC . . . . .	.889
<b>phyh5t_c</b>	special theory of relativity - astrophysics - answer in open text . . . . .	.890
<b>phyn8_c</b>	optics - ray theory of light: image formation . . . . .	.891
<b>phyb6_c</b>	electrical fields and interaction - electron . . . . .	.892
<b>phyh3_c</b>	quantum physics of light - photoelectric effect. . . . .	.893
<b>phyt4a_c</b>	thermodynamics - steam engine: Lisa. . . . .	.894
<b>phyt4b_c</b>	thermodynamics - steam engine: Lutz . . . . .	.895
<b>phyt4c_c</b>	thermodynamics - steam engine: Rike . . . . .	.896
<b>phyh8_c</b>	electrical fields and interaction - path of the electron . . . . .	.897
<b>phyf4_c</b>	kinematics of the circular motion of the point mass - airplane . . . . .	.898
<b>phyb24_c</b>	magnetic flux density - wire rings . . . . .	.899
<b>phyg5_c</b>	ray model of light - glass body. . . . .	.900
<b>phyg8_c</b>	mechanical oscillations - feather. . . . .	.901
<b>p_sc1</b>	Competence in Physics: (WLE). . . . .	.902

<b>p_sc2</b>	Competence in Physics: SE(WLE)	903
<b>e008a_c</b>	Reviews - Nirvana	904
<b>e008b_c</b>	Reviews - James Blunt	905
<b>e008c_c</b>	Reviews - Sofamecca	906
<b>e008e_c</b>	Reviews - Green Day	907
<b>e022b_c</b>	Smoking-Washington state	908
<b>e022c_c</b>	Smoking-New York City	909
<b>e022d_c</b>	Smoking-positive health effects	910
<b>e022e_c</b>	Smoking-Californian beaches	911
<b>e022f_c</b>	Smoking-West Lafayette	912
<b>e022g_c</b>	Smoking-Iowa hospitals	913
<b>e022h_c</b>	Smoking-outdoor smoking bans	914
<b>e022i_c</b>	Smoking-privacy of his own home	915
<b>e057a_c</b>	London Eye	916
<b>e059a_c</b>	Britishness, Test - gap1	917
<b>e059b_c</b>	Britishness, Test - gap2	918
<b>e059c_c</b>	Britishness, Test - gap3	919
<b>e059d_c</b>	Britishness, Test - gap4	920
<b>e059e_c</b>	Britishness, Test - gap5	921
<b>e059f_c</b>	Britishness, Test - gap6	922
<b>e059g_c</b>	Britishness, Test - gap7	923
<b>e059i_c</b>	Britishness, Test - gap8	924
<b>e065a_c</b>	Face at the Window-she looks at the street	925
<b>e065b_c</b>	Face at the Window-Sal's attitude	926
<b>e065c_c</b>	Face at the Window-Sal's father's behavior	927
<b>e065d_c</b>	Face at the Window-Sal's father thinks	928
<b>e075a_c</b>	Mads - Mikkelsen	929
<b>e075b_c</b>	Mads - Denmark	930
<b>e075c_c</b>	Mads - Bond girl	931
<b>e075d_c</b>	Mads - Casino Royale	932
<b>e108a_c</b>	Rambler Ticket - adult persons	933
<b>e108b_c</b>	Rambler Ticket - for 7 days	934
<b>e108c_c</b>	Rambler Ticket - The Rambler ticket	935
<b>e108d_c</b>	Rambler Ticket - entering the bus	936

<b>efg10_sc3</b>	English sum score . . . . .	937
<b>e_sc1</b>	English competence: (WLE) . . . . .	938
<b>e_sc2</b>	English competence: SE(WLE) . . . . .	939
<b>bevo16_c</b>	evolution - hagfish and lampreys . . . . .	940
<b>bfkt06_c</b>	structure and function - secondary growth in girth . . . . .	941
<b>bfkt16_c</b>	structure and function - intestine . . . . .	942
<b>bfkt18_c</b>	structure and function - collagen fiber. . . . .	943
<b>bgen08_c</b>	genetics - fruit flies. . . . .	944
<b>binf10_c</b>	information processing - action potential . . . . .	945
<b>binf21_c</b>	information processing - biochemical substances - answer in open text . . . . .	946
<b>boek17_c</b>	ecology - fermentation heat . . . . .	947
<b>boek19_c</b>	ecology - behavior of frog larvae . . . . .	948
<b>bstw07_c</b>	metabolism - osmoregulation. . . . .	949
<b>bstw12_c</b>	metabolism - biochemical reactions. . . . .	950
<b>bstw19_c</b>	metabolism - UV-irradiation . . . . .	951
<b>bevo07_c</b>	evolution - phylogeny of the embryophytes. . . . .	952
<b>bfkt02_c</b>	structure and function - retina . . . . .	953
<b>bfkt04_c</b>	structure and function - glucose and ethanol . . . . .	954
<b>bfkt07_c</b>	structure and function - endocytosis . . . . .	955
<b>bgen04_c</b>	genetics - meiosis . . . . .	956
<b>bgen18_c</b>	genetics - term diocious . . . . .	957
<b>binf08_c</b>	information processing - cell chart . . . . .	958
<b>binf17_c</b>	information processing - surface proteins of pathogens . . . . .	959
<b>boek03_c</b>	ecology - parasites . . . . .	960
<b>boek09_c</b>	ecology - varieties of orchids . . . . .	961
<b>bstw04_c</b>	metabolism - secretion . . . . .	962
<b>bstw18_c</b>	metabolism - classification of the enzymes . . . . .	963
<b>bevo20_c</b>	evolution - radially symmetric constitution . . . . .	964
<b>bfkt10_c</b>	structure and function - cellulose . . . . .	965
<b>bfkt13_c</b>	structure and function - fruiting body. . . . .	966
<b>bfkt14_c</b>	structure and function - structure of stomata . . . . .	967
<b>bgen14_c</b>	genetics - cyanobacteria . . . . .	968
<b>binf09_c</b>	information processing - consciousness . . . . .	969
<b>binf11_c</b>	information processing - malaria pathogens and lymph glands. . . . .	970

## 4 xTargetCompetencies

<b>boek04_c</b>	ecology - mykorrhiza . . . . .	.971
<b>boek10_c</b>	ecology - eukaryotic algae . . . . .	.972
<b>bstw08_c</b>	metabolism - processes of the metabolism . . . . .	.973
<b>bstw17_c</b>	metabolism - ribonucleic acids . . . . .	.974
<b>bstw21_c</b>	Metabolism - characteristics of chlorophyll - answer in open text . . . . .	.975
<b>bevo01_c</b>	evolution - prerequisite. . . . .	.976
<b>bfkt09_c</b>	structure and function - cloaca . . . . .	.977
<b>bfkt17_c</b>	structure and function - material vesicles consist of . . . . .	.978
<b>bfkt19_c</b>	structure and function - material chitin . . . . .	.979
<b>bgen05_c</b>	genetics - functional cell differentiation. . . . .	.980
<b>bgen11_c</b>	genetics - recombination . . . . .	.981
<b>binf07_c</b>	information processing - taxol . . . . .	.982
<b>binf19_c</b>	information processing - functions of the nervous system . . . . .	.983
<b>boek16_c</b>	ecology - population . . . . .	.984
<b>boek20_c</b>	ecology - oceanic plankton. . . . .	.985
<b>bstw13_c</b>	metabolism - mitochondria . . . . .	.986
<b>bstw16_c</b>	metabolism - anaerobic metabolism. . . . .	.987
<b>bevo02_c</b>	evolution - theory of evolution . . . . .	.988
<b>bfkt03_c</b>	structure and function - components of the proteins. . . . .	.989
<b>bfkt21_c</b>	Structure and function - digestive enzymes - answer in open text . . . . .	.990
<b>bgen21_c</b>	genetics - material of a cell - answer as open text . . . . .	.991
<b>binf05_c</b>	information processing - swallowing process . . . . .	.992
<b>binf20_c</b>	information processing - nerve cells. . . . .	.993
<b>boek02_c</b>	ecology - symbiosis . . . . .	.994
<b>boek12_c</b>	ecology - decomposers (destruents). . . . .	.995
<b>boek13_c</b>	ecology - yellow water lily . . . . .	.996
<b>bstw06_c</b>	metabolism - enzymes of the glucose degradation. . . . .	.997
<b>bstw09_c</b>	metabolism - chloroplasts . . . . .	.998
<b>bstw11_c</b>	metabolism - bony fish . . . . .	.999
<b>b_sc1</b>	Biology: WLE . . . . .	.1000
<b>b_sc2</b>	Biology: SE(WLE) . . . . .	.1001
<b>dgc_i_11</b>	Score Speed Round 1. . . . .	.1002
<b>dgc_i_12</b>	Score Speed Round 2. . . . .	.1003
<b>dgc_i_13</b>	Score Speed Round 3. . . . .	.1004

## 4 xTargetCompetencies

<b>dgci_1</b> Score Speed Round total . . . . .	.1005
<b>dgci_21</b> Score Reasoning Round 1 . . . . .	.1006
<b>dgci_22</b> Score Reasoning Round 2 . . . . .	.1007
<b>dgci_23</b> Score Reasoning Round 3 . . . . .	.1008
<b>dgci_2</b> Score Reasoning Round total . . . . .	.1009

ID\_t ID target

no question text

no table generated



wave wave

no question text

Label	Code	#	by wave		
			1	2	3
2010/11	1	1284	1284	0	0
2011/12	2	2395	0	2395	0
2012/13	3	1214	0	0	1214

## maa2q071\_c mathematical competence: Item 1

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1098	280	525	293
Solved	1	3717	989	1827	901
<i>Not participated</i>	-56	10	2	5	3
<i>Refused</i>	-97	68	13	38	17

## mas2r092\_c mathematical competence: Item 2

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	3774	959	1855	960
Solved	1	1086	316	522	248
<i>Not participated</i>	-56	10	2	5	3
<i>Refused</i>	-97	23	7	13	3

## mas2v093\_c mathematical competence: Item 3

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1286	344	612	330
Solved	1	3548	926	1750	872
<i>Not participated</i>	-56	10	2	5	3
<i>Implausible value</i>	-95	1	1	0	0
<i>Refused</i>	-97	48	11	28	9

## mas2v032\_c mathematical competence: Item 4

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1273	376	620	277
Solved	1	3345	837	1633	875
<i>Not participated</i>	-56	10	2	5	3
<i>Refused</i>	-97	265	69	137	59

## maa2d131\_c mathematical competence: Item 5

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	645	155	327	163
Solved	1	4204	1117	2047	1040
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	1	1	0	0
<i>Refused</i>	-97	33	9	16	8

## maa2d132\_c mathematical competence: Item 6

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1634	452	773	409
Solved	1	3102	796	1548	758
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	2	1	0	1
<i>Refused</i>	-97	145	33	69	43

## mas2v062\_c mathematical competence: Item 7

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	2650	713	1294	643
Solved	1	1604	392	772	440
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	2	1	0	1
<i>Implausible value</i>	-95	4	2	2	0
<i>Refused</i>	-97	623	174	322	127



## mas2v063\_c mathematical competence: Item 8

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	2695	692	1319	684
Solved	1	1995	539	965	491
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	3	1	1	1
<i>Implausible value</i>	-95	3	0	3	0
<i>Refused</i>	-97	187	50	102	35

## maa2r081\_c mathematical competence: Item 9

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1357	358	664	335
Solved	1	3242	852	1583	807
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	6	4	1	1
<i>Refused</i>	-97	278	68	142	68

## maa2v082\_c mathematical competence: Item 10

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1761	436	868	457
Solved	1	2694	757	1297	640
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	10	5	3	2
<i>Refused</i>	-97	418	84	222	112

## mas2q041\_c mathematical competence: Item 11

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1659	400	836	423
Solved	1	2910	809	1395	706
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	19	7	9	3
<i>Implausible value</i>	-95	2	1	1	0
<i>Refused</i>	-97	293	65	149	79

## mas2v042\_c mathematical competence: Item 12

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1065	269	541	255
Solved	1	1988	511	921	556
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	51	19	22	10
<i>Implausible value</i>	-95	40	20	17	3
<i>Refused</i>	-97	1739	463	889	387

## mas2q02s\_c mathematical competence: Item 13

no question text

Label	Code	#	by wave		
			1	2	3
0 of 3 scores	0	225	59	117	49
1 of 3 scores	1	455	127	231	97
2 of 3 scores	2	993	259	485	249
3 of 3 scores	3	2752	725	1331	696
<i>Not determinable</i>	-55	9	2	3	4
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	85	29	36	20
<i>Implausible value</i>	-95	5	0	4	1
<i>Refused</i>	-97	359	81	183	95

## maa2d111\_c mathematical competence: Item 14

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1320	385	650	285
Solved	1	3222	790	1586	846
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	141	50	57	34
<i>Implausible value</i>	-95	9	3	4	2
<i>Refused</i>	-97	191	54	93	44

## maa2d112\_c mathematical competence: Item 15

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	2550	669	1238	643
Solved	1	1747	459	865	423
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	194	63	85	46
<i>Refused</i>	-97	392	91	202	99



## maa2r011\_c mathematical competence: Item 16

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1165	263	551	351
Solved	1	3393	924	1684	785
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	248	81	114	53
<i>Implausible value</i>	-95	1	0	1	0
<i>Refused</i>	-97	76	14	40	22

## mas2q011\_c mathematical competence: Item 17

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	901	243	442	216
Solved	1	3435	891	1680	864
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	388	115	188	85
<i>Implausible value</i>	-95	10	2	6	2
<i>Refused</i>	-97	149	31	74	44

## mag9r061\_c mathematical competence: Item 18

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1456	402	722	332
Solved	1	2263	564	1084	615
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	573	153	295	125
<i>Implausible value</i>	-95	13	4	7	2
<i>Refused</i>	-97	578	159	282	137

## mas2d071\_c mathematical competence: Item 19

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1884	494	910	480
Solved	1	2076	555	984	537
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	884	226	474	184
<i>Refused</i>	-97	39	7	22	10

## mas2d072\_c mathematical competence: Item 20

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	2747	706	1313	728
Solved	1	1084	306	508	270
<i>Not participated</i>	-56	10	2	5	3
<i>Not reached</i>	-94	1052	270	569	213

mas2\_sc1 mathematical competence: WLE

no question text

Label	Code	#	by wave		
			1	2	3
	-0.00	1	0	0	1
	-0.00	1	0	1	0
	-0.00	5	2	2	1
	0.00	1	1	0	0
	0.00	1	0	1	0
	-0.00	1	0	1	0
	0.00	1	0	1	0
	0.01	1	1	0	0
	-0.01	1	1	0	0
	-0.01	1	0	1	0
	0.01	1	0	1	0
	0.01	1	0	1	0
	... 1709 values omitted ...				
	3.49	3	1	2	0
	3.51	1	1	0	0
	3.54	2	0	1	1
	3.61	1	1	0	0
	-3.64	1	0	1	0
	3.65	1	0	0	1
	3.67	1	0	1	0
	3.68	1	1	0	0
	3.68	1	0	1	0
	3.71	29	7	10	12
	-5.02652	3	2	1	0
Not participated	-56	10	2	5	3

mas2\_sc2 mathematical competence: SE(WLE)

no question text

Label	Code	#	by wave		
			1	2	3
	0.49	52	10	26	16
	0.49	62	14	29	19
	0.49	91	17	49	25
	0.49	54	14	25	15
	0.49	45	10	23	12
	0.49	52	13	22	17
	0.49	90	20	42	28
	0.49	1	0	1	0
	0.49	43	7	24	12
	0.49	43	12	17	14
	0.50	2	1	1	0
	0.50	3	0	3	0
	... 1654 values omitted ...				
	1.63	1	1	0	0
	1.64	3	2	1	0
	1.65	1	0	1	0
	1.65	1	0	0	1
	1.66	1	0	1	0
	1.66	1	0	0	1
	1.69	1	0	1	0
	1.70	1	1	0	0
	1.71	1	1	0	0
	1.71	1	0	1	0
	1.73	1	0	1	0
<i>Not participated</i>	-56	10	2	5	3

## phym14\_c mirror task

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	163	48	83	32
Solved	1	1007	269	488	250
<i>Missing by design</i>	-54	3695	962	1809	924
<i>Implausible value</i>	-95	3	1	1	1
<i>Refused</i>	-97	25	4	14	7



## phyh10\_c Electrical fields and interaction - vector sum

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	3862	1022	1886	954
Solved	1	841	220	420	201
<i>Not participated</i>	-56	18	3	7	8
<i>Implausible value</i>	-95	5	2	1	2
<i>Refused</i>	-97	167	37	81	49

## phyg2\_c thermodynamics - water and water vapor

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1929	523	929	477
Solved	1	2856	736	1418	702
<i>Not participated</i>	-56	18	3	7	8
<i>Implausible value</i>	-95	82	18	40	24
<i>Refused</i>	-97	8	4	1	3

## phyg6\_c nuclear energy - stars

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	2032	552	972	508
Solved	1	2691	691	1344	656
<i>Not participated</i>	-56	18	3	7	8
<i>Implausible value</i>	-95	28	7	12	9
<i>Refused</i>	-97	124	31	60	33

## phyg19\_c electromagnetic induction - aluminium ring

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	2640	697	1295	648
Solved	1	2150	570	1048	532
<i>Not participated</i>	-56	18	3	7	8
<i>Implausible value</i>	-95	35	3	19	13
<i>Refused</i>	-97	50	11	26	13

phye1\_c mechanical oscillations - oscillograph

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	585	166	266	153
Solved	1	4274	1113	2109	1052
<i>Not participated</i>	-56	18	3	7	8
<i>Implausible value</i>	-95	14	2	11	1
<i>Refused</i>	-97	2	0	2	0

phyn14\_c dynamics of the circular motion of the point mass and rotation of rigid bodies

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	3359	875	1654	830
Solved	1	1373	373	661	339
<i>Not participated</i>	-56	18	3	7	8
<i>Implausible value</i>	-95	3	0	2	1
<i>Refused</i>	-97	140	33	71	36

phyr1\_c ray model of light - properties of light

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	689	186	320	183
Solved	1	4178	1091	2066	1021
<i>Not participated</i>	-56	18	3	7	8
<i>Refused</i>	-97	8	4	2	2

## phyt1\_c thermodynamics - gas

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	3135	831	1536	768
Solved	1	1689	439	821	429
<i>Not participated</i>	-56	18	3	7	8
<i>Implausible value</i>	-95	3	0	2	1
<i>Refused</i>	-97	48	11	29	8



phyh12\_c mechanical waves - direction of movement

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	3475	925	1684	866
Solved	1	1360	346	685	329
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	1	0	1	0
<i>Implausible value</i>	-95	11	1	6	4
<i>Refused</i>	-97	28	9	12	7

## phyh2\_c thermodynamics - evaporation of liquids

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	634	170	308	156
Solved	1	533	128	257	148
<i>Missing by design</i>	-54	3675	975	1804	896
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	1	0	1	0
<i>Implausible value</i>	-95	11	5	4	2
<i>Refused</i>	-97	21	3	14	4

## phyn11\_c wave model of light - electromagnetic spectrum: X-radiation

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	675	157	344	174
Solved	1	505	143	232	130
<i>Missing by design</i>	-54	3675	975	1804	896
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	1	0	1	0
<i>Implausible value</i>	-95	12	6	3	3
<i>Refused</i>	-97	7	0	4	3

## phyf5\_c thermodynamics - energy of the sun

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	647	159	329	159
Solved	1	547	147	250	150
<i>Missing by design</i>	-54	3675	975	1804	896
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	3	0	3	0
<i>Refused</i>	-97	3	0	2	1

phyn6\_c electromagnetic waves - formation and propagation of Hertzian waves

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	519	139	248	132
Solved	1	521	130	254	137
<i>Missing by design</i>	-54	3675	975	1804	896
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	20	5	11	4
<i>Refused</i>	-97	140	32	71	37

phyn7\_c electromagnetic waves - application of knowledge on Hertzian waves

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	550	146	265	139
Solved	1	613	151	298	164
<i>Missing by design</i>	-54	3675	975	1804	896
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	27	5	17	5
<i>Implausible value</i>	-95	10	4	4	2

## phyf7\_c quantum physics of light - kinetic energy

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	705	181	364	160
Solved	1	472	128	219	125
<i>Missing by design</i>	-54	3595	953	1753	889
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	14	2	6	6
<i>Implausible value</i>	-95	6	1	5	0
<i>Refused</i>	-97	83	16	41	26

## phyn5\_c oscillations - electromagnetic oscillating circuit

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	642	160	328	154
Solved	1	562	150	271	141
<i>Missing by design</i>	-54	3595	953	1753	889
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	14	2	6	6
<i>Refused</i>	-97	62	16	30	16



## phyf13\_c mechanical waves - water

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	573	135	294	144
Solved	1	652	179	318	155
<i>Missing by design</i>	-54	3595	953	1753	889
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	19	5	7	7
<i>Implausible value</i>	-95	1	1	0	0
<i>Refused</i>	-97	35	8	16	11

## phyf9\_c physics of the atomic nucleus

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	897	241	440	216
Solved	1	193	48	100	45
<i>Missing by design</i>	-54	3595	953	1753	889
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	38	9	19	10
<i>Implausible value</i>	-95	2	2	0	0
<i>Refused</i>	-97	150	28	76	46

## phyn3\_c oscillations - mechanical oscillations

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	527	143	263	121
Solved	1	709	174	351	184
<i>Missing by design</i>	-54	3595	953	1753	889
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	43	11	20	12
<i>Implausible value</i>	-95	1	0	1	0

phyh6\_c electromagnetic induction - circular conductor - Answer in MC

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1334	356	663	315
Solved	1	871	243	407	221
<i>Missing by design</i>	-54	2480	634	1219	627
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	4	1	3	0
<i>Implausible value</i>	-95	6	0	4	2
<i>Refused</i>	-97	180	47	92	41

phyh6t\_c electromagnetic induction - circular conductor - Answer in open text

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	983	235	489	259
Solved	1	571	171	256	144
<i>Missing by design</i>	-54	2395	647	1169	579
<i>Not participated</i>	-56	10	3	7	0
<i>Not reached</i>	-94	5	0	0	5
<i>Implausible value</i>	-95	50	11	28	11
<i>Refused</i>	-97	879	217	446	216

## phyn2\_c magnetic fields and electromagnetic induction - answer in MC

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1671	433	821	417
Solved	1	430	130	207	93
<i>Missing by design</i>	-54	2480	634	1219	627
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	4	1	3	0
<i>Implausible value</i>	-95	1	1	0	0
<i>Refused</i>	-97	289	82	138	69

phyn2t\_c magnetic fields and electromagnetic induction - answer in open text

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	991	249	484	258
Solved	1	31	12	12	7
<i>Missing by design</i>	-54	2395	647	1169	579
<i>Not participated</i>	-56	10	3	7	0
<i>Not reached</i>	-94	5	0	0	5
<i>Implausible value</i>	-95	65	14	32	19
<i>Refused</i>	-97	1396	359	691	346

## phyn9\_c wave length of monochromatic light - answer in MC

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	840	247	418	175
Solved	1	1252	321	591	340
<i>Missing by design</i>	-54	2480	634	1219	627
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	4	1	3	0
<i>Implausible value</i>	-95	1	1	0	0
<i>Refused</i>	-97	298	77	157	64



## phyn9t\_c wave length of monochromatic light - answer in open text

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	946	244	468	234
Solved	1	202	44	104	54
<i>Missing by design</i>	-54	2395	647	1169	579
<i>Not participated</i>	-56	10	3	7	0
<i>Not reached</i>	-94	5	0	0	5
<i>Implausible value</i>	-95	69	16	36	17
<i>Refused</i>	-97	1266	330	611	325

phyn12\_c mechanics of rigid bodies - torque and balance - answer in MC

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1671	448	809	414
Solved	1	633	173	317	143
<i>Missing by design</i>	-54	2480	634	1219	627
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	4	1	3	0
<i>Refused</i>	-97	87	25	40	22

phyn12t\_c mechanics of rigid bodies - torque and balance - answer in open text

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1835	475	904	456
Solved	1	354	100	157	97
<i>Missing by design</i>	-54	2395	647	1169	579
<i>Not participated</i>	-56	10	3	7	0
<i>Not reached</i>	-94	5	0	0	5
<i>Implausible value</i>	-95	23	4	17	2
<i>Refused</i>	-97	271	55	141	75

phyh5\_c special theory of relativity - astrophysics - answer in MC

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1329	356	657	316
Solved	1	815	222	389	204
<i>Missing by design</i>	-54	2480	634	1219	627
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	7	2	5	0
<i>Implausible value</i>	-95	1	1	0	0
<i>Refused</i>	-97	243	66	118	59

phyh5t\_c special theory of relativity - astrophysics - answer in open text

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1154	284	578	292
Solved	1	214	72	93	49
<i>Missing by design</i>	-54	2395	647	1169	579
<i>Not participated</i>	-56	10	3	7	0
<i>Not reached</i>	-94	8	2	0	6
<i>Implausible value</i>	-95	52	12	32	8
<i>Refused</i>	-97	1060	264	516	280

## phyn8\_c optics - ray theory of light: image formation

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1037	281	502	254
Solved	1	109	29	57	23
<i>Missing by design</i>	-54	3678	956	1805	917
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	3	0	3	0
<i>Refused</i>	-97	48	15	21	12

## phyb6\_c electrical fields and interaction - electron

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	943	261	459	223
Solved	1	196	52	88	56
<i>Missing by design</i>	-54	3678	956	1805	917
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	5	0	4	1
<i>Implausible value</i>	-95	5	1	3	1
<i>Refused</i>	-97	48	11	29	8

## phyh3\_c quantum physics of light - photoelectric effect

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	655	169	314	172
Solved	1	429	130	205	94
<i>Missing by design</i>	-54	3678	956	1805	917
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	9	2	6	1
<i>Implausible value</i>	-95	1	0	1	0
<i>Refused</i>	-97	103	24	57	22



## phyt4a\_c thermodynamics - steam engine: Lisa

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	256	61	138	57
Solved	1	840	242	388	210
<i>Missing by design</i>	-54	3678	956	1805	917
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	11	4	6	1
<i>Implausible value</i>	-95	1	0	1	0
<i>Refused</i>	-97	89	18	50	21

## phyt4b\_c thermodynamics - steam engine: Lutz

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	405	102	214	89
Solved	1	680	199	301	180
<i>Missing by design</i>	-54	3678	956	1805	917
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	13	4	8	1
<i>Implausible value</i>	-95	2	0	0	2
<i>Refused</i>	-97	97	20	60	17

## phyt4c\_c thermodynamics - steam engine: Rike

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	918	253	445	220
Solved	1	227	58	110	59
<i>Missing by design</i>	-54	3678	956	1805	917
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	14	4	9	1
<i>Refused</i>	-97	38	10	19	9

## phyh8\_c electrical fields and interaction - path of the electron

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	870	239	416	215
Solved	1	257	65	129	63
<i>Missing by design</i>	-54	3678	956	1805	917
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	61	18	34	9
<i>Implausible value</i>	-95	9	3	4	2

## phyf4\_c kinematics of the circular motion of the point mass - airplane

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	845	227	413	205
Solved	1	244	64	118	62
<i>Missing by design</i>	-54	3677	959	1802	916
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	5	2	3	0
<i>Refused</i>	-97	104	29	52	23

## phyb24\_c magnetic flux density - wire rings

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	964	257	470	237
Solved	1	171	45	85	41
<i>Missing by design</i>	-54	3677	959	1802	916
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	8	2	6	0
<i>Implausible value</i>	-95	1	0	1	0
<i>Refused</i>	-97	54	18	24	12

## phyg5\_c ray model of light - glass body

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	802	230	368	204
Solved	1	361	87	198	76
<i>Missing by design</i>	-54	3677	959	1802	916
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	15	3	11	1
<i>Implausible value</i>	-95	9	1	3	5
<i>Refused</i>	-97	11	1	6	4

## phyg8\_c mechanical oscillations - feather

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	894	242	424	228
Solved	1	258	68	136	54
<i>Missing by design</i>	-54	3677	959	1802	916
<i>Not participated</i>	-56	18	3	7	8
<i>Not reached</i>	-94	46	12	26	8



p\_sc1 Competence in Physics: (WLE)

no question text

Label	Code	#	by wave		
			1	2	3
	0.00	1	0	1	0
	-0.00	1	0	1	0
	-0.00	1	0	1	0
	0.00	2	0	1	1
	-0.01	1	0	1	0
	0.01	4	0	2	2
	-0.01	1	0	1	0
	0.01	5	2	3	0
	0.01	2	0	1	1
	0.01	1	0	0	1
	-0.01	1	0	1	0
	-0.01	1	0	1	0
	... 1447 values omitted ...				
	3.48	6	2	2	2
	-3.87	1	0	0	1
	3.91	3	0	2	1
	3.92	1	0	0	1
	3.98	1	0	1	0
	-4.05	1	0	1	0
	-4.06	1	0	1	0
	4.53	3	2	1	0
	4.66	1	0	0	1
	5.33	2	1	0	1
	5.37	1	0	1	0
<i>Not participated</i>	-56	18	3	7	8

p\_sc2 Competence in Physics: SE(WLE)

no question text

Label	Code	#	by wave		
			1	2	3
	0.51	59	19	25	15
	0.51	71	16	31	24
	0.51	46	15	23	8
	0.51	103	29	43	31
	0.52	53	12	27	14
	0.52	2	0	2	0
	0.52	68	17	34	17
	0.52	2	1	0	1
	0.52	1	1	0	0
	0.52	37	16	10	11
	0.52	1	0	0	1
	0.52	2	0	2	0
	... 1408 values omitted ...				
	1.10	1	0	1	0
	1.12	1	0	1	0
	1.31	1	0	0	1
	1.50	3	2	1	0
	1.52	1	0	0	1
	1.53	1	1	0	0
	1.60	1	0	1	0
	1.61	1	0	1	0
	1.64	1	0	1	0
	1.66	2	1	0	1
	1.71	1	0	0	1
<i>Not participated</i>	-56	18	3	7	8

### e008a\_c Reviews - Nirvana

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	991	221	494	276
Solved	1	3856	1054	1878	924
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	6	2	4	0
<i>Refused</i>	-97	35	6	15	14

## e008b\_c Reviews - James Blunt

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	679	169	327	183
Solved	1	4177	1108	2049	1020
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	1	0	1	0
<i>Refused</i>	-97	31	6	14	11

## e008c\_c Reviews - Sofamecca

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1132	272	564	296
Solved	1	3686	999	1793	894
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	9	1	8	0
<i>Refused</i>	-97	61	11	26	24

### e008e\_c Reviews - Green Day

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1358	324	693	341
Solved	1	3423	934	1647	842
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	11	4	7	0
<i>Refused</i>	-97	96	21	44	31

e022b\_c Smoking-Washington state

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1024	289	491	244
Solved	1	1408	356	697	355
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	8	1	4	3
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	1	0	1	0
<i>Refused</i>	-97	31	10	16	5

e022c\_c Smoking-New York City

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	173	47	79	47
Solved	1	2277	605	1120	552
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	8	1	4	3
<i>Not reached</i>	-94	2	0	0	2
<i>Refused</i>	-97	13	3	6	4



## e022d\_c Smoking-positive health effects

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	288	62	146	80
Solved	1	2062	561	999	502
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	8	1	4	3
<i>Not reached</i>	-94	3	1	0	2
<i>Implausible value</i>	-95	1	0	1	0
<i>Refused</i>	-97	111	31	59	21

e022e\_c Smoking-Californian beaches

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	426	105	211	110
Solved	1	2025	547	987	491
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	8	1	4	3
<i>Not reached</i>	-94	3	1	0	2
<i>Refused</i>	-97	11	2	7	2

## e022f\_c Smoking-West Lafayette

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	800	199	398	203
Solved	1	1634	451	791	392
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	8	1	4	3
<i>Not reached</i>	-94	4	1	1	2
<i>Refused</i>	-97	27	4	15	8

## e022g\_c Smoking-Iowa hospitals

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	817	195	412	210
Solved	1	1599	446	772	381
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	8	1	4	3
<i>Not reached</i>	-94	7	2	3	2
<i>Refused</i>	-97	42	12	18	12

## e022h\_c Smoking-outdoor smoking bans

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	127	26	64	37
Solved	1	2310	619	1131	560
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	8	1	4	3
<i>Not reached</i>	-94	9	3	3	3
<i>Refused</i>	-97	19	7	7	5

## e022i\_c Smoking-privacy of his own home

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	468	140	207	121
Solved	1	1963	506	982	475
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	8	1	4	3
<i>Not reached</i>	-94	10	3	4	3
<i>Refused</i>	-97	24	6	12	6

### e057a\_c London Eye

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	462	97	254	111
Solved	1	4246	1122	2057	1067
<i>Not participated</i>	-56	8	1	4	3
<i>Not reached</i>	-94	135	54	54	27
<i>Implausible value</i>	-95	42	10	26	6

## e059a\_c Britishness, Test - gap1

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	337	63	174	100
Solved	1	2028	536	993	499
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	4	0	4	0
<i>Refused</i>	-97	54	29	15	10



## e059b\_c Britishness, Test - gap2

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	300	63	161	76
Solved	1	2044	539	997	508
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	7	2	5	0
<i>Refused</i>	-97	72	24	23	25

e059c\_c Britishness, Test - gap3

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	361	91	188	82
Solved	1	2032	530	987	515
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	1	1	0	0
<i>Refused</i>	-97	29	6	11	12

e059d\_c Britishness, Test - gap4

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	144	35	62	47
Solved	1	2253	584	1115	554
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	5	1	4	0
<i>Refused</i>	-97	26	9	9	8

## e059e\_c Britishness, Test - gap5

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	688	143	359	186
Solved	1	1660	455	800	405
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	6	4	2	0
<i>Refused</i>	-97	69	26	25	18

## e059f\_c Britishness, Test - gap6

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	806	217	385	204
Solved	1	1577	405	780	392
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	8	1	6	1
<i>Refused</i>	-97	32	5	15	12

## e059g\_c Britishness, Test - gap7

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	379	91	185	103
Solved	1	1968	519	972	477
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	5	1	4	0
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	4	1	3	0
<i>Refused</i>	-97	71	17	26	28

## e059i\_c Britishness, Test - gap8

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	454	101	212	141
Solved	1	1928	516	958	454
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	5	1	4	0
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	6	3	3	0
<i>Refused</i>	-97	34	8	13	13

e065a\_c Face at the Window-she looks at the street

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	394	100	182	112
Solved	1	2017	525	1000	492
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	8	1	4	3
<i>Implausible value</i>	-95	1	0	0	1
<i>Refused</i>	-97	8	3	4	1



e065b\_c Face at the Window-Sal's attitude

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	236	72	106	58
Solved	1	2174	552	1075	547
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	8	1	4	3
<i>Implausible value</i>	-95	3	1	2	0
<i>Refused</i>	-97	7	3	3	1

## e065c\_c Face at the Window-Sal's father's behavior

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	713	192	336	185
Solved	1	1688	428	842	418
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	8	1	4	3
<i>Implausible value</i>	-95	7	4	2	1
<i>Refused</i>	-97	12	4	6	2

## e065d\_c Face at the Window-Sal's father thinks

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	716	158	367	191
Solved	1	1682	465	807	410
<i>Missing by design</i>	-54	2465	655	1205	605
<i>Not participated</i>	-56	8	1	4	3
<i>Implausible value</i>	-95	14	2	9	3
<i>Refused</i>	-97	8	3	3	2

e075a\_c Mads - Mikkelsen

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1203	278	593	332
Solved	1	3627	992	1775	860
<i>Not participated</i>	-56	5	1	4	0
<i>Not reached</i>	-94	7	2	3	2
<i>Implausible value</i>	-95	9	4	3	2
<i>Refused</i>	-97	42	7	17	18

## e075b\_c Mads - Denmark

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1277	298	631	348
Solved	1	3543	971	1731	841
<i>Not participated</i>	-56	5	1	4	0
<i>Not reached</i>	-94	7	2	3	2
<i>Implausible value</i>	-95	7	2	3	2
<i>Refused</i>	-97	54	10	23	21

## e075c\_c Mads - Bond girl

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	935	201	473	261
Solved	1	3884	1068	1883	933
<i>Not participated</i>	-56	5	1	4	0
<i>Not reached</i>	-94	8	2	4	2
<i>Implausible value</i>	-95	3	0	2	1
<i>Refused</i>	-97	58	12	29	17

## e075d\_c Mads - Casino Royale

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1215	276	605	334
Solved	1	3600	991	1752	857
<i>Not participated</i>	-56	5	1	4	0
<i>Not reached</i>	-94	8	2	4	2
<i>Implausible value</i>	-95	2	1	1	0
<i>Refused</i>	-97	63	13	29	21

### e108a\_c Rambler Ticket - adult persons

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	91	17	41	33
Solved	1	2359	636	1157	566
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	3	0	1	2
<i>Refused</i>	-97	15	2	6	7



## e108b\_c Rambler Ticket - for 7 days

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	295	81	138	76
Solved	1	2159	571	1062	526
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	1	0	0	1
<i>Refused</i>	-97	13	3	5	5

e108c\_c Rambler Ticket - The Rambler ticket

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	798	207	386	205
Solved	1	1591	432	782	377
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	7	3	3	1
<i>Refused</i>	-97	72	13	34	25

## e108d\_c Rambler Ticket - entering the bus

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	249	54	127	68
Solved	1	2202	600	1071	531
<i>Missing by design</i>	-54	2420	628	1186	606
<i>Not participated</i>	-56	5	1	4	0
<i>Implausible value</i>	-95	2	0	0	2
<i>Refused</i>	-97	15	1	7	7

## 4 xTargetCompetencies

efg10\_sc3 English sum score

no question text

Label	Code	#	by wave		
			1	2	3
<i>Not participated</i>	-56	4893	1284	2395	1214

### e\_sc1 English competence: (WLE)

no question text

Label	Code	#	by wave		
			1	2	3
	0.00	11	7	3	1
	-0.01	14	4	8	2
	0.01	1	0	1	0
	0.01	1	1	0	0
	0.02	1	0	1	0
	0.02	234	53	113	68
	-0.03	1	0	1	0
	0.03	1	0	1	0
	-0.07	5	3	1	1
	-0.07	1	0	1	0
	-0.08	1	0	1	0
	-0.09	1	1	0	0
	... 471 values omitted ...				
	-3.49	2	0	0	2
	-3.53	1	0	1	0
	-3.65	1	0	0	1
	-3.84	1	0	1	0
	-4.04	1	1	0	0
	-4.07	3	0	1	2
	-4.21	1	0	1	0
	-4.28	1	0	0	1
	-4.52	1	1	0	0
	-4.61	1	1	0	0
	-4.66	2	0	1	1
<i>Not participated</i>	-56	8	1	4	3

### e\_sc2 English competence: SE(WLE)

no question text

Label	Code	#	by wave		
			1	2	3
	0.47	48	3	30	15
	0.47	63	6	34	23
	0.47	37	1	24	12
	0.47	54	12	24	18
	0.47	44	7	21	16
	0.48	78	17	48	13
	0.48	68	11	38	19
	0.48	1	1	0	0
	0.48	2	1	0	1
	0.48	23	3	13	7
	0.48	28	7	11	10
	0.48	1	1	0	0
	... 469 values omitted ...				
	1.50	1	0	0	1
	1.50	2	0	0	2
	1.50	1	0	1	0
	1.50	1	0	1	0
	1.51	1	0	0	1
	1.51	1	0	0	1
	1.52	1	0	1	0
	1.52	1	0	0	1
	1.53	1	0	1	0
	1.54	1	0	1	0
	2.31	1	0	1	0
<i>Not participated</i>	-56	8	1	4	3

## bevo16\_c evolution - hagfish and lampreys

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1980	487	993	500
Solved	1	2826	779	1356	691
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	47	14	23	10
<i>Refused</i>	-97	29	3	15	11

## bfkt06\_c structure and function - secondary growth in girth

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	2741	717	1334	690
Solved	1	2008	542	983	483
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	32	6	18	8
<i>Refused</i>	-97	101	18	52	31



## bfkt16\_c structure and function - intestine

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	2909	713	1443	753
Solved	1	1674	505	804	365
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	2	1	1	0
<i>Refused</i>	-97	297	64	139	94

## bfkt18\_c structure and function - collagen fiber

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1599	386	765	448
Solved	1	3195	874	1578	743
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	7	3	2	2
<i>Refused</i>	-97	81	20	42	19

## bgen08\_c genetics - fruit flies

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	2391	609	1176	606
Solved	1	2336	637	1141	558
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	62	19	26	17
<i>Refused</i>	-97	93	18	44	31

### binf10\_c information processing - action potential

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	667	179	310	178
Solved	1	4185	1094	2063	1028
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	3	1	2	0
<i>Refused</i>	-97	27	9	12	6

binf21\_c information processing - biochemical substances - answer in open text

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1847	489	911	447
Solved	1	1297	312	653	332
	2	577	166	276	135
<i>Not participated</i>	-56	9	1	8	0
<i>Implausible value</i>	-95	47	11	21	15
<i>Refused</i>	-97	1116	305	526	285

## boek17\_c ecology - fermentation heat

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	3678	974	1782	922
Solved	1	1085	274	553	258
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	68	21	31	16
<i>Refused</i>	-97	51	14	21	16

## boek19\_c ecology - behavior of frog larvae

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	326	75	172	79
Solved	1	4489	1188	2185	1116
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	61	18	28	15
<i>Refused</i>	-97	6	2	2	2

## bstw07\_c metabolism - osmoregulation

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	2452	650	1196	606
Solved	1	2315	605	1138	572
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	29	9	11	9
<i>Refused</i>	-97	86	19	42	25



## bstw12\_c metabolism - biochemical reactions

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	866	196	423	247
Solved	1	3964	1074	1945	945
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	14	4	4	6
<i>Refused</i>	-97	38	9	15	14

## bstw19\_c metabolism - UV-irradiation

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1548	443	765	340
Solved	1	3268	821	1596	851
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	8	4	1	3
<i>Refused</i>	-97	58	15	25	18

## bevo07\_c evolution - phylogeny of the embryophytes

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1054	289	517	248
Solved	1	1125	280	558	287
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	84	24	33	27
<i>Refused</i>	-97	91	22	39	30

## bfkt02\_c structure and function - retina

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	967	279	445	243
Solved	1	1336	316	681	339
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	39	17	14	8
<i>Refused</i>	-97	12	3	7	2

## bfkt04\_c structure and function - glucose and ethanol

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1090	281	530	279
Solved	1	1176	307	577	292
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	61	17	27	17
<i>Refused</i>	-97	27	10	13	4

## bfkt07\_c structure and function - endocytosis

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1426	389	694	343
Solved	1	871	212	426	233
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	19	9	6	4
<i>Refused</i>	-97	38	5	21	12

## bgen04\_c genetics - meiosis

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1400	384	681	335
Solved	1	894	213	441	240
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	6	3	1	2
<i>Refused</i>	-97	54	15	24	15

## bgen18\_c genetics - term diocious

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1875	495	913	467
Solved	1	383	95	185	103
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	10	3	6	1
<i>Refused</i>	-97	86	22	43	21



## binf08\_c information processing - cell chart

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	945	234	465	246
Solved	1	1309	363	630	316
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	2	1	1	0
<i>Refused</i>	-97	98	17	51	30

### binf17\_c information processing - surface proteins of pathogens

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	835	210	416	209
Solved	1	1437	382	698	357
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	1	0	0
<i>Implausible value</i>	-95	27	9	11	7
<i>Refused</i>	-97	54	13	22	19

## boek03\_c ecology - parasites

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	430	109	203	118
Solved	1	1908	499	941	468
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	2	1	0	1
<i>Implausible value</i>	-95	6	4	1	1
<i>Refused</i>	-97	8	2	2	4

## boek09\_c ecology - varieties of orchids

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1203	310	578	315
Solved	1	1028	279	499	250
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	5	1	3	1
<i>Implausible value</i>	-95	6	3	2	1
<i>Refused</i>	-97	112	22	65	25

## bstw04\_c metabolism - secretion

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	350	78	161	111
Solved	1	1958	522	968	468
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	10	1	4	5
<i>Implausible value</i>	-95	6	4	2	0
<i>Refused</i>	-97	30	10	12	8

## bstw18\_c metabolism - classification of the enzymes

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	810	189	399	222
Solved	1	1502	412	732	358
<i>Missing by design</i>	-54	2528	668	1240	620
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	25	7	12	6
<i>Implausible value</i>	-95	7	3	2	2
<i>Refused</i>	-97	10	4	2	4

## bevo20\_c evolution - radially symmetric constitution

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1162	307	572	283
Solved	1	917	219	496	202
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	309	92	99	118
<i>Refused</i>	-97	61	12	27	22

## bfkt10\_c structure and function - cellulose

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1097	266	542	289
Solved	1	1290	349	629	312
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	4	1	0	3
<i>Refused</i>	-97	58	14	23	21



## bfkt13\_c structure and function - fruiting body

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1390	349	681	360
Solved	1	922	256	447	219
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	6	2	2	2
<i>Refused</i>	-97	131	23	64	44

## bfkt14\_c structure and function - structure of stomata

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	579	149	296	134
Solved	1	1715	446	826	443
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	123	29	57	37
<i>Refused</i>	-97	32	6	15	11

## bgen14\_c genetics - cyanobacteria

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	684	172	334	178
Solved	1	1684	431	826	427
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	34	11	15	8
<i>Refused</i>	-97	47	16	19	12

### binf09\_c information processing - consciousness

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1472	372	735	365
Solved	1	842	226	393	223
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	94	24	45	25
<i>Refused</i>	-97	41	8	21	12

## binf11\_c information processing - malaria pathogens and lymph glands

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	628	150	282	196
Solved	1	1748	463	877	408
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	43	9	22	12
<i>Refused</i>	-97	30	8	13	9

## boek04\_c ecology - mykorrhiza

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1040	233	522	285
Solved	1	1158	345	555	258
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	5	1	3	1
<i>Refused</i>	-97	246	51	114	81

## boek10\_c ecology - eukaryotic algae

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	695	206	319	170
Solved	1	1681	405	846	430
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	0	1
<i>Implausible value</i>	-95	46	13	19	14
<i>Refused</i>	-97	27	6	10	11

## bstw08\_c metabolism - processes of the metabolism

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	574	135	306	133
Solved	1	1837	485	868	484
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	2	1	0	1
<i>Implausible value</i>	-95	27	7	13	7
<i>Refused</i>	-97	10	2	7	1



## bstw17\_c metabolism - ribonucleic acids

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	820	231	391	198
Solved	1	1551	378	767	406
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	17	8	0	9
<i>Implausible value</i>	-95	14	4	5	5
<i>Refused</i>	-97	48	9	31	8

bstw21\_c Metabolism - characteristics of chlorophyll - answer in open text

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1096	292	542	262
Solved	1	64	28	26	10
	2	4	1	3	0
<i>Missing by design</i>	-54	2432	653	1193	586
<i>Not participated</i>	-56	9	1	8	0
<i>Not reached</i>	-94	152	0	0	152
<i>Implausible value</i>	-95	57	7	32	18
<i>Refused</i>	-97	1079	302	591	186

## bevo01\_c evolution - prerequisite

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	553	123	277	153
Solved	1	1938	538	947	453
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	24	5	10	9
<i>Refused</i>	-97	13	2	6	5

## bfkt09\_c structure and function - cloaca

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1110	294	538	278
Solved	1	1387	367	687	333
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	3	2	1	0
<i>Refused</i>	-97	28	5	14	9

## bfkt17\_c structure and function - material vesicles consist of

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1357	353	672	332
Solved	1	1076	284	525	267
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	26	8	13	5
<i>Refused</i>	-97	69	23	30	16

## bfkt19\_c structure and function - material chitin

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	598	126	301	171
Solved	1	1879	534	911	434
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	25	6	13	6
<i>Refused</i>	-97	26	2	15	9

## bgen05\_c genetics - functional cell differentiation

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1443	395	709	339
Solved	1	1010	253	496	261
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	17	5	8	4
<i>Refused</i>	-97	58	15	27	16

## bgen11\_c genetics - recombination

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1801	465	899	437
Solved	1	638	181	296	161
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	49	13	24	12
<i>Refused</i>	-97	40	9	21	10



## binf07\_c information processing - taxol

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	360	91	170	99
Solved	1	2115	560	1049	506
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	1	0
<i>Implausible value</i>	-95	30	9	14	7
<i>Refused</i>	-97	22	8	6	8

## binf19\_c information processing - functions of the nervous system

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1194	333	589	272
Solved	1	1236	302	614	320
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	1	0
<i>Implausible value</i>	-95	13	4	3	6
<i>Refused</i>	-97	84	29	33	22

## boek16\_c ecology - population

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1377	341	701	335
Solved	1	1085	305	514	266
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	1	0
<i>Implausible value</i>	-95	23	7	7	9
<i>Refused</i>	-97	42	15	17	10

## boek20\_c ecology - oceanic plankton

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1050	288	502	260
Solved	1	1393	356	697	340
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	1	0	1	0
<i>Implausible value</i>	-95	33	7	18	8
<i>Refused</i>	-97	51	17	22	12

## bstw13\_c metabolism - mitochondria

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	747	167	381	199
Solved	1	1743	495	842	406
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	10	0	3	7
<i>Implausible value</i>	-95	7	1	5	1
<i>Refused</i>	-97	21	5	9	7

## bstw16\_c metabolism - anaerobic metabolism

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	605	146	298	161
Solved	1	1887	514	927	446
<i>Missing by design</i>	-54	2354	615	1147	592
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	16	1	6	9
<i>Implausible value</i>	-95	13	5	6	2
<i>Refused</i>	-97	7	2	3	2

## bevo02\_c evolution - theory of evolution

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	440	106	216	118
Solved	1	1971	542	969	460
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	5	2	3	0
<i>Refused</i>	-97	16	3	5	8

## bfkt03\_c structure and function - components of the proteins

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	197	58	90	49
Solved	1	2199	585	1087	527
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	33	9	14	10
<i>Refused</i>	-97	3	1	2	0



## bfkt21\_c Structure and function - digestive enzymes - answer in open text

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1084	302	531	251
Solved	1	613	165	296	152
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	9	1	8	0
<i>Implausible value</i>	-95	25	8	12	5
<i>Refused</i>	-97	712	178	354	180

## bgen21\_c genetics - material of a cell - answer as open text

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	559	140	283	136
Solved	1	1251	359	598	294
	2	248	55	127	66
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	9	1	8	0
<i>Implausible value</i>	-95	11	3	6	2
<i>Refused</i>	-97	365	96	179	90

## binf05\_c information processing - swallowing process

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	940	252	462	226
Solved	1	1400	373	685	342
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	11	1	8	2
<i>Implausible value</i>	-95	86	27	44	15
<i>Refused</i>	-97	6	1	2	3

## binf20\_c information processing - nerve cells

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1028	280	501	247
Solved	1	1239	319	611	309
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	6	0	3	3
<i>Implausible value</i>	-95	110	35	56	19
<i>Refused</i>	-97	49	19	22	8

## boek02\_c ecology - symbiosis

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	530	142	256	132
Solved	1	1820	483	904	433
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	6	0	3	3
<i>Implausible value</i>	-95	54	24	21	9
<i>Refused</i>	-97	22	4	9	9

## boek12\_c ecology - decomposers (destruents)

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1478	391	711	376
Solved	1	888	252	441	195
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	6	0	3	3
<i>Implausible value</i>	-95	10	2	7	1
<i>Refused</i>	-97	50	8	31	11

## boek13\_c ecology - yellow water lily

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1471	389	737	345
Solved	1	872	239	411	222
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	8	2	3	3
<i>Implausible value</i>	-95	3	1	2	0
<i>Refused</i>	-97	78	22	40	16

## bstw06\_c metabolism - enzymes of the glucose degradation

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1227	312	597	318
Solved	1	1110	311	550	249
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	8	2	3	3
<i>Implausible value</i>	-95	38	15	16	7
<i>Refused</i>	-97	49	13	27	9



## bstw09\_c metabolism - chloroplasts

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	268	77	117	74
Solved	1	2124	564	1055	505
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	8	2	3	3
<i>Implausible value</i>	-95	27	10	15	2
<i>Refused</i>	-97	5	0	3	2

## bstw11\_c metabolism - bony fish

no question text

Label	Code	#	by wave		
			1	2	3
Not solved	0	1496	397	735	364
Solved	1	778	217	383	178
<i>Missing by design</i>	-54	2450	630	1194	626
<i>Not participated</i>	-56	11	1	8	2
<i>Not reached</i>	-94	51	10	25	16
<i>Implausible value</i>	-95	58	17	28	13
<i>Refused</i>	-97	49	12	22	15

### b\_sc1 Biology: WLE

no question text

Label	Code	#	by wave		
			1	2	3
	-0.00	1	1	0	0
	0.00	1	0	0	1
	0.00	1	1	0	0
	-0.00	1	0	1	0
	0.00	1	1	0	0
	0.00	2	2	0	0
	-0.00	3	0	3	0
	0.00	1	1	0	0
	-0.00	1	1	0	0
	0.00	4	2	2	0
	0.01	1	1	0	0
	-0.01	1	1	0	0
	... 2003 values omitted ...				
	2.63	4	2	1	1
	2.67	3	3	0	0
	-2.73	1	0	0	1
	2.84	2	1	1	0
	2.92	1	0	1	0
	3.33	1	0	0	1
	3.56	1	0	1	0
	4.14	1	0	0	1
	4.29	1	0	1	0
	5.22	1	1	0	0
	5.45	1	0	1	0
<i>Not participated</i>	-56	11	1	8	2

b\_sc2 Biology: SE(WLE)

no question text

Label	Code	#	by wave		
			1	2	3
	0.37	6	1	3	2
	0.37	12	5	6	1
	0.37	3	1	1	1
	0.37	11	4	6	1
	0.37	9	1	6	2
	0.37	9	2	6	1
	0.37	18	3	12	3
	0.37	21	4	14	3
	0.37	4	1	1	2
	0.37	4	1	2	1
	0.37	10	1	5	4
	0.37	9	1	5	3
... 1802 values omitted ...					
	0.74	1	0	1	0
	0.77	1	0	1	0
	0.82	1	0	1	0
	1.00	1	0	0	1
	1.01	1	0	1	0
	1.03	1	0	0	1
	1.04	1	1	0	0
	1.24	1	0	0	1
	1.29	1	0	1	0
	1.66	1	1	0	0
	2.05	1	0	1	0
<i>Not participated</i>	-56	11	1	8	2

dgci\_11 Score Speed Round 1

no question text

Label	Code	#	by wave		
			1	2	3
	0	7	1	5	1
	5	1	1	0	0
	6	4	1	1	2
	7	2	0	2	0
	8	3	0	2	1
	9	2	0	2	0
	10	8	2	5	1
	11	5	2	0	3
	12	8	1	6	1
	13	26	4	17	5
	14	40	12	19	9
	15	40	7	22	11
	... 4 values omitted ...				
	21	413	109	212	92
	22	438	117	200	121
	23	516	142	254	120
	24	446	113	230	103
	25	432	117	200	115
	26	371	109	171	91
	27	214	52	114	48
	28	156	44	64	48
	29	106	27	50	29
	30	98	36	43	19
	31	386	116	180	90
<i>Not participated</i>	-56	10	4	3	3

## dgci\_12 Score Speed Round 2

no question text

Label	Code	#	by wave		
			1	2	3
	0	7	0	6	1
	3	1	0	1	0
	4	2	1	0	1
	6	1	1	0	0
	7	3	1	1	1
	8	6	1	2	3
	9	6	1	3	2
	10	20	6	11	3
	11	51	18	21	12
	12	59	17	29	13
	13	112	27	58	27
	14	178	49	88	41
	... 5 values omitted ...				
	21	344	97	161	86
	22	367	105	163	99
	23	328	86	163	79
	24	276	84	131	61
	25	171	41	78	52
	26	115	27	61	27
	27	75	16	38	21
	28	50	14	19	17
	29	43	11	20	12
	30	52	19	21	12
	31	179	51	86	42
<i>Not participated</i>	-56	10	4	3	3

dgci\_13 Score Speed Round 3

no question text

Label	Code	#	by wave		
			1	2	3
	0	7	0	6	1
	1	1	0	1	0
	4	1	0	1	0
	8	1	0	1	0
	9	5	3	1	1
	10	16	6	8	2
	11	19	7	7	5
	12	26	7	10	9
	13	53	8	20	25
	14	79	19	43	17
	15	132	47	58	27
	16	173	40	89	44
	... 3 values omitted ...				
	21	377	84	186	107
	22	331	91	164	76
	23	340	87	173	80
	24	317	85	148	84
	25	278	77	126	75
	26	231	62	120	49
	27	179	43	97	39
	28	142	37	72	33
	29	101	35	46	20
	30	115	38	48	29
	31	364	101	166	97
<i>Not participated</i>	-56	10	4	3	3

### dgci\_1 Score Speed Round total

no question text

Label	Code	#	by wave		
			1	2	3
	0	6	0	5	1
	14	1	0	1	0
	22	1	0	1	0
	26	1	0	1	0
	27	1	0	1	0
	29	1	1	0	0
	30	2	1	0	1
	31	2	0	2	0
	32	2	1	0	1
	33	2	2	0	0
	34	4	1	0	3
	35	1	1	0	0
	... 46 values omitted ...				
	83	49	17	26	6
	84	43	14	14	15
	85	42	15	17	10
	86	29	6	14	9
	87	34	15	10	9
	88	17	6	3	8
	89	17	4	8	5
	90	18	5	7	6
	91	25	6	11	8
	92	42	17	18	7
	93	81	17	49	15
<i>Not participated</i>	-56	10	4	3	3



dgci\_21 Score Reasoning Round 1

no question text

Label	Code	#	by wave		
			1	2	3
	0	6	0	4	2
	1	36	6	19	11
	2	236	56	113	67
	3	1560	388	765	407
	4	3045	830	1491	724
<i>Not participated</i>	-56	10	4	3	3

dgci\_22 Score Reasoning Round 2

no question text

Label	Code	#	by wave		
			1	2	3
	0	6	1	3	2
	1	69	17	30	22
	2	422	117	206	99
	3	1558	408	764	386
	4	2828	737	1389	702
<i>Not participated</i>	-56	10	4	3	3

dgci\_23 Score Reasoning Round 3

no question text

Label	Code	#	by wave		
			1	2	3
	0	7	2	4	1
	1	13	2	9	2
	2	143	38	66	39
	3	957	240	460	257
	4	3763	998	1853	912
<i>Not participated</i>	-56	10	4	3	3

dgci\_2 Score Reasoning Round total

no question text

Label	Code	#	by wave		
			1	2	3
	1	2	0	2	0
	2	2	0	1	1
	4	4	1	2	1
	5	9	3	4	2
	6	19	4	8	7
	7	65	12	31	22
	8	171	44	85	42
	9	424	104	211	109
	10	935	251	428	256
	11	1705	442	869	394
	12	1547	419	751	377
<i>Not participated</i>	-56	10	4	3	3

# 5 xTarget

<b>ID_t</b> ID target . . . . .	1027
<b>wave</b> wave . . . . .	1028
<b>t1a</b> Satisfaction - life . . . . .	1029
<b>t1b</b> Satisfaction - possessions . . . . .	1030
<b>t1c</b> Satisfaction - health . . . . .	1031
<b>t1d</b> Satisfaction - family . . . . .	1032
<b>t1e</b> Satisfaction - friends . . . . .	1033
<b>t1f</b> Satisfaction - school . . . . .	1034
<b>t2a</b> Extent activities upper Gymnasium level - Information . . . . .	1035
<b>t2b</b> Extent activities upper Gymnasium level - literature . . . . .	1036
<b>t2c</b> Extent activities upper Gymnasium level - texts on computer . . . . .	1037
<b>t2d</b> Extent activities upper Gymnasium level - figures computer . . . . .	1038
<b>t2e</b> Extent activities upper Gymnasium level - electronic media . . . . .	1039
<b>t3a</b> Frequency activities upper Gymnasium level - Experiments . . . . .	1040
<b>t3b</b> Frequency activities upper Gymnasium level - minutes . . . . .	1041
<b>t3c</b> Frequency activities upper Gymnasium level - oral presentation . . . . .	1042
<b>t3d</b> Frequency activities upper Gymnasium level - prepare presentation in writing . . . . .	1043
<b>t3e</b> Frequency activities upper Gymnasium level - library . . . . .	1044
<b>t3f</b> Frequency activities upper Gymnasium level - school projects . . . . .	1045
<b>t4a</b> University study preparation - scientific problems . . . . .	1046
<b>t4b</b> University study preparation - analyzing texts . . . . .	1047
<b>t4c</b> University study preparation - debating . . . . .	1048
<b>t4d</b> University study preparation - distinction between important and unimportant . . . . .	1049
<b>t4e</b> University study preparation - general knowledge . . . . .	1050
<b>t5a</b> Stress factors - tension after school . . . . .	1051
<b>t5b</b> Stress factors - falling asleep . . . . .	1052
<b>t5c</b> Stress factors - irritable reaction . . . . .	1053
<b>t5d</b> Stress factors - feeling overwhelmed . . . . .	1054
<b>t5e</b> Stress factors - free time . . . . .	1055
<b>t5f</b> Stress factors - school requirements in general . . . . .	1056
<b>t5g</b> Stress factors - exhaustion . . . . .	1057
<b>t5h</b> Stress factors - discomfort . . . . .	1058

<b>t5i</b>	Stress factors - pressure . . . . .	1059
<b>t5j</b>	Stress factors - overwork . . . . .	1060
<b>t5k</b>	Stress factors - conciliation obligations . . . . .	1061
<b>t5l</b>	Stress factors - feeling tired and exhausted. . . . .	1062
<b>t5m</b>	Stress factors - recovery . . . . .	1063
<b>t5n</b>	Stress factors - relaxation . . . . .	1064
<b>t5o</b>	Stress factors - lack of time . . . . .	1065
<b>t6a</b>	English . . . . .	1066
<b>t6b</b>	Foreign language apart from English . . . . .	1067
<b>t6c</b>	Social studies . . . . .	1068
<b>t6d</b>	History . . . . .	1069
<b>t6e</b>	Geography . . . . .	1070
<b>t6f</b>	Economics . . . . .	1071
<b>t6g</b>	Biology . . . . .	1072
<b>t6h</b>	Chemistry . . . . .	1073
<b>t6i</b>	Physics . . . . .	1074
<b>t6j</b>	Ethics/religious education . . . . .	1075
<b>t6k</b>	Physical education . . . . .	1076
<b>t6l</b>	Other . . . . .	1077
<b>t6m_g1</b>	other core subject, namely . . . . .	1078
<b>t6m_g2</b>	Other core subject, namely . . . . .	1079
<b>t6m_g3</b>	Other core subject, namely . . . . .	1080
<b>t6m_g4</b>	Other core subject, namely . . . . .	1081
<b>t7</b>	NwT as a subject combination during the intermediate Gymnasium level . . . . .	1082
<b>t8a</b>	Self-evaluation - mathematics: no talent. . . . .	1083
<b>t8b</b>	Self-evaluation - good at mathematics. . . . .	1084
<b>t8c</b>	Self-evaluation - not good at mathematics . . . . .	1085
<b>t8d</b>	Self-evaluation - mathematical skills . . . . .	1086
<b>t9a</b>	Performance requirements evaluation - math class. . . . .	1087
<b>t9b</b>	Performance requirements evaluation - math homework . . . . .	1088
<b>t9c</b>	Performance requirements evaluation - math proficiency test . . . . .	1089
<b>t10a</b>	Time requirements evaluation - weekly course hours - math . . . . .	1090
<b>t10b</b>	Time requirements evaluation - homework - math . . . . .	1091
<b>t10c</b>	Time requirements evaluation - studying - math . . . . .	1092

<b>t11a</b>	Interests - math: important to be good . . . . .	1093
<b>t11b</b>	Interests - math: using free time . . . . .	1094
<b>t11c</b>	Interests - math: exciting . . . . .	1095
<b>t11d</b>	Interests - math: time passes fast. . . . .	1096
<b>t12a</b>	Self-evaluation - German: no talent . . . . .	1097
<b>t12b</b>	Self-evaluation - good at German . . . . .	1098
<b>t12c</b>	Self-evaluation - not good at German. . . . .	1099
<b>t12d</b>	Self-evaluation - German skills. . . . .	1100
<b>t13a</b>	Evaluation performance requirements - classwork - German . . . . .	1101
<b>t13b</b>	Evaluation performance requirements - homework - German. . . . .	1102
<b>t13c</b>	Evaluation performance requirements - proficiency test - German . . . . .	1103
<b>t14a</b>	Evaluation time requirements - weekly course hours - German . . . . .	1104
<b>t14b</b>	Evaluation time requirements - homework - German. . . . .	1105
<b>t14c</b>	Evaluation time requirements - studying - German . . . . .	1106
<b>t15a</b>	Interests - German: important to be good . . . . .	1107
<b>t15b</b>	Interests - German: using free time . . . . .	1108
<b>t15c</b>	Interests - German: exciting . . . . .	1109
<b>t15d</b>	Interests - German: time passes fast . . . . .	1110
<b>t16a</b>	Self-evaluation - English: no talent. . . . .	1111
<b>t16b</b>	Self-evaluation - good at English. . . . .	1112
<b>t16c</b>	Self-evaluation - not good at English. . . . .	1113
<b>t16d</b>	Self-evaluation - English skills . . . . .	1114
<b>t17</b>	Taken English - upper Gymnasium level - filter question. . . . .	1115
<b>t18a</b>	Evaluation performance requirements - course work - English . . . . .	1116
<b>t18b</b>	Evaluation performance requirements - homework - English . . . . .	1117
<b>t18c</b>	Performance requirements evaluation - English . . . . .	1118
<b>t19a</b>	Time requirements evaluation - weekly course hours - English . . . . .	1119
<b>t19b</b>	Evaluation time requirements - homework - English . . . . .	1120
<b>t19c</b>	Evaluation time requirements - studying - English . . . . .	1121
<b>t20a</b>	Interests- English: important to be good . . . . .	1122
<b>t20b</b>	Interests - English: using free time . . . . .	1123
<b>t20c</b>	Interests - English: exciting . . . . .	1124
<b>t20d</b>	Interests - English: time passes fast . . . . .	1125
<b>t21a</b>	Self-evaluation - biology: no talent. . . . .	1126

<b>t21b</b>	Self-evaluation - good at biology . . . . .	1127
<b>t21c</b>	Self-evaluation - not good at biology . . . . .	1128
<b>t21d</b>	Self-evaluation - biology skills . . . . .	1129
<b>t22</b>	Taken biology - upper Gymnasium level - filter question. . . . .	1130
<b>t23a</b>	Performance requirements evaluation - course work - biology . . . . .	1131
<b>t23b</b>	Performance requirements evaluation - homework - biology . . . . .	1132
<b>t23c</b>	Performance requirements evaluation - proficiency test - biology . . . . .	1133
<b>t24a</b>	Time requirements evaluation - weekly course hours - biology . . . . .	1134
<b>t24b</b>	Evaluation time requirements - homework - biology . . . . .	1135
<b>t24c</b>	Time requirements evaluation - studying - biology . . . . .	1136
<b>t25a</b>	Interests - biology: important to be good. . . . .	1137
<b>t25b</b>	Interests - biology: use free time . . . . .	1138
<b>t25c</b>	Interests - biology: exciting . . . . .	1139
<b>t25d</b>	Interests - biology: time passes fast . . . . .	1140
<b>t26a</b>	Self-evaluation - Physics no talent . . . . .	1141
<b>t26b</b>	Self-evaluation - good at physics. . . . .	1142
<b>t26c</b>	Self-evaluation - not good at physics . . . . .	1143
<b>t26d</b>	Self-evaluation - physics skills . . . . .	1144
<b>t27</b>	Physics taken - upper Gymnasium level - filter question . . . . .	1145
<b>t28a</b>	Performance requirements evaluation - course work - physics . . . . .	1146
<b>t28b</b>	Evaluation performance requirements - homework - physics . . . . .	1147
<b>t28c</b>	Performance requirements evaluation - proficiency test - physics . . . . .	1148
<b>t29a</b>	Time requirements evaluation - weekly course hours - physics . . . . .	1149
<b>t29b</b>	Evaluation time requirements - homework - physics . . . . .	1150
<b>t29c</b>	Time requirements evaluation - studying - physics . . . . .	1151
<b>t30a</b>	Interests - physics: important to be good. . . . .	1152
<b>t30b</b>	Interests - physics: use free time . . . . .	1153
<b>t30c</b>	Interests - physics: exciting . . . . .	1154
<b>t30d</b>	Interests - physics: time passes fast . . . . .	1155
<b>t31a</b>	Self-evaluation - chemistry: no talent . . . . .	1156
<b>t31b</b>	Self-evaluation - good at chemistry . . . . .	1157
<b>t31c</b>	Self-evaluation - not good at chemistry. . . . .	1158
<b>t31d</b>	Self-evaluation - chemistry skills. . . . .	1159
<b>t32</b>	Chemistry taken - upper Gymnasium level - filter question . . . . .	1160



<b>t33a</b>	Performance requirements evaluation - course work - chemistry . . . . .	1161
<b>t33b</b>	Performance requirements evaluation - homework - chemistry . . . . .	1162
<b>t33c</b>	Performance requirements evaluation - proficiency test - chemistry. . . . .	1163
<b>t34a</b>	Time requirements evaluation - weekly course hours - chemistry. . . . .	1164
<b>t34b</b>	Time requirements evaluation - homework - chemistry. . . . .	1165
<b>t34c</b>	Time requirements evaluation - studying - chemistry. . . . .	1166
<b>t35a</b>	Interests - chemistry: important to be good . . . . .	1167
<b>t35b</b>	Interests - chemistry: use free time . . . . .	1168
<b>t35c</b>	Interests - chemistry: exciting . . . . .	1169
<b>t35d</b>	Interests - chemistry: time passes fast . . . . .	1170
<b>t36</b>	Gymnasium with old G8 subject combination - filter question . . . . .	1171
<b>t37</b>	Abitur in G12 or G13?. . . . .	1172
<b>t38</b>	have you followed the G8-old curriculum earlier? - filter question . . . . .	1173
<b>t39_R</b>	Grade in which you switched to the G9 curriculum . . . . .	1174
<b>t40a</b>	Reasons for G8-old/G9 switch - move . . . . .	1175
<b>t40b</b>	Reasons for G8-old/G9 switch - parents' wish . . . . .	1176
<b>t40c</b>	Reasons for G8-old/G9 switch - teachers' recommendation . . . . .	1177
<b>t40d</b>	Reasons for G8-old/G9 switch - bad grades. . . . .	1178
<b>t40e</b>	Reasons for G8-old/G9 switch - stressful . . . . .	1179
<b>t40f</b>	Reasons for G8-old/G9 switch - free time. . . . .	1180
<b>t40g</b>	Reasons for G8-old/G9 switch - improve grades . . . . .	1181
<b>t40h</b>	Reasons for G8-old/G9 switch - others . . . . .	1182
<b>t40i_O</b>	Reasons for G8-old/G9 switch - open entry . . . . .	1183
<b>t41</b>	Choice of the Gymnasium due to the offered G8 curriculum . . . . .	1184
<b>t42a</b>	Self-assessment - memory . . . . .	1185
<b>t42b</b>	Self-assessment - enjoyment of going to school . . . . .	1186
<b>t42c</b>	Self-assessment - comparison with others . . . . .	1187
<b>t42d</b>	Self-assessment - memorization of certain study contents . . . . .	1188
<b>t42e</b>	Self-assessment - learning with fun . . . . .	1189
<b>t42f</b>	Self-assessment - not very gifted compared to others . . . . .	1190
<b>t42g</b>	Self-assessment - satisfaction with school . . . . .	1191
<b>t42h</b>	Self-assessment - feeling comfortable at school. . . . .	1192
<b>t42i</b>	Self-assessment - not so smart compared to others . . . . .	1193
<b>t42j</b>	Self-assessment - memorization of learned information . . . . .	1194

<b>t43a</b>	Problem solving - assertion . . . . .	1195
<b>t43b</b>	Problem solving - effort . . . . .	1196
<b>t43c</b>	Problem solving - realisation intentions and aims. . . . .	1197
<b>t43d</b>	Problem solving - behavior unexpected situation. . . . .	1198
<b>t43e</b>	Problem solving - coping with unexpected events . . . . .	1199
<b>t43f</b>	Problem solving - trust in skills and abilities . . . . .	1200
<b>t43g</b>	Problem solving - handling whatever happens . . . . .	1201
<b>t43h</b>	Problem solving - finding a solution . . . . .	1202
<b>t43i</b>	Problem solving - deal with something new . . . . .	1203
<b>t43j</b>	Problem solving - to cope with problems oneself . . . . .	1204
<b>t44a</b>	Participation in courses to improve performance at school . . . . .	1205
<b>t44b</b>	Participation in courses to improve performance at school - hours . . . . .	1206
<b>t45</b>	Use of private tutoring - filter question . . . . .	1207
<b>t46a</b>	Use of private tutoring - Biology . . . . .	1208
<b>t46b</b>	Use of private tutoring - Chemistry . . . . .	1209
<b>t46c</b>	Use of private tutoring - German. . . . .	1210
<b>t46d</b>	Use of private tutoring - English. . . . .	1211
<b>t46e</b>	Use of private tutoring - French . . . . .	1212
<b>t46f</b>	Use of private tutoring - Mathematics . . . . .	1213
<b>t46g</b>	Use of private tutoring - Physics . . . . .	1214
<b>t46h</b>	Use of tutoring - other subjects . . . . .	1215
<b>t47</b>	Use of private tutoring: number of hours . . . . .	1216
<b>t48a</b>	Financing of tutoring services - not/partly/completely private . . . . .	1217
<b>t48d</b>	Financing of tutoring services - indicate amount in euros. . . . .	1218
<b>t49a</b>	Initiated tutoring - myself . . . . .	1219
<b>t49b</b>	Initiated tutoring - parents. . . . .	1220
<b>t49c</b>	Initiated tutoring - school . . . . .	1221
<b>t50a</b>	Reasons for tutoring - improving grades . . . . .	1222
<b>t50b</b>	Reasons for tutoring - classroom tests . . . . .	1223
<b>t50c</b>	Reasons for tutoring - knowledge gaps . . . . .	1224
<b>t50d</b>	Reasons for tutoring - learning strategies . . . . .	1225
<b>t50e</b>	Reasons for tutoring - independent learning . . . . .	1226
<b>t50f</b>	Reasons for tutoring - homework . . . . .	1227
<b>t50g</b>	Reasons for tutoring - school-leaving certificate . . . . .	1228

<b>t50h</b>	Reasons for tutoring - extended class time . . . . .	1229
<b>t51</b>	Tutoring prior to admission to the course level - filter question . . . . .	1230
<b>t52a</b>	Tutoring prior to admission to the course level - Biology . . . . .	1231
<b>t52b</b>	Tutoring prior to admission to the course level - Chemistry . . . . .	1232
<b>t52c</b>	Tutoring prior to admission to the course level - German . . . . .	1233
<b>t52d</b>	Tutoring prior to admission to the course level - English . . . . .	1234
<b>t52e</b>	Tutoring prior to admission to the course level - French . . . . .	1235
<b>t52f</b>	Tutoring prior to admission to the course level - Maths . . . . .	1236
<b>t52g</b>	Tutoring prior to admission to the course level - Physics . . . . .	1237
<b>t52h</b>	Tutoring prior to admission to the course level - other subjects. . . . .	1238
<b>t53a</b>	Free time activities, days per week - activities offered at school . . . . .	1239
<b>t53aa</b>	Free time activities days per week - activities offered at school: hours . . . . .	1240
<b>t53b</b>	Free time activities days per week - meeting friends . . . . .	1241
<b>t53bb</b>	Free time activities days per week - meeting friends: total hours . . . . .	1242
<b>t53c</b>	Free time activities days per week - computer . . . . .	1243
<b>t53cc</b>	Free time activities days per week - computer: total hours. . . . .	1244
<b>t53d</b>	Free time activities days per week - watching TV . . . . .	1245
<b>t53dd</b>	Free time activities days per week - watching TV: total hours . . . . .	1246
<b>t53e</b>	Free time activities days per week - reading . . . . .	1247
<b>t53ee</b>	Free time activities days per week - reading: total hours. . . . .	1248
<b>t53f</b>	Free time activities days per week - family time . . . . .	1249
<b>t53ff</b>	Free time activities days per week - family time: total hours . . . . .	1250
<b>t53g</b>	Free time activities days per week - doing sports . . . . .	1251
<b>t53gg</b>	Free time activities days per week - doing sports: total hours . . . . .	1252
<b>t53h</b>	Free time activities days per week - orchestra, church groups. . . . .	1253
<b>t53hh</b>	Free time activities days per week - orchestra, church groups: total hours. . . . .	1254
<b>t53i</b>	Free time activities days per week - hobbies . . . . .	1255
<b>t53ii</b>	Free time activities days per week - hobbies: total hours . . . . .	1256
<b>t53j</b>	Free time activities days per week - part-time job. . . . .	1257
<b>t53jj</b>	Free time activities days per week - part-time job: total hours . . . . .	1258
<b>t53k</b>	Free time activities days per week - other . . . . .	1259
<b>t53kk</b>	Free time activities days per week - other: total hours . . . . .	1260
<b>t54a</b>	Health problems - nervousness . . . . .	1261
<b>t54b</b>	Health problems - headaches . . . . .	1262

<b>t54c</b>	Health problems - heart palpitations . . . . .	1263
<b>t54d</b>	Health problems - fear. . . . .	1264
<b>t54e</b>	Health problems - difficulty concentrating . . . . .	1265
<b>t54f</b>	Health problems - sleep disturbances. . . . .	1266
<b>t54g</b>	Health Problems - bad dreams . . . . .	1267
<b>t54h</b>	Health problems - excessive sweating . . . . .	1268
<b>t54i</b>	Health problems - vomiting . . . . .	1269
<b>t54j</b>	Health problems - irritability . . . . .	1270
<b>t54k</b>	Health Problems - dizziness . . . . .	1271
<b>t54l</b>	Health problems - tiredness, fatigue . . . . .	1272
<b>t54m</b>	Health problems - incapable of relaxing. . . . .	1273
<b>t54n</b>	Health problems - forgetfulness . . . . .	1274
<b>t54o</b>	Health problems - angry at everything. . . . .	1275
<b>t54p</b>	Health problems - worthlessness. . . . .	1276
<b>t54q</b>	Health problems - fear of going to school . . . . .	1277
<b>t54r</b>	Health problems - shakiness . . . . .	1278
<b>t54s</b>	Health problems - nausea . . . . .	1279
<b>t54t</b>	Health problems - loss of appetite . . . . .	1280
<b>t54u</b>	Health problems - backache . . . . .	1281
<b>t54v</b>	Health problems - sadness . . . . .	1282
<b>t54w</b>	Health problems - excessive demands . . . . .	1283
<b>t54x</b>	Health problems - eating binges . . . . .	1284
<b>t54y</b>	Health problems - inner emptiness. . . . .	1285
<b>t54z</b>	Health problems - stomach ache . . . . .	1286
<b>t55</b>	Ill during school term time . . . . .	1287
<b>t56a</b>	Studies - tuition fees discouraging . . . . .	1288
<b>t56b</b>	Studies - overwhelmed . . . . .	1289
<b>t56c</b>	Studies - success in spite of problems. . . . .	1290
<b>t56d</b>	Studies - tuition fees have no impact. . . . .	1291
<b>t57</b>	Vocational training - after graduation - filter question . . . . .	1292
<b>t58</b>	Vocational training - type of higher education institution . . . . .	1293
<b>t59a</b>	Higher education institution selection criteria - practical focus . . . . .	1294
<b>t59b</b>	Higher education institution selection criteria - research focus . . . . .	1295
<b>t59c</b>	Higher education institution selection criteria - basic knowledge . . . . .	1296

<b>t59d</b>	Higher education institution selection criteria - research skills . . . . .	1297
<b>t59e</b>	Higher education institution selection criteria - problem solving skills . . . . .	1298
<b>t59f</b>	Higher education institution selection criteria - team skills . . . . .	1299
<b>t59g</b>	Higher education institution selection criteria - learning skills . . . . .	1300
<b>t59h</b>	Higher education institution selection criteria - equipment . . . . .	1301
<b>t59i</b>	Higher education institution selection criteria - size of the study location . . . . .	1302
<b>t59j</b>	Higher education institution selection criteria - tutoring by instructors . . . . .	1303
<b>t59k</b>	Higher education institution selection criteria - variety of courses . . . . .	1304
<b>t59l</b>	Higher education institution selection criteria - contact among the student body . . . .	1305
<b>t59m</b>	Higher education institution selection criteria - variety of the study program . . . . .	1306
<b>t59n</b>	Higher education institution selection criteria - financial viability . . . . .	1307
<b>t59o</b>	Higher education institution selection criteria - teaching quality . . . . .	1308
<b>t59p</b>	Higher education institution selection criteria - prestige of the degree . . . . .	1309
<b>t59q</b>	Higher education institution selection criteria - internationality . . . . .	1310
<b>t59r</b>	Higher education institution selection criteria - interdisciplinary curriculum . . . . .	1311
<b>t60aa</b>	Evaluation of the higher education institution type - practical focus - unive... . . . .	1312
<b>t60ab</b>	Evaluation of the higher education institution type - practical focus - colle.... . . . .	1313
<b>t60ac</b>	Evaluation of the higher education institution type - practical focus - unive... . . . .	1314
<b>t60ad</b>	Evaluation of the higher education institution type - practical focus - coope... . . . .	1315
<b>t60ba</b>	Evaluation of the higher education institution type - research focus - univer... . . . .	1316
<b>t60bb</b>	Evaluation of the higher education institution type - research focus - colleg... . . . .	1317
<b>t60bc</b>	Evaluation of the higher education institution type - research focus - univer... . . . .	1318
<b>t60bd</b>	Evaluation of the higher education institution type - research focus - cooper.... . . . .	1319
<b>t60ca</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	1320
<b>t60cb</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	1321
<b>t60cc</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	1322
<b>t60cd</b>	Evaluation of the higher education institution type - basic subject-related k... . . . .	1323
<b>t60da</b>	Evaluation of the higher education institution type - research skills - unive... . . . .	1324
<b>t60db</b>	Evaluation of the higher education institution type - research skills - colle.... . . . .	1325
<b>t60dc</b>	Evaluation of the higher education institution type - research skills - unive... . . . .	1326
<b>t60dd</b>	Evaluation of the higher education institution type - research skills - coope... . . . .	1327
<b>t60ea</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	1328
<b>t60eb</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	1329
<b>t60ec</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	1330

<b>t60ed</b>	Evaluation of the higher education institution type - problem solving skills ... . . . .	1331
<b>t60fa</b>	Evaluation of the higher education institution type - team skills - university . . . . .	1332
<b>t60fb</b>	Evaluation of the higher education institution type - team skills - college o... . . . .	1333
<b>t60fc</b>	Evaluation of the higher education institution type - team skills - universit.... . . . .	1334
<b>t60fd</b>	Evaluation of the higher education institution type - team skills - cooperati... . . . .	1335
<b>t60ga</b>	Evaluation of the higher education institution type - learning skills - unive... . . . .	1336
<b>t60gb</b>	Evaluation of the higher education institution type - learning skills - colle.... . . . .	1337
<b>t60gc</b>	Evaluation of the higher education institution type - learning skills - unive... . . . .	1338
<b>t60gd</b>	Evaluation of the higher education institution type - learning skills - coope... . . . .	1339
<b>t60ha</b>	Evaluation of the higher education institution type - equipment - university . . . . .	1340
<b>t60hb</b>	Evaluation of the higher education institution type - equipment - university ... . . . .	1341
<b>t60hc</b>	Evaluation of the higher education institution type - equipment - college of .... . . . .	1342
<b>t60hd</b>	Evaluation of the higher education institution type - equipment - cooperative.... . . . .	1343
<b>t60ia</b>	Evaluation of the higher education institution type - location size - university . . . . .	1344
<b>t60ib</b>	Evaluation of the higher education institution type - location size - college.... . . . .	1345
<b>t60ic</b>	Evaluation of the higher education institution type - location size - univers... . . . .	1346
<b>t60id</b>	Evaluation of the higher education institution type - location size - coopera... . . . .	1347
<b>t60ja</b>	Evaluation of the higher education institution type - instructor support - un... . . . .	1348
<b>t60jb</b>	Evaluation of the higher education institution type - instructor support - co... . . . .	1349
<b>t60jc</b>	Evaluation of the higher education institution type - instructor support - un... . . . .	1350
<b>t60jd</b>	Evaluation of the higher education institution type - instructor support - co... . . . .	1351
<b>t60ka</b>	Evaluation type of higher education institution - variety of courses - Uni . . . . .	1352
<b>t60kb</b>	Evaluation type of higher education institution - variety of courses - PH . . . . .	1353
<b>t60kc</b>	Evaluation type of higher education institution - variety of courses - HAW . . . . .	1354
<b>t60kd</b>	Evaluation type of higher education institution - variety of courses - BA . . . . .	1355
<b>t60la</b>	Evaluation of the higher education institution type - student contact - unive... . . . .	1356
<b>t60lb</b>	Evaluation of the higher education institution type - student contact - colle... . . . .	1357
<b>t60lc</b>	Evaluation of the higher education institution type - student contact - unive... . . . .	1358
<b>t60ld</b>	Evaluation of the higher education institution type - student contact - coope.... . . . .	1359
<b>t60ma</b>	Evaluation of the higher education institution type - variety - university . . . . .	1360
<b>t60mb</b>	Evaluation of the higher education institution type - variety - college of ed... . . . .	1361
<b>t60mc</b>	Evaluation of the higher education institution type - variety - university of... . . . .	1362
<b>t60md</b>	Evaluation type of higher education institution - variety of the study progra... . . . .	1363
<b>t60na</b>	Evaluation of the higher education institution type - financial viability - u.... . . . .	1364

<b>t60nb</b>	Evaluation of the higher education institution type - financial viability - c....	1365
<b>t60nc</b>	Evaluation of the higher education institution type - financial viability - u....	1366
<b>t60nd</b>	Evaluation of the higher education institution type - financial viability - c....	1367
<b>t60oa</b>	Evaluation of the higher education institution type - teaching quality - univ...	1368
<b>t60ob</b>	Evaluation of the higher education institution type - teaching quality - coll...	1369
<b>t60oc</b>	Evaluation of the higher education institution type - teaching quality - univ...	1370
<b>t60od</b>	Evaluation of the higher education institution type - teaching quality - coop....	1371
<b>t60pa</b>	Evaluation of the higher education institution type - prestige degree - unive....	1372
<b>t60pb</b>	Evaluation of the higher education institution type - prestige degree - colle...	1373
<b>t60pc</b>	Evaluation of the higher education institution type - prestige degree - unive....	1374
<b>t60pd</b>	Evaluation of the higher education institution type - prestige degree - coope...	1375
<b>t60qa</b>	Evaluation of the higher education institution type - internationality - univ...	1376
<b>t60qb</b>	Evaluation of the higher education institution type - internationality - coll...	1377
<b>t60qc</b>	Evaluation of the higher education institution type - internationality - univ...	1378
<b>t60qd</b>	Evaluation of the higher education institution type - internationality - coop...	1379
<b>t60ra</b>	Evaluation of the higher education institution type - interdisciplinary - uni...	1380
<b>t60rb</b>	Evaluation of the higher education institution type - interdisciplinary - col...	1381
<b>t60rc</b>	Evaluation of the higher education institution type - interdisciplinary - uni...	1382
<b>t60rd</b>	Evaluation of the higher education institution type - interdisciplinary - coo...	1383
<b>t61a_O</b>	Professional training - subject 1 . . . . .	1384
<b>t61a_g1</b>	Vocational Training - Field of Study 1 (KldB 1988) . . . . .	1385
<b>t61a_g2</b>	Vocational Training - Field of Study 1 (KldB 2010) . . . . .	1386
<b>t61a_g3</b>	Vocational Training - Field of Study 1 (ISCO-88) . . . . .	1387
<b>t61a_g4</b>	Vocational Training - Field of Study 1 (ISCO-08) . . . . .	1388
<b>t61a_g5</b>	Vocational Training - Field of Study 1 (ISEI-88) . . . . .	1389
<b>t61a_g6</b>	Vocational Training - Field of Study 1 (SIOPS-88) . . . . .	1390
<b>t61a_g7</b>	Vocational Training - Field of Study 1 (MPS) . . . . .	1391
<b>t61a_g9</b>	Vocational Training - Field of Study 1 (BLK) . . . . .	1392
<b>t61a_g14</b>	Vocational Training - Field of Study 1 (ISEI-08) . . . . .	1393
<b>t61a_g16</b>	Vocational Training - Field of Study 1 (SIOPS-08) . . . . .	1394
<b>t61b_O</b>	Professional training - subject 2. . . . .	1395
<b>t61b_g1</b>	Vocational Training - Field of Study 2 (KldB 1988) . . . . .	1396
<b>t61b_g2</b>	Vocational Training - Field of Study 2 (KldB 2010) . . . . .	1397
<b>t61b_g3</b>	Vocational Training - Field of Study 2 (ISCO-88) . . . . .	1398



<b>t61b_g4</b>	Vocational Training - Field of Study 2 (ISCO-08) . . . . .	1399
<b>t61b_g5</b>	Vocational Training - Field of Study 2 (ISEI-88) . . . . .	1400
<b>t61b_g6</b>	Vocational Training - Field of Study 2 (SIOPS-88) . . . . .	1401
<b>t61b_g7</b>	Vocational Training - Field of Study 2 (MPS) . . . . .	1402
<b>t61b_g9</b>	Vocational Training - Field of Study 2 (BLK) . . . . .	1403
<b>t61b_g14</b>	Vocational Training - Field of Study 2 (ISEI-08) . . . . .	1404
<b>t61b_g16</b>	Vocational Training - Field of Study 2 (SIOPS-08) . . . . .	1405
<b>t61c_O</b>	Professional training - subject 3 . . . . .	1406
<b>t61c_g1</b>	Vocational Training - Field of Study 3 (KldB 1988) . . . . .	1407
<b>t61c_g2</b>	Vocational Training - Field of Study 3 (KldB 2010) . . . . .	1408
<b>t61c_g3</b>	Vocational Training - Field of Study 3 (ISCO-88) . . . . .	1409
<b>t61c_g4</b>	Vocational Training - Field of Study 3 (ISCO-08) . . . . .	1410
<b>t61c_g5</b>	Vocational Training - Field of Study 3 (ISEI-88) . . . . .	1411
<b>t61c_g6</b>	Vocational Training - Field of Study 3 (SIOPS-88) . . . . .	1412
<b>t61c_g7</b>	Vocational Training - Field of Study 3 (MPS) . . . . .	1413
<b>t61c_g9</b>	Vocational Training - Field of Study 3 (BLK) . . . . .	1414
<b>t61c_g14</b>	Vocational Training - Field of Study 3 (ISEI-08) . . . . .	1415
<b>t61c_g16</b>	Vocational Training - Field of Study 3 (SIOPS-08) . . . . .	1416
<b>t97_g1</b>	Probable place of study (RS west/east) . . . . .	1417
<b>t97_g2</b>	Probable place of study (RS federal state) . . . . .	1418
<b>t97_g3R</b>	Probable place of study (RS region) . . . . .	1419
<b>t97_g4R</b>	Probable place of study (RS administrative district) . . . . .	1420
<b>t62a</b>	Teaching education . . . . .	1421
<b>t62aa_O</b>	Teaching post - other - filter question . . . . .	1422
<b>t63_g1</b>	likely vocational training (KldB 1998) . . . . .	1423
<b>t63_g2</b>	likely vocational training (KldB 2010) . . . . .	1424
<b>t63_g3</b>	likely vocational training (ISCO-88) . . . . .	1425
<b>t63_g4</b>	likely vocational training (ISCO-08) . . . . .	1426
<b>t63_g5</b>	likely vocational training (ISEI-88) . . . . .	1427
<b>t63_g6</b>	likely vocational training (SIOPS-88) . . . . .	1428
<b>t63_g7</b>	likely vocational training (MPS) . . . . .	1429
<b>t63_g9</b>	likely vocational training (BLK) . . . . .	1430
<b>t63_g14</b>	likely vocational training (ISEI-08) . . . . .	1431
<b>t63_g16</b>	likely vocational training (SIOPS-08) . . . . .	1432



<b>t64_g1</b>	likely full-time school education program (KldB 1998) . . . . .	1433
<b>t64_g2</b>	likely full-time school education program (KldB 2010) . . . . .	1434
<b>t64_g3</b>	likely full-time school education program (ISCO-88) . . . . .	1435
<b>t64_g4</b>	likely full-time school education program (ISCO-08) . . . . .	1436
<b>t64_g5</b>	likely full-time school education program (ISEI-88) . . . . .	1437
<b>t64_g6</b>	likely full-time school education program (SIOPS-88) . . . . .	1438
<b>t64_g7</b>	likely full-time school education program (MPS) . . . . .	1439
<b>t64_g9</b>	likely full-time school education program (BLK) . . . . .	1440
<b>t64_g14</b>	likely full-time school education program (ISEI-08) . . . . .	1441
<b>t64_g16</b>	likely full-time school education program (SIOPS-08) . . . . .	1442
<b>t65_g1</b>	likely professional activity (KldB 1998) . . . . .	1443
<b>t65_g2</b>	likely professional activity (KldB 2010) . . . . .	1444
<b>t65_g3</b>	likely professional activity (ISCO-88) . . . . .	1445
<b>t65_g4</b>	likely professional activity (ISCO-08) . . . . .	1446
<b>t65_g5</b>	likely professional activity (ISEI-88) . . . . .	1447
<b>t65_g6</b>	likely professional activity (SIOPS-88) . . . . .	1448
<b>t65_g7</b>	likely professional activity (MPS) . . . . .	1449
<b>t65_g9</b>	likely professional activity (BLK) . . . . .	1450
<b>t65_g14</b>	likely professional activity (ISEI-08) . . . . .	1451
<b>t65_g16</b>	likely professional activity (SIOPS-08) . . . . .	1452
<b>t66</b>	You - gender . . . . .	1453
<b>t67a</b>	Date of birth (birth month) target person. . . . .	1454
<b>t67b</b>	Date of birth (birth year) target person. . . . .	1455
<b>t68a</b>	Household members - mother . . . . .	1456
<b>t68b</b>	Household members - mother . . . . .	1457
<b>t68c</b>	Household members - father. . . . .	1458
<b>t68d</b>	Household members - father. . . . .	1459
<b>t68e</b>	Household members - siblings . . . . .	1460
<b>t68f</b>	Household members - grandparents . . . . .	1461
<b>t68g</b>	Household members - others. . . . .	1462
<b>t69</b>	Number household members . . . . .	1463
<b>t70</b>	Mother . . . . .	1464
<b>t71</b>	Father . . . . .	1465
<b>t72a</b>	Highest educational qualification - mother . . . . .	1466

<b>t72b</b>	Highest educational qualification - father . . . . .	1467
<b>t73a</b>	Occupation - mother. . . . .	1468
<b>t73b</b>	Occupation - father . . . . .	1469
<b>t74a</b>	Vocational position - mother. . . . .	1470
<b>t74b</b>	Vocational position - father . . . . .	1471
<b>t75a_g1</b>	Mother: occupation (KldB 1998) . . . . .	1472
<b>t75a_g2</b>	Mother: occupation (KldB 2010) . . . . .	1473
<b>t75a_g3</b>	Mother: occupation (ISCO-88) . . . . .	1475
<b>t75a_g4</b>	Mother: occupation (ISCO-08) . . . . .	1476
<b>t75a_g5</b>	Mother: occupation (ISEI-88). . . . .	1477
<b>t75a_g6</b>	Mother: occupation (SIOPS-88). . . . .	1478
<b>t75a_g7</b>	Mother: occupation (MPS) . . . . .	1479
<b>t75a_g9</b>	Mother: occupation (BLK) . . . . .	1480
<b>t75a_g14</b>	Mother: occupation (ISEI-08) . . . . .	1481
<b>t75a_g15</b>	Mother: occupation (CAMSIS) . . . . .	1482
<b>t75a_g16</b>	Mother: occupation (SIOPS-08) . . . . .	1483
<b>t75b_g1</b>	Father: occupation (KldB 1998). . . . .	1484
<b>t75b_g2</b>	Father: occupation (KldB 2010). . . . .	1485
<b>t75b_g3</b>	Father: occupation (ISCO-88) . . . . .	1487
<b>t75b_g4</b>	Father: occupation (ISCO-08) . . . . .	1488
<b>t75b_g5</b>	Father: occupation (ISEI-88) . . . . .	1489
<b>t75b_g6</b>	Father: occupation (SIOPS-88) . . . . .	1490
<b>t75b_g7</b>	Father: occupation (MPS) . . . . .	1491
<b>t75b_g9</b>	Father: occupation (BLK) . . . . .	1492
<b>t75b_g14</b>	Father: occupation (ISEI-08) . . . . .	1493
<b>t75b_g15</b>	Father: occupation (CAMSIS) . . . . .	1494
<b>t75b_g16</b>	Father: occupation (SIOPS-08) . . . . .	1495
<b>t76</b>	Number of books . . . . .	1496
<b>t77a</b>	At home - desk . . . . .	1497
<b>t77b</b>	At home - own room . . . . .	1498
<b>t77c</b>	At home - learning software . . . . .	1499
<b>t77d</b>	At home - literature . . . . .	1500
<b>t77e</b>	At home - poems . . . . .	1501
<b>t77f</b>	At home - art works . . . . .	1502

<b>t77g</b> At home - books for homework . . . . .	1503
<b>t77h</b> At home - dictionary . . . . .	1504
<b>t78a</b> Repetitions . . . . .	1505
<b>t78aa</b> Number of repetitions . . . . .	1506
<b>t79a</b> Repeated school years - 1 . . . . .	1507
<b>t79b</b> Repeated school years - 2 . . . . .	1508
<b>t79c</b> Repeated school years - 3 . . . . .	1509
<b>t79d</b> Repeated school years - 4 . . . . .	1510
<b>t79e</b> Repeated school years - 5 . . . . .	1511
<b>t79f</b> Repeated school years - 6 . . . . .	1512
<b>t79g</b> Repeated school years - 7 . . . . .	1513
<b>t79h</b> Repeated school years - 8 . . . . .	1514
<b>t79i</b> Repeated school years - 9. . . . .	1515
<b>t79j</b> Repeated school years - 10 . . . . .	1516
<b>t79k</b> Repeated school years - 11. . . . .	1517
<b>t79l</b> Repeated school years - 12 . . . . .	1518
<b>t79m</b> Repeated school years - 13 . . . . .	1519
<b>t80a_g1R</b> Country of own birth . . . . .	1520
<b>t80a_g2R</b> Country of birth itself (categorized). . . . .	1521
<b>t80a_g2D</b> Country of birth itself (categorized). . . . .	1522
<b>t81</b> Move at age . . . . .	1523
<b>t82a_g1</b> country of citizenship: number of indications. . . . .	1524
<b>t82a_g2R</b> country of citizenship 1 . . . . .	1525
<b>t82a_g2D</b> country of citizenship 1 (aggregated) . . . . .	1526
<b>t82a_g3R</b> country of citizenship 2 . . . . .	1527
<b>t82a_g3D</b> country of citizenship 2 (aggregated) . . . . .	1528
<b>t82a_g4R</b> country of citizenship 3 . . . . .	1529
<b>t82a_g4D</b> country of citizenship 3 (aggregated) . . . . .	1530
<b>t83a_g1</b> mother tongue: number of indications . . . . .	1531
<b>t83a_g2R</b> mother tongue 1 . . . . .	1532
<b>t83a_g2D</b> mother tongue 1 (aggregated) . . . . .	1533
<b>t83a_g3R</b> mother tongue 2 . . . . .	1534
<b>t83a_g3D</b> mother tongue 2 (aggregated) . . . . .	1535
<b>t83a_g4R</b> mother tongue 3 . . . . .	1536

<b>t83a_g4D</b>	mother tongue 3 (aggregated) . . . . .	1537
<b>t84a_g1R</b>	Country of birth - mother . . . . .	1538
<b>t84a_g2R</b>	country of birth mother (categorized). . . . .	1539
<b>t84a_g2D</b>	country of birth - mother (categorized) . . . . .	1540
<b>t84b_g1R</b>	Country of birth - father . . . . .	1541
<b>t84b_g2R</b>	country of birth - father (categorized) . . . . .	1542
<b>t84b_g2D</b>	Country of birth - father (categorized) . . . . .	1543
<b>t85a_g1R</b>	Country of birth of your maternal grandparents - maternal grandmother . . . . .	1544
<b>t85a_g2R</b>	country of birth of your maternal grandparents - the mother (categorized) . . . . .	1545
<b>t85a_g2D</b>	Country of birth of your maternal grandparents - mother (grouped). . . . .	1546
<b>t85b_g1R</b>	country of birth of your maternal grandparents - the father . . . . .	1547
<b>t85b_g2R</b>	country of birth of your maternal grandparents - the father (categorized) . . . . .	1548
<b>t85b_g2D</b>	Country of birth of your maternal grandparents - father (grouped) . . . . .	1549
<b>t86a_g1R</b>	Country of birth of your paternal grandparents - paternal grandmother . . . . .	1550
<b>t86a_g2R</b>	country of birth of your paternal grandparents - the mother (categorized) . . . . .	1551
<b>t86a_g2D</b>	Country of birth of your paternal grandparents - mother (grouped) . . . . .	1552
<b>t86b_g1R</b>	Country of birth of your paternal grandparents - paternal grandfather . . . . .	1553
<b>t86b_g2R</b>	country of birth of your paternal grandparents - the father (categorized) . . . . .	1554
<b>t86b_g2D</b>	Country of birth of your paternal grandparents - father (grouped). . . . .	1555
<b>t87</b>	Immigration percentage place of residence - filter question . . . . .	1556
<b>t88</b>	Planned duration of stay - filter question . . . . .	1557
<b>t89a_g1</b>	mother tongue of mother: number of indications . . . . .	1558
<b>t89a_g2R</b>	mother tongue of mother 1 . . . . .	1559
<b>t89a_g2D</b>	mother tongue of mother 1 (aggregated) . . . . .	1560
<b>t89a_g3R</b>	mother tongue of mother 2 . . . . .	1561
<b>t89a_g3D</b>	mother tongue of mother 2 (aggregated) . . . . .	1562
<b>t89a_g4R</b>	mother tongue of mother 3 . . . . .	1563
<b>t89a_g4D</b>	mother tongue of mother 3 (aggregated) . . . . .	1564
<b>t90a_g1</b>	mother tongue of father: number of indications . . . . .	1565
<b>t90a_g2R</b>	mother tongue of father 1 . . . . .	1566
<b>t90a_g2D</b>	mother tongue of father 1 (aggregated) . . . . .	1567
<b>t90a_g3R</b>	mother tongue of father 2 . . . . .	1568
<b>t90a_g3D</b>	mother tongue of father 2 (aggregated) . . . . .	1569
<b>t90a_g4R</b>	mother tongue of father 3 . . . . .	1570

<b>t90a_g4D</b>	mother tongue of father 3 (aggregated) . . . . .	1571
<b>t91_g1</b>	other languages: number of indications . . . . .	1572
<b>t91_g2R</b>	other language 1 . . . . .	1573
<b>t91_g2D</b>	other language 1 (aggregated) . . . . .	1574
<b>t91_g3R</b>	other language 2 . . . . .	1575
<b>t91_g3D</b>	other language 2 (aggregated) . . . . .	1576
<b>t91_g4R</b>	other language 3 . . . . .	1577
<b>t91_g4D</b>	other language 3 (aggregated) . . . . .	1578
<b>t92a</b>	Knowledge of the other language - writing . . . . .	1579
<b>t92b</b>	Knowledge of the other language - reading . . . . .	1580
<b>t92c</b>	Knowledge of the other language - speaking . . . . .	1581
<b>t92d</b>	Knowledge of the other language - understanding . . . . .	1582
<b>t93a</b>	Language use: speaking - mother . . . . .	1583
<b>t93b</b>	Language use: speaking - father . . . . .	1584
<b>t93c</b>	Language use: speaking - siblings . . . . .	1585
<b>t93d</b>	Language use: speaking - friends . . . . .	1586
<b>t93e</b>	Language use: speaking - classmates . . . . .	1587
<b>t93f</b>	Language use: speaking - parents . . . . .	1588
<b>t94a</b>	Language use: reading outside of school . . . . .	1589
<b>t94b</b>	Use of the language: reading newspapers . . . . .	1590
<b>t94c</b>	Language use: surfing the internet . . . . .	1591
<b>t94d</b>	Language use: internet news. . . . .	1592
<b>t94e</b>	Language use: text messages and e-mails. . . . .	1593
<b>t94f</b>	Language use: TV programs . . . . .	1594
<b>t94g</b>	Language use: videos and DVDs . . . . .	1595
<b>t95a</b>	Knowledge of German - writing . . . . .	1596
<b>t95b</b>	Knowledge of German - reading . . . . .	1597
<b>t95c</b>	Knowledge of German - speaking . . . . .	1598
<b>t95d</b>	Knowledge of German - understanding . . . . .	1599
<b>t96</b>	Age started learning German . . . . .	1600

ID\_t ID target

no question text

no table generated

wave wave

no question text

Label	Code	#	by wave		
			1	2	3
2010/11	1	1281	1281	0	0
2011/12	2	2392	0	2392	0
2012/13	3	1211	0	0	1211

**How satisfied are you ... > a) ... currently and in general terms, with your life?** «For each area please mark a value on the scale: if you are completely dissatisfied, choose the value '0', if you are completely satisfied, choose the value '10'. Choose a value in between, to specify your answer.»

Label	Code	#	by wave		
			1	2	3
Completely dissatisfied 0	0	13	2	7	4
1	1	18	1	11	6
2	2	47	14	21	12
3	3	77	13	41	23
4	4	94	20	50	24
5	5	196	54	84	58
6	6	305	86	133	86
7	7	957	265	441	251
8	8	1629	422	806	401
9	9	1116	291	580	245
Completely satisfied 10	10	408	107	207	94
<i>Unspecific missing</i>	-90	24	6	11	7



**How satisfied are you ... > b) ... with what you have? Think of money and things that you own.** «For each area please mark a value on the scale: if you are completely dissatisfied, choose the value '0', if you are completely satisfied, choose the value '10'. Choose a value in between, to specify your answer.»

Label	Code	#	by wave		
			1	2	3
Completely dissatisfied 0	0	15	2	9	4
1	1	19	8	10	1
2	2	56	16	22	18
3	3	81	22	35	24
4	4	120	31	58	31
5	5	220	50	115	55
6	6	426	136	194	96
7	7	752	206	371	175
8	8	1235	298	619	318
9	9	1172	302	580	290
Completely satisfied 10	10	765	204	369	192
<i>Unspecific missing</i>	-90	22	6	9	7
<i>Implausible value</i>	-95	1	0	1	0

**How satisfied are you ... > c) ... with your health?** «For each area please mark a value on the scale: if you are completely dissatisfied, choose the value '0', if you are completely satisfied, choose the value '10'. Choose a value in between, to specify your answer.»

Label	Code	#	by wave		
			1	2	3
Completely dissatisfied 0	0	19	3	11	5
1	1	31	5	19	7
2	2	45	12	24	9
3	3	115	30	53	32
4	4	136	40	60	36
5	5	194	51	99	44
6	6	322	80	155	87
7	7	605	158	309	138
8	8	934	235	477	222
9	9	1374	367	651	356
Completely satisfied 10	10	1087	292	525	270
<i>Unspecific missing</i>	-90	20	6	9	5
<i>Implausible value</i>	-95	2	2	0	0

t1d Satisfaction - family

184:1

**How satisfied are you ... > d) ... with your family life?** «For each area please mark a value on the scale: if you are completely dissatisfied, choose the value '0', if you are completely satisfied, choose the value '10'. Choose a value in between, to specify your answer.»

Label	Code	#	by wave		
			1	2	3
Completely dissatisfied 0	0	39	9	23	7
1	1	50	13	26	11
2	2	76	16	40	20
3	3	111	30	53	28
4	4	147	34	69	44
5	5	242	60	110	72
6	6	311	74	156	81
7	7	580	161	278	141
8	8	927	255	442	230
9	9	1189	299	586	304
Completely satisfied 10	10	1175	316	594	265
<i>Unspecific missing</i>	-90	33	12	13	8
<i>Implausible value</i>	-95	4	2	2	0

**How satisfied are you ... > e) ... with your acquaintances and friends?** «For each area please mark a value on the scale: if you are completely dissatisfied, choose the value '0', if you are completely satisfied, choose the value '10'. Choose a value in between, to specify your answer.»

Label	Code	#	by wave		
			1	2	3
Completely dissatisfied 0	0	25	5	14	6
1	1	27	9	11	7
2	2	31	6	16	9
3	3	43	12	20	11
4	4	53	12	26	15
5	5	126	35	48	43
6	6	234	55	115	64
7	7	533	128	263	142
8	8	1058	286	499	273
9	9	1399	368	706	325
Completely satisfied 10	10	1324	354	662	308
<i>Unspecific missing</i>	-90	30	11	12	7
<i>Implausible value</i>	-95	1	0	0	1

**How satisfied are you ... > f) ... with your situation at school?** «For each area please mark a value on the scale: if you are completely dissatisfied, choose the value '0', if you are completely satisfied, choose the value '10'. Choose a value in between, to specify your answer.»

Label	Code	#	by wave		
			1	2	3
Completely dissatisfied 0	0	37	10	18	9
1	1	33	7	21	5
2	2	94	20	45	29
3	3	179	33	90	56
4	4	207	52	91	64
5	5	388	93	191	104
6	6	552	135	278	139
7	7	1008	259	495	254
8	8	1180	323	582	275
9	9	806	228	387	191
Completely satisfied 10	10	381	113	186	82
<i>Unspecific missing</i>	-90	18	8	7	3
<i>Implausible value</i>	-95	1	0	1	0

## t2a Extent activities upper Gymnasium level - Information

184 : 2

To what extent did you carry out the following activities during your time at the upper Gymnasium level? > a) Finding, choosing and sorting information for a paper (e.g. for a thesis/ a speech) «Please tick a box in each line»

Label	Code	#	by wave		
			1	2	3
Never	1	36	9	18	9
Rarely	2	413	111	179	123
Sometimes	3	1602	412	809	381
Often	4	2817	746	1377	694
<i>Unspecific missing</i>	-90	16	3	9	4

To what extent did you carry out the following activities during your time at the upper Gymnasium level? > b) Collecting literature for a paper «Please tick a box in each line»

Label	Code	#	by wave		
			1	2	3
Never	1	466	126	222	118
Rarely	2	1642	428	796	418
Sometimes	3	1820	455	920	445
Often	4	910	264	426	220
<i>Unspecific missing</i>	-90	45	8	27	10
<i>Implausible value</i>	-95	1	0	1	0

To what extent did you carry out the following activities during your time at the upper Gymnasium level? > c) Writing and creating texts on the computer «Please tick a box in each line»

Label	Code	#	by wave		
			1	2	3
Never	1	122	25	56	41
Rarely	2	1023	272	486	265
Sometimes	3	1785	459	884	442
Often	4	1933	517	959	457
<i>Unspecific missing</i>	-90	20	7	7	6
<i>Implausible value</i>	-95	1	1	0	0



t2d Extent activities upper Gymnasium level - figures computer

184 : 2

To what extent did you carry out the following activities during your time at the upper Gymnasium level? > d) Creating figures/graphics on the computer «Please tick a box in each line»

Label	Code	#	by wave		
			1	2	3
Never	1	1285	298	651	336
Rarely	2	2171	590	1050	531
Sometimes	3	1044	283	508	253
Often	4	369	107	177	85
<i>Unspecific missing</i>	-90	15	3	6	6

## t2e Extent activities upper Gymnasium level - electronic media

184 : 2

To what extent did you carry out the following activities during your time at the upper Gymnasium level? > e) Using electronic media (CD, Internet) to obtain information «Please tick a box in each line»

Label	Code	#	by wave		
			1	2	3
Never	1	23	2	13	8
Rarely	2	132	35	55	42
Sometimes	3	540	143	262	135
Often	4	4181	1099	2059	1023
<i>Unspecific missing</i>	-90	8	2	3	3

How often did you carry out the following activities during your time at the upper Gymnasium level? > a) Planning scientific experiments «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
never	1	1770	485	915	370
1-2 times	2	1727	450	852	425
3-5 times	3	840	215	389	236
6-10 times	4	281	63	128	90
more than 10 times	5	234	58	95	81
<i>Unspecific missing</i>	-90	32	10	13	9

## t3b Frequency activities upper Gymnasium level - minutes

184 : 3

How often did you carry out the following activities during your time at the upper Gymnasium level? > b) Creating minutes on a discussion «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
never	1	2264	589	1130	545
1-2 times	2	1659	434	795	430
3-5 times	3	652	168	317	167
6-10 times	4	179	46	89	44
more than 10 times	5	98	32	46	20
<i>Unspecific missing</i>	-90	24	9	11	4
<i>Implausible value</i>	-95	8	3	4	1

## t3c Frequency activities upper Gymnasium level - oral presentation

184 : 3

How often did you carry out the following activities during your time at the upper Gymnasium level? > c) Giving an oral presentation «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
never	1	2	0	1	1
1-2 times	2	71	17	37	17
3-5 times	3	1282	354	629	299
6-10 times	4	2028	524	1000	504
more than 10 times	5	1490	382	721	387
<i>Unspecific missing</i>	-90	8	4	3	1
<i>Implausible value</i>	-95	3	0	1	2

## t3d Frequency activities upper Gymnasium level - prepare presentation in writing

184 : 3

How often did you carry out the following activities during your time at the upper Gymnasium level? ▸ d) Preparing a presentation in writing «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
never	1	442	100	206	136
1-2 times	2	1305	309	656	340
3-5 times	3	1884	487	951	446
6-10 times	4	856	256	407	193
more than 10 times	5	336	105	151	80
<i>Unspecific missing</i>	-90	58	21	21	16
<i>Implausible value</i>	-95	3	3	0	0

## t3e Frequency activities upper Gymnasium level - library

184 : 3

How often did you carry out the following activities during your time at the upper Gymnasium level? > e) Using a library for sourcing literature «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
never	1	1301	357	646	298
1-2 times	2	1637	396	813	428
3-5 times	3	1046	284	502	260
6-10 times	4	457	124	213	120
more than 10 times	5	427	114	209	104
<i>Unspecific missing</i>	-90	16	6	9	1

How often did you carry out the following activities during your time at the upper Gymnasium level? > f) Participating in interdisciplinary school projects «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
never	1	2074	482	1060	532
1-2 times	2	2146	599	1024	523
3-5 times	3	459	143	215	101
6-10 times	4	106	32	47	27
more than 10 times	5	43	13	17	13
<i>Unspecific missing</i>	-90	56	12	29	15



## t4a University study preparation - scientific problems

184 : 4

How would you evaluate how the upper Gymnasium level prepares students for certain university study requirements? > a) I believe that I have understood how to conduct scientific problem solving during my time at the upper Gymnasium level. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	146	38	75	33
Rather disagree	2	1253	337	610	306
Rather agree	3	2978	777	1461	740
Completely agree	4	476	121	226	129
<i>Unspecific missing</i>	-90	31	8	20	3

How would you evaluate how the upper Gymnasium level prepares students for certain university study requirements? ▶ b) I have learned how to systematically analyze texts at the upper Gymnasium level. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	36	9	16	11
Rather disagree	2	480	132	227	121
Rather agree	3	2685	686	1337	662
Completely agree	4	1671	451	804	416
<i>Unspecific missing</i>	-90	11	2	8	1
<i>Implausible value</i>	-95	1	1	0	0

How would you evaluate how the upper Gymnasium level prepares students for certain university study requirements? > c) I have learned to argue coherently in discussions during my time at the upper Gymnasium level. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	150	38	79	33
Rather disagree	2	1120	262	575	283
Rather agree	3	2506	662	1216	628
Completely agree	4	1092	313	515	264
<i>Unspecific missing</i>	-90	16	6	7	3

t4d University study preparation - distinction between important and unimportant

184 : 4

How would you evaluate how the upper Gymnasium level prepares students for certain university study requirements? > d) During my time at the upper Gymnasium level I have learned to distinguish the important from the unimportant with regard to getting assignments done. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	136	42	63	31
Rather disagree	2	884	213	446	225
Rather agree	3	2565	675	1218	672
Completely agree	4	1289	348	659	282
<i>Unspecific missing</i>	-90	10	3	6	1

How would you evaluate how the upper Gymnasium level prepares students for certain university study requirements? > e) The upper Gymnasium level has taught me a lot of general knowledge. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	494	92	256	146
Rather disagree	2	1750	420	873	457
Rather agree	3	1962	570	941	451
Completely agree	4	667	197	315	155
<i>Unspecific missing</i>	-90	11	2	7	2

## t5a Stress factors - tension after school

184:5

How strongly do the following statements apply to you? > a) I am tense when I get home from school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	798	262	357	179
Rather disagree	2	1910	550	909	451
Rather agree	3	1616	368	832	416
Completely agree	4	541	98	282	161
<i>Unspecific missing</i>	-90	18	3	11	4
<i>Implausible value</i>	-95	1	0	1	0

## t5b Stress factors - falling asleep

184 : 5

How strongly do the following statements apply to you? ▶ b) Sometimes I have trouble falling asleep because problems from school are on my mind. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1396	419	675	302
Rather disagree	2	1691	496	784	411
Rather agree	3	1168	272	601	295
Completely agree	4	615	92	325	198
<i>Unspecific missing</i>	-90	14	2	7	5

## t5c Stress factors - irritable reaction

184:5

How strongly do the following statements apply to you? > c) It happens that I react irritably when others start talking to me about school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1527	478	719	330
Rather disagree	2	1720	459	869	392
Rather agree	3	1150	257	562	331
Completely agree	4	477	86	235	156
<i>Unspecific missing</i>	-90	10	1	7	2



t5d Stress factors - feeling overwhelmed

184 : 5

How strongly do the following statements apply to you? > d) I feel that school is overwhelming me. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1698	527	834	337
Rather disagree	2	2256	581	1110	565
Rather agree	3	755	144	354	257
Completely agree	4	151	24	79	48
<i>Unspecific missing</i>	-90	23	5	14	4
<i>Implausible value</i>	-95	1	0	1	0

How strongly do the following statements apply to you? > e) Even during my free time I think about troubles at school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1515	464	735	316
Rather disagree	2	1706	470	824	412
Rather agree	3	1296	283	642	371
Completely agree	4	351	56	184	111
<i>Unspecific missing</i>	-90	14	6	7	1
<i>Implausible value</i>	-95	2	2	0	0

How strongly do the following statements apply to you? » f) I consider the requirements at school in general as stressful. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	945	306	463	176
Rather disagree	2	1987	600	967	420
Rather agree	3	1524	308	749	467
Completely agree	4	403	59	202	142
<i>Unspecific missing</i>	-90	24	8	10	6
<i>Implausible value</i>	-95	1	0	1	0

How strongly do the following statements apply to you? > g) After school I am often exhausted. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	379	138	165	76
Rather disagree	2	1179	374	563	242
Rather agree	3	2094	531	1029	534
Completely agree	4	1215	230	628	357
<i>Unspecific missing</i>	-90	16	7	7	2
<i>Implausible value</i>	-95	1	1	0	0

t5h Stress factors - discomfort

184:5

How strongly do the following statements apply to you? > h) Thinking of school makes me feel uncomfortable. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1723	514	815	394
Rather disagree	2	2119	545	1050	524
Rather agree	3	747	158	383	206
Completely agree	4	270	57	130	83
<i>Unspecific missing</i>	-90	25	7	14	4

How strongly do the following statements apply to you? > i) Pressure at school is too high.  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1469	489	696	284
Rather disagree	2	2020	563	1014	443
Rather agree	3	1062	182	510	370
Completely agree	4	309	42	160	107
<i>Unspecific missing</i>	-90	24	5	12	7

How strongly do the following statements apply to you? > j) School is eating me up. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	3091	912	1509	670
Rather disagree	2	1256	276	605	375
Rather agree	3	365	66	185	114
Completely agree	4	145	20	78	47
<i>Unspecific missing</i>	-90	26	7	14	5
<i>Implausible value</i>	-95	1	0	1	0

t5k Stress factors - conciliation obligations

184:5

How strongly do the following statements apply to you? > k) It is hard for me to conciliate school with other obligations. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1374	449	646	279
Rather disagree	2	2062	548	1024	490
Rather agree	3	1066	225	527	314
Completely agree	4	349	49	182	118
<i>Unspecific missing</i>	-90	32	10	12	10
<i>Implausible value</i>	-95	1	0	1	0



t5l Stress factors - feeling tired and exhausted

184 : 5

How strongly do the following statements apply to you? » l) School often makes me feel tired and exhausted. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	517	171	227	119
Rather disagree	2	1390	426	667	297
Rather agree	3	2066	504	1030	532
Completely agree	4	887	177	454	256
<i>Unspecific missing</i>	-90	24	3	14	7

How strongly do the following statements apply to you? > m) It is easy for me to recover from school during my free time. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	206	46	104	56
Rather disagree	2	920	170	487	263
Rather agree	3	1964	518	958	488
Completely agree	4	1771	542	830	399
<i>Unspecific missing</i>	-90	22	5	12	5
<i>Implausible value</i>	-95	1	0	1	0

How strongly do the following statements apply to you? > n) I can relax well during my free time. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	89	18	45	26
Rather disagree	2	559	98	304	157
Rather agree	3	1761	421	848	492
Completely agree	4	2454	742	1182	530
<i>Unspecific missing</i>	-90	21	2	13	6

t5o Stress factors - lack of time

184:5

How strongly do the following statements apply to you? > o) Apart from school, I do not have time for anything else. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	2525	777	1203	545
Rather disagree	2	1647	380	838	429
Rather agree	3	618	109	300	209
Completely agree	4	83	14	44	25
<i>Unspecific missing</i>	-90	10	1	6	3
<i>Implausible value</i>	-95	1	0	1	0

Which core subjects did you choose besides German and math? > English «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	509	201	207	101
Yes	1	4375	1080	2185	1110

## t6b Foreign language apart from English

184:6

**Which core subjects did you choose besides German and math? > Foreign language apart from English** «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	3238	868	1572	798
Yes	1	1646	413	820	413

Which core subjects did you choose besides German and math? > Social studies «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	4199	1123	2066	1010
Yes	1	681	158	326	197
<i>Implausible value</i>	-95	4	0	0	4

Which core subjects did you choose besides German and math? > History «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	4317	1138	2105	1074
Yes	1	564	143	287	134
<i>Implausible value</i>	-95	3	0	0	3



Which core subjects did you choose besides German and math? > **Geography** «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	4349	1156	2099	1094
Yes	1	531	125	293	113
<i>Implausible value</i>	-95	4	0	0	4

Which core subjects did you choose besides German and math? > Economics «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	4213	1129	2058	1026
Yes	1	671	152	334	185

Which core subjects did you choose besides German and math? > **Biology** «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	2836	786	1354	696
Yes	1	2047	495	1038	514
<i>Implausible value</i>	-95	1	0	0	1

Which core subjects did you choose besides German and math? > Chemistry «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	3970	1058	1954	958
Yes	1	911	223	438	250
<i>Implausible value</i>	-95	3	0	0	3

Which core subjects did you choose besides German and math? > Physics «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	3868	1017	1889	962
Yes	1	1016	264	503	249

t6j Ethics/religious education

184:6

**Which core subjects did you choose besides German and math? > Ethics/religious education**

«Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	4584	1181	2249	1154
Yes	1	298	100	143	55
<i>Implausible value</i>	-95	2	0	0	2

t6k Physical education

184:6

Which core subjects did you choose besides German and math? > Physical education «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	4221	1094	2060	1067
Yes	1	660	187	332	141
<i>Implausible value</i>	-95	3	0	0	3

t6l Other

184:6

Which core subjects did you choose besides German and math? > Other, specifically: «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	4323	1165	2091	1067
Yes	1	561	116	301	144



t6m\_g1 other core subject, namely

184:6

Which core subjects did you choose besides German and math? ▶ Please indicate in printed letters. «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
German	1	1	1	0	0
Math	2	1	1	0	0
English	3	0	0	0	0
French	4	36	12	15	9
Greek	5	2	0	2	0
Italian	6	11	4	6	1
Latin	7	42	6	24	12
Russian	8	0	0	0	0
Spanish	9	47	14	28	5
Biology	10	5	5	0	0
Biology (bilingual)	11	4	2	2	0
Chemistry	12	2	2	0	0
... 19 values omitted ...					
Philosophy	33	4	1	3	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	1	0	0	1
Geometry	37	3	0	3	0
Performing Arts	38	0	0	0	0
Foreign language	39	20	3	10	7
History (bilingual)	40	1	1	0	0
French (bilingual)	41	1	1	0	0
Rhetorics	42	0	0	0	0
<i>Not valid</i>	-25	1944	1002	11	931
<i>Unspecific missing</i>	-90	1819	0	1819	0

t6m\_g2 Other core subject, namely

184:6

Which core subjects did you choose besides German and math? > Please indicate in printed letters. «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	1	1	0	0
English	3	5	4	1	0
French	4	16	5	9	2
Greek	5	3	0	2	1
Italian	6	5	1	3	1
Latin	7	8	1	6	1
Russian	8	1	0	0	1
Spanish	9	14	2	8	4
Biology	10	1	1	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	1	1	0	0
... 18 values omitted ...					
Theory of Knowledge (IB)	32	0	0	0	0
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	1	0	1	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	1	0	0	1
Performing Arts	38	0	0	0	0
Foreign language	39	2	0	2	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Unspecific missing</i>	-90	4802	1257	2348	1197

t6m\_g3 Other core subject, namely

184:6

Which core subjects did you choose besides German and math? ▶ Please indicate in printed letters. «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	2	1	1	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	1	0	1	0
Russian	8	0	0	0	0
Spanish	9	3	0	3	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 18 values omitted ...					
Theory of Knowledge (IB)	32	0	0	0	0
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	1	0	0	1
<i>Unspecific missing</i>	-90	4870	1279	2382	1209

t6m\_g4 Other core subject, namely

184:6

Which core subjects did you choose besides German and math? > Please indicate in printed letters. «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
German	1	0	0	0	0
Math	2	0	0	0	0
English	3	0	0	0	0
French	4	0	0	0	0
Greek	5	0	0	0	0
Italian	6	0	0	0	0
Latin	7	0	0	0	0
Russian	8	0	0	0	0
Spanish	9	0	0	0	0
Biology	10	0	0	0	0
Biology (bilingual)	11	0	0	0	0
Chemistry	12	0	0	0	0
... 18 values omitted ...					
Theory of Knowledge (IB)	32	0	0	0	0
Philosophy	33	0	0	0	0
Natural Sciences and Technology (NST)	34	0	0	0	0
Natural phenomenon	35	0	0	0	0
Astronomy	36	0	0	0	0
Geometry	37	0	0	0	0
Performing Arts	38	0	0	0	0
Foreign language	39	0	0	0	0
History (bilingual)	40	0	0	0	0
French (bilingual)	41	0	0	0	0
Rhetorics	42	0	0	0	0
<i>Unspecific missing</i>	-90	4881	1281	2390	1210

t7 NwT as a subject combination during the intermediate Gymnasium level

184 : 7

Have you already had 'natural sciences and technology (NST)' as a subject combination during the intermediate Gymnasium level? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	2734	874	1325	535
Yes	1	2106	383	1053	670
<i>Unspecific missing</i>	-90	42	22	14	6
<i>Implausible value</i>	-95	2	2	0	0

How strongly do the following statements apply to you? > a) I am simply not good at math.  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1648	438	824	386
Does not really apply	2	1412	370	680	362
Applies to some extent	3	981	260	470	251
Applies completely	4	831	212	411	208
<i>Unspecific missing</i>	-90	12	1	7	4

How strongly do the following statements apply to you? > b) I am good at math. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	928	242	464	222
Does not really apply	2	1231	331	577	323
Applies to some extent	3	1465	390	712	363
Applies completely	4	1237	315	625	297
<i>Unspecific missing</i>	-90	19	2	11	6
<i>Implausible value</i>	-95	4	1	3	0

How strongly do the following statements apply to you? > c) I am not particularly talented in the subject math. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1611	418	811	382
Does not really apply	2	1203	320	579	304
Applies to some extent	3	1026	261	503	262
Applies completely	4	1009	269	488	252
<i>Unspecific missing</i>	-90	34	13	11	10
<i>Implausible value</i>	-95	1	0	0	1



How strongly do the following statements apply to you? > d) I might be successful in a job that requires extensive mathematical skills. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1316	335	646	335
Does not really apply	2	1365	368	650	347
Applies to some extent	3	1424	374	716	334
Applies completely	4	743	195	364	184
<i>Unspecific missing</i>	-90	36	9	16	11

**How do you evaluate the performance requirements in the subject Mathematics? > a) In class**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	116	34	58	24
slightly low	2	777	183	412	182
just right	3	1765	474	878	413
slightly high	4	1792	477	850	465
very high	5	428	113	190	125
<i>Unspecific missing</i>	-90	4	0	3	1
<i>Implausible value</i>	-95	2	0	1	1

**How do you evaluate the performance requirements in the subject Mathematics? > b) Regarding homework** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	199	56	100	43
slightly low	2	766	212	352	202
just right	3	1982	540	990	452
slightly high	4	1598	389	778	431
very high	5	304	77	153	74
<i>Unspecific missing</i>	-90	33	7	17	9
<i>Implausible value</i>	-95	2	0	2	0

**How do you evaluate the performance requirements in the subject Mathematics? » c) Regarding tests in class (e.g. course work) «Please tick a box in each line.»**

Label	Code	#	by wave		
			1	2	3
very low	1	34	8	15	11
slightly low	2	178	47	84	47
just right	3	1182	324	606	252
slightly high	4	2118	587	1004	527
very high	5	1364	313	679	372
<i>Unspecific missing</i>	-90	6	2	3	1
<i>Implausible value</i>	-95	2	0	1	1

**How do you evaluate the time requirements in the subject Mathematics? » a) Weekly course hours** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	81	28	37	16
slightly low	2	871	210	425	236
just right	3	3230	841	1606	783
slightly high	4	588	165	280	143
very high	5	102	33	39	30
<i>Unspecific missing</i>	-90	12	4	5	3

**How do you evaluate the time requirements in the subject Mathematics? > b) Time for homework** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	397	126	190	81
slightly low	2	1140	291	554	295
just right	3	1682	470	807	405
slightly high	4	1389	327	709	353
very high	5	231	55	114	62
<i>Unspecific missing</i>	-90	44	11	18	15
<i>Implausible value</i>	-95	1	1	0	0

How do you evaluate the time requirements in the subject Mathematics? > c) Study time (time for preparation and follow-up of the classwork, not including homework) «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	407	108	200	99
slightly low	2	953	237	479	237
just right	3	1134	330	566	238
slightly high	4	1461	387	699	375
very high	5	899	211	436	252
<i>Unspecific missing</i>	-90	27	7	12	8
<i>Implausible value</i>	-95	3	1	0	2

To what extent do the following statements apply to you? > a) It is important for me personally to be good at math. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	431	117	210	104
Does not really apply	2	1176	333	564	279
Applies to some extent	3	1891	469	922	500
Applies completely	4	1372	357	690	325
<i>Unspecific missing</i>	-90	14	5	6	3



To what extent do the following statements apply to you? > b) When I learn something new in math class, I am also ready to use my free time for it. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1554	420	869	265
Does not really apply	2	2054	540	968	546
Applies to some extent	3	987	250	436	301
Applies completely	4	266	59	111	96
<i>Unspecific missing</i>	-90	23	12	8	3

To what extent do the following statements apply to you? > c) Math is simply exciting for me. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1493	369	750	374
Does not really apply	2	1531	406	735	390
Applies to some extent	3	1344	356	673	315
Applies completely	4	492	142	224	126
<i>Unspecific missing</i>	-90	24	8	10	6

t11d Interests - math: time passes fast

184:11

To what extent do the following statements apply to you? > d) When I am trying to solve a math exercise, I am sometimes unaware of how fast time passes. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	953	201	418	334
Does not really apply	2	1309	344	630	335
Applies to some extent	3	1777	495	926	356
Applies completely	4	830	235	413	182
<i>Unspecific missing</i>	-90	14	6	4	4
<i>Implausible value</i>	-95	1	0	1	0

How strongly do the following statements apply to you? > a) I am simply not good at the subject German. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1597	413	797	387
Does not really apply	2	1889	496	931	462
Applies to some extent	3	1038	279	491	268
Applies completely	4	346	91	167	88
<i>Unspecific missing</i>	-90	13	2	5	6
<i>Implausible value</i>	-95	1	0	1	0

How strongly do the following statements apply to you? > b) I am good at German. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	271	65	132	74
Does not really apply	2	1353	368	644	341
Applies to some extent	3	2146	562	1034	550
Applies completely	4	1092	280	571	241
<i>Unspecific missing</i>	-90	21	5	11	5
<i>Implausible value</i>	-95	1	1	0	0

How strongly do the following statements apply to you? > c) I am not particularly talented in the subject German. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1654	415	839	400
Does not really apply	2	1698	456	830	412
Applies to some extent	3	1101	287	524	290
Applies completely	4	404	114	188	102
<i>Unspecific missing</i>	-90	24	9	9	6
<i>Implausible value</i>	-95	3	0	2	1

How strongly do the following statements apply to you? > d) I might be successful at a job that requires a lot of the skills acquired at German class. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	677	167	334	176
Does not really apply	2	1505	395	719	391
Applies to some extent	3	1749	459	866	424
Applies completely	4	933	252	468	213
<i>Unspecific missing</i>	-90	19	7	5	7
<i>Implausible value</i>	-95	1	1	0	0

**How do you evaluate the performance requirements in the subject German? > a) In class**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	269	63	142	64
slightly low	2	1043	261	540	242
just right	3	2259	592	1132	535
slightly high	4	1063	295	468	300
very high	5	241	68	105	68
<i>Unspecific missing</i>	-90	8	2	4	2
<i>Implausible value</i>	-95	1	0	1	0



**How do you evaluate the performance requirements in the subject German? > b) Regarding homework** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	352	97	176	79
slightly low	2	979	277	490	212
just right	3	1897	495	916	486
slightly high	4	1302	322	655	325
very high	5	323	83	142	98
<i>Unspecific missing</i>	-90	30	7	12	11
<i>Implausible value</i>	-95	1	0	1	0

**How do you evaluate the performance requirements in the subject German? > c) Regarding tests in class (e.g. course work) «Please tick a box in each line.»**

Label	Code	#	by wave		
			1	2	3
very low	1	34	14	14	6
slightly low	2	156	44	80	32
just right	3	1952	537	976	439
slightly high	4	1964	514	964	486
very high	5	766	168	352	246
<i>Unspecific missing</i>	-90	11	4	5	2
<i>Implausible value</i>	-95	1	0	1	0

**How do you evaluate the time requirements in the subject German? > a) Weekly course hours**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	51	15	22	14
slightly low	2	436	122	212	102
just right	3	3612	942	1782	888
slightly high	4	667	169	320	178
very high	5	101	29	50	22
<i>Unspecific missing</i>	-90	16	4	5	7
<i>Implausible value</i>	-95	1	0	1	0

**How do you evaluate the time requirements in the subject German? > b) Time for homework**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	406	126	180	100
slightly low	2	1055	263	532	260
just right	3	1334	368	642	324
slightly high	4	1505	386	758	361
very high	5	545	128	263	154
<i>Unspecific missing</i>	-90	37	9	16	12
<i>Implausible value</i>	-95	2	1	1	0

How do you evaluate the time requirements in the subject German? > c) Study time (time for preparation and follow-up of the classwork, not including homework) «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	748	220	356	172
slightly low	2	1595	397	823	375
just right	3	1705	462	824	419
slightly high	4	660	165	311	184
very high	5	141	31	60	50
<i>Unspecific missing</i>	-90	33	6	16	11
<i>Implausible value</i>	-95	2	0	2	0

How strongly do the following statements apply to you? ▶ a) It is important for me personally to be good at German. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	262	73	127	62
Does not really apply	2	1093	270	541	282
Applies to some extent	3	2076	551	997	528
Applies completely	4	1441	383	722	336
<i>Unspecific missing</i>	-90	12	4	5	3

How strongly do the following statements apply to you? > b) When I learn something new in German class, I am also ready to use my free time for it. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1451	373	740	338
Does not really apply	2	1981	501	966	514
Applies to some extent	3	1108	310	519	279
Applies completely	4	328	93	159	76
<i>Unspecific missing</i>	-90	15	4	7	4
<i>Implausible value</i>	-95	1	0	1	0

How strongly do the following statements apply to you? > c) German is simply exciting for me. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1123	282	563	278
Does not really apply	2	1845	467	893	485
Applies to some extent	3	1414	388	699	327
Applies completely	4	476	135	225	116
<i>Unspecific missing</i>	-90	25	8	12	5
<i>Implausible value</i>	-95	1	1	0	0



How strongly do the following statements apply to you? ▶ d) When I am trying to solve a German exercise, I am sometimes unaware of how fast time passes. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1644	403	791	450
Does not really apply	2	1762	465	856	441
Applies to some extent	3	1108	308	557	243
Applies completely	4	355	101	181	73
<i>Unspecific missing</i>	-90	15	4	7	4

**How strongly do the following statements apply to you? > a) I am simply not good at English.** «Please evaluate the following statements even if you have dropped English during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1815	463	878	474
Does not really apply	2	1977	563	955	459
Applies to some extent	3	820	201	413	206
Applies completely	4	253	49	138	66
<i>Unspecific missing</i>	-90	18	4	8	6
<i>Implausible value</i>	-95	1	1	0	0

**How strongly do the following statements apply to you? > b) I am good at English.** «Please evaluate the following statements even if you have dropped English during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	267	52	148	67
Does not really apply	2	1167	299	566	302
Applies to some extent	3	2135	593	1044	498
Applies completely	4	1287	330	620	337
<i>Unspecific missing</i>	-90	25	5	14	6
<i>Implausible value</i>	-95	3	2	0	1

**How strongly do the following statements apply to you? > c) I am not particularly talented for English.** «Please evaluate the following statements even if you have dropped English during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1890	487	923	480
Does not really apply	2	1729	482	844	403
Applies to some extent	3	924	242	441	241
Applies completely	4	313	62	171	80
<i>Unspecific missing</i>	-90	27	8	13	6
<i>Implausible value</i>	-95	1	0	0	1

How strongly do the following statements apply to you? > d) I might be successful in a job that requires extensive English skills. «Please evaluate the following statements even if you have dropped English during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	326	64	162	100
Does not really apply	2	1127	299	556	272
Applies to some extent	3	2019	554	996	469
Applies completely	4	1384	359	665	360
<i>Unspecific missing</i>	-90	27	5	12	10
<i>Implausible value</i>	-95	1	0	1	0

Did you take the subject English during the upper Gymnasium level? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	277	75	136	66
Yes	1	4603	1205	2255	1143
<i>Unspecific missing</i>	-90	4	1	1	2

**How do you evaluate the performance requirements in the subject English? ▶ a) In class**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	198	48	115	35
slightly low	2	979	298	472	209
just right	3	2249	577	1085	587
slightly high	4	995	241	495	259
very high	5	178	41	87	50
<i>Unspecific missing</i>	-90	284	75	138	71
<i>Implausible value</i>	-95	1	1	0	0

**How do you evaluate the performance requirements in the subject English? > b) Regarding homework** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	253	83	119	51
slightly low	2	1058	305	523	230
just right	3	2135	556	1053	526
slightly high	4	952	219	456	277
very high	5	186	38	96	52
<i>Unspecific missing</i>	-90	299	80	144	75
<i>Implausible value</i>	-95	1	0	1	0



**How do you evaluate the performance requirements in the subject English? > c) Regarding tests in class (e.g. course work) «Please tick a box in each line.»**

Label	Code	#	by wave		
			1	2	3
very low	1	54	16	31	7
slightly low	2	320	86	156	78
just right	3	2043	563	982	498
slightly high	4	1644	434	811	399
very high	5	534	105	272	157
<i>Unspecific missing</i>	-90	288	77	139	72
<i>Implausible value</i>	-95	1	0	1	0

**How do you evaluate the time requirements in the subject English? > a) Weekly course hours**

«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	80	13	45	22
slightly low	2	787	205	385	197
just right	3	3353	890	1641	822
slightly high	4	321	83	158	80
very high	5	49	13	20	16
<i>Unspecific missing</i>	-90	294	77	143	74

**How do you evaluate the time requirements in the subject English? > b) Time for homework**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	291	86	144	61
slightly low	2	1161	317	565	279
just right	3	1999	514	1009	476
slightly high	4	985	256	456	273
very high	5	142	28	70	44
<i>Unspecific missing</i>	-90	305	80	147	78
<i>Implausible value</i>	-95	1	0	1	0

**How do you evaluate the time requirements in the subject English? > c) Study time (time for preparation and follow-up of the classwork, not including homework) «Please tick a box in each line.»**

Label	Code	#	by wave		
			1	2	3
very low	1	261	68	119	74
slightly low	2	1134	302	563	269
just right	3	2067	553	1026	488
slightly high	4	935	242	446	247
very high	5	185	37	92	56
<i>Unspecific missing</i>	-90	302	79	146	77

t20a Interests- English: important to be good

184:20

How strongly do the following statements apply to you? > a) It is important for me personally to be good at English. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	77	21	36	20
Does not really apply	2	539	146	267	126
Applies to some extent	3	2000	556	972	472
Applies completely	4	1980	481	979	520
<i>Unspecific missing</i>	-90	287	76	138	73
<i>Implausible value</i>	-95	1	1	0	0

How strongly do the following statements apply to you? > b) When I learn something new in English class, I am also ready to use my free time for it. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	670	192	336	142
Does not really apply	2	1765	458	875	432
Applies to some extent	3	1527	394	729	404
Applies completely	4	635	162	313	160
<i>Unspecific missing</i>	-90	287	75	139	73

How strongly do the following statements apply to you? > c) English is simply exciting for me. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	452	112	235	105
Does not really apply	2	1452	381	710	361
Applies to some extent	3	1793	495	869	429
Applies completely	4	900	218	439	243
<i>Unspecific missing</i>	<i>-90</i>	<i>287</i>	<i>75</i>	<i>139</i>	<i>73</i>

How strongly do the following statements apply to you? > d) When I am trying to solve an English exercise, I am sometimes unaware of how fast time passes. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1242	315	606	321
Does not really apply	2	2140	566	1038	536
Applies to some extent	3	869	233	434	202
Applies completely	4	337	89	171	77
<i>Unspecific missing</i>	-90	296	78	143	75



How strongly do the following statements apply to you? > a) I am simply not good at biology. «Please evaluate the following statements even if you have dropped biology during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1376	350	667	359
Does not really apply	2	2267	605	1119	543
Applies to some extent	3	945	235	466	244
Applies completely	4	280	85	137	58
<i>Unspecific missing</i>	-90	16	6	3	7

How strongly do the following statements apply to you? > b) I am good at biology. «Please evaluate the following statements even if you have dropped biology during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	278	75	145	58
Does not really apply	2	1208	329	575	304
Applies to some extent	3	2307	600	1136	571
Applies completely	4	1061	269	526	266
<i>Unspecific missing</i>	-90	27	6	9	12
<i>Implausible value</i>	-95	3	2	1	0

**How strongly do the following statements apply to you? > c) I am not particularly talented in biology.** «Please evaluate the following statements even if you have dropped biology during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1492	386	726	380
Does not really apply	2	1986	531	973	482
Applies to some extent	3	1049	267	514	268
Applies completely	4	318	84	166	68
<i>Unspecific missing</i>	-90	39	13	13	13

How strongly do the following statements apply to you? > d) I might be successful in a job that requires extensive biology skills. «Please evaluate the following statements even if you have dropped biology during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1091	274	546	271
Does not really apply	2	1699	448	840	411
Applies to some extent	3	1259	346	607	306
Applies completely	4	801	207	382	212
<i>Unspecific missing</i>	-90	34	6	17	11

Did you take the subject biology during the upper Gymnasium level? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	803	202	400	201
Yes	1	4069	1076	1988	1005
<i>Unspecific missing</i>	<i>-90</i>	12	3	4	5

**How do you evaluate the performance requirements in the subject biology? ▶ a) In class**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	130	33	64	33
slightly low	2	572	137	279	156
just right	3	1791	461	880	450
slightly high	4	1241	354	599	288
very high	5	353	96	176	81
<i>Unspecific missing</i>	-90	796	200	393	203
<i>Implausible value</i>	-95	1	0	1	0

**How do you evaluate the performance requirements in the subject biology? > b) Regarding homework** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	567	142	271	154
slightly low	2	831	205	428	198
just right	3	1667	453	788	426
slightly high	4	768	208	382	178
very high	5	188	59	95	34
<i>Unspecific missing</i>	-90	863	214	428	221

**How do you evaluate the performance requirements in the subject biology? > c) Regarding tests in class (e.g. course work) «Please tick a box in each line.»**

Label	Code	#	by wave		
			1	2	3
very low	1	26	5	15	6
slightly low	2	185	44	84	57
just right	3	1140	290	553	297
slightly high	4	1641	445	804	392
very high	5	1094	294	542	258
<i>Unspecific missing</i>	-90	798	203	394	201



**How do you evaluate the time requirements in the subject biology? » a) Weekly course hours**

«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	126	28	53	45
slightly low	2	827	230	391	206
just right	3	2795	735	1385	675
slightly high	4	287	74	147	66
very high	5	46	12	21	13
<i>Unspecific missing</i>	-90	803	202	395	206

**How do you evaluate the time requirements in the subject biology? > b) Time for homework**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	708	189	336	183
slightly low	2	1025	271	508	246
just right	3	1744	459	841	444
slightly high	4	463	127	236	100
very high	5	86	22	47	17
<i>Unspecific missing</i>	-90	857	213	424	220
<i>Implausible value</i>	-95	1	0	0	1

**How do you evaluate the time requirements in the subject biology? > c) Study time (time for preparation and follow-up of the classwork, not including homework) «Please tick a box in each line.»**

Label	Code	#	by wave		
			1	2	3
very low	1	195	49	92	54
slightly low	2	516	155	240	121
just right	3	1076	278	519	279
slightly high	4	1252	337	591	324
very high	5	1027	259	545	223
<i>Unspecific missing</i>	-90	818	203	405	210

t25a Interests - biology: important to be good

184:25

How strongly do the following statements apply to you? ▶ a) It is important for me personally to be good at biology. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	354	98	164	92
Does not really apply	2	1251	293	657	301
Applies to some extent	3	1610	461	755	394
Applies completely	4	868	229	421	218
<i>Unspecific missing</i>	-90	801	200	395	206

t25b Interests - biology: use free time

184:25

How strongly do the following statements apply to you? > b) When I learn something new in biology class, I am also ready to use my free time for it. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1010	255	531	224
Does not really apply	2	1489	387	733	369
Applies to some extent	3	1094	311	503	280
Applies completely	4	489	128	230	131
<i>Unspecific missing</i>	-90	801	200	394	207
<i>Implausible value</i>	-95	1	0	1	0

How strongly do the following statements apply to you? > c) Biology is simply exciting for me. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	363	94	183	86
Does not really apply	2	882	204	461	217
Applies to some extent	3	1731	478	839	414
Applies completely	4	1102	304	511	287
<i>Unspecific missing</i>	-90	805	201	398	206
<i>Implausible value</i>	-95	1	0	0	1

t25d Interests - biology: time passes fast

184 : 25

How strongly do the following statements apply to you? > d) When I am trying to solve a biology exercise, I am sometimes unaware of how fast time passes. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1334	328	671	335
Does not really apply	2	1724	449	843	432
Applies to some extent	3	725	229	331	165
Applies completely	4	289	73	145	71
<i>Unspecific missing</i>	-90	812	202	402	208

**How strongly do the following statements apply to you? » a) I am simply not good at physics.**  
 «Please evaluate the following statements even if you have dropped physics during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	677	183	327	167
Does not really apply	2	1284	365	610	309
Applies to some extent	3	1229	334	601	294
Applies completely	4	1654	392	827	435
<i>Unspecific missing</i>	-90	38	7	25	6
<i>Implausible value</i>	-95	2	0	2	0



**How strongly do the following statements apply to you? » b) I am good at physics** «Please evaluate the following statements even if you have dropped physics during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1612	387	791	434
Does not really apply	2	1494	401	738	355
Applies to some extent	3	1200	338	571	291
Applies completely	4	532	148	263	121
<i>Unspecific missing</i>	-90	44	7	27	10
<i>Implausible value</i>	-95	2	0	2	0

**How strongly do the following statements apply to you? > c) I am not particularly talented in physics.** «Please evaluate the following statements even if you have dropped physics during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	787	223	370	194
Does not really apply	2	1129	311	543	275
Applies to some extent	3	1361	367	669	325
Applies completely	4	1557	370	780	407
<i>Unspecific missing</i>	-90	48	9	29	10
<i>Implausible value</i>	-95	2	1	1	0

How strongly do the following statements apply to you? > d) I might be successful in a job that requires extensive knowledge of physics. «Please evaluate the following statements even if you have dropped physics during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	2403	608	1194	601
Does not really apply	2	1121	308	530	283
Applies to some extent	3	818	232	395	191
Applies completely	4	488	122	240	126
<i>Unspecific missing</i>	-90	54	11	33	10

Have you taken the subject physics during the upper Gymnasium level? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	2185	555	1087	543
Yes	1	2685	724	1297	664
<i>Unspecific missing</i>	-90	14	2	8	4

**How do you evaluate the performance requirements in the subject physics? ▶ a) In class**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	110	37	52	21
slightly low	2	355	118	155	82
just right	3	956	255	473	228
slightly high	4	1021	262	483	276
very high	5	280	71	145	64
<i>Unspecific missing</i>	-90	2162	538	1084	540

**How do you evaluate the performance requirements in the subject physics? > b) Regarding homework** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	254	89	107	58
slightly low	2	406	121	203	82
just right	3	842	217	405	220
slightly high	4	946	248	455	243
very high	5	260	66	133	61
<i>Unspecific missing</i>	-90	2176	540	1089	547

How do you evaluate the performance requirements in the subject physics? > c) During tests at class (e.g. course works) «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	33	8	17	8
slightly low	2	156	59	60	37
just right	3	721	205	351	165
slightly high	4	1082	278	525	279
very high	5	726	190	354	182
<i>Unspecific missing</i>	-90	2165	540	1085	540
<i>Implausible value</i>	-95	1	1	0	0

**How do you evaluate the time requirements in the subject physics? » a) Weekly course hours**

«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	86	22	39	25
slightly low	2	625	180	312	133
just right	3	1722	469	802	451
slightly high	4	237	54	133	50
very high	5	40	11	21	8
<i>Unspecific missing</i>	-90	2173	545	1085	543
<i>Implausible value</i>	-95	1	0	0	1



**How do you evaluate the time requirements in the subject physics? > b) Time for homework**  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	371	111	162	98
slightly low	2	661	193	320	148
just right	3	1089	283	528	278
slightly high	4	501	128	251	122
very high	5	77	21	39	17
<i>Unspecific missing</i>	-90	2183	544	1092	547
<i>Implausible value</i>	-95	2	1	0	1

How do you evaluate the time requirements in the subject physics? > c) Study time (time for preparation and follow-up of the classwork, not including homework) «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	129	44	54	31
slightly low	2	359	110	158	91
just right	3	883	243	428	212
slightly high	4	857	222	431	204
very high	5	471	117	230	124
<i>Unspecific missing</i>	-90	2184	545	1091	548
<i>Implausible value</i>	-95	1	0	0	1

t30a Interests - physics: important to be good

184:30

How strongly do the following statements apply to you? > a) It is important for me personally to be good at physics. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	470	128	233	109
Does not really apply	2	764	208	361	195
Applies to some extent	3	872	246	402	224
Applies completely	4	612	157	314	141
<i>Unspecific missing</i>	-90	2165	542	1082	541
<i>Implausible value</i>	-95	1	0	0	1

How strongly do the following statements apply to you? > b) When I learn something new in physics class, I am also ready to use my free time for it. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	963	264	472	227
Does not really apply	2	904	252	427	225
Applies to some extent	3	584	154	288	142
Applies completely	4	269	70	124	75
<i>Unspecific missing</i>	-90	2163	541	1081	541
<i>Implausible value</i>	-95	1	0	0	1

How strongly do the following statements apply to you? > c) Physics is simply exciting for me. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	608	164	289	155
Does not really apply	2	692	187	341	164
Applies to some extent	3	927	256	444	227
Applies completely	4	493	133	236	124
<i>Unspecific missing</i>	-90	2162	541	1081	540
<i>Implausible value</i>	-95	2	0	1	1

How strongly do the following statements apply to you? > d) When I am trying to solve a physics exercise, I am sometimes unaware of how fast time passes. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1168	311	570	287
Does not really apply	2	888	253	412	223
Applies to some extent	3	458	121	224	113
Applies completely	4	203	55	102	46
<i>Unspecific missing</i>	-90	2166	541	1084	541
<i>Implausible value</i>	-95	1	0	0	1

**How strongly do the following statements apply to you? » a) I am simply not good at chemistry.** «Please evaluate the following statements even if you have dropped chemistry during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	733	201	343	189
Does not really apply	2	1710	468	827	415
Applies to some extent	3	1365	347	676	342
Applies completely	4	1033	258	521	254
<i>Unspecific missing</i>	-90	43	7	25	11

**How strongly do the following statements apply to you? > b) I am good at chemistry.** «Please evaluate the following statements even if you have dropped chemistry during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1063	269	527	267
Does not really apply	2	1516	399	726	391
Applies to some extent	3	1636	435	813	388
Applies completely	4	612	167	293	152
<i>Unspecific missing</i>	-90	54	10	31	13
<i>Implausible value</i>	-95	3	1	2	0



**How strongly do the following statements apply to you? > c) I am not particularly talented in chemistry.** «Please evaluate the following statements even if you have dropped chemistry during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	815	223	381	211
Does not really apply	2	1523	408	765	350
Applies to some extent	3	1499	392	724	383
Applies completely	4	984	246	486	252
<i>Unspecific missing</i>	-90	61	12	34	15
<i>Implausible value</i>	-95	2	0	2	0

How strongly do the following statements apply to you? > d) I might be successful in a job that requires extensive knowledge of chemistry. «Please evaluate the following statements even if you have dropped chemistry during the upper Gymnasium level. Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	2037	523	1010	504
Does not really apply	2	1435	384	695	356
Applies to some extent	3	932	255	447	230
Applies completely	4	422	107	207	108
<i>Unspecific missing</i>	-90	58	12	33	13

Did you take the subject chemistry during your time at the upper Gymnasium level? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	2026	550	985	491
Yes	1	2839	730	1395	714
<i>Unspecific missing</i>	-90	19	1	12	6

**How do you evaluate the performance requirements in the subject chemistry? ▶ a) In class**

«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	123	31	67	25
slightly low	2	394	114	191	89
just right	3	1183	308	579	296
slightly high	4	950	225	461	264
very high	5	217	61	108	48
<i>Unspecific missing</i>	-90	2017	542	986	489

**How do you evaluate the performance requirements in the subject chemistry? > b) Regarding homework** «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	302	84	160	58
slightly low	2	610	192	270	148
just right	3	1083	256	538	289
slightly high	4	692	166	345	181
very high	5	139	32	76	31
<i>Unspecific missing</i>	-90	2058	551	1003	504

How do you evaluate the performance requirements in the subject chemistry? ▶ c) Regarding tests in class (e.g. course work) «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	40	10	18	12
slightly low	2	152	53	70	29
just right	3	824	218	391	215
slightly high	4	1126	298	528	300
very high	5	722	158	398	166
<i>Unspecific missing</i>	-90	2020	544	987	489

How do you evaluate the time requirements in the subject chemistry? ▶ a) Weekly course hours «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	93	23	48	22
slightly low	2	632	168	320	144
just right	3	1868	467	906	495
slightly high	4	225	68	104	53
very high	5	39	11	23	5
<i>Unspecific missing</i>	-90	2027	544	991	492

How do you evaluate the time requirements in the subject chemistry? > b) Time for homework «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	498	149	236	113
slightly low	2	812	221	384	207
just right	3	1130	266	560	304
slightly high	4	323	82	164	77
very high	5	55	11	35	9
<i>Unspecific missing</i>	-90	2066	552	1013	501



How do you evaluate the time requirements in the subject chemistry? > c) Study time (time for preparation and follow-up of the classwork, not including homework) «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
very low	1	123	40	53	30
slightly low	2	381	102	182	97
just right	3	940	250	461	229
slightly high	4	942	244	451	247
very high	5	463	100	250	113
<i>Unspecific missing</i>	-90	2035	545	995	495

t35a Interests - chemistry: important to be good

184:35

How strongly do the following statements apply to you? ▶ a) It is important for me personally to be good at chemistry. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	457	111	221	125
Does not really apply	2	899	215	464	220
Applies to some extent	3	969	260	474	235
Applies completely	4	534	150	242	142
<i>Unspecific missing</i>	-90	2024	544	991	489
<i>Implausible value</i>	-95	1	1	0	0

How strongly do the following statements apply to you? > b) When I learn something new in chemistry class, I am also ready to use my free time for it. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	964	244	495	225
Does not really apply	2	1104	286	527	291
Applies to some extent	3	574	148	278	148
Applies completely	4	213	59	98	56
<i>Unspecific missing</i>	-90	2029	544	994	491

How strongly do the following statements apply to you? > c) Chemistry is simply exciting for me. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	518	125	266	127
Does not really apply	2	768	192	382	194
Applies to some extent	3	1114	299	538	277
Applies completely	4	456	120	214	122
<i>Unspecific missing</i>	-90	2028	545	992	491

t35d Interests - chemistry: time passes fast

184:35

How strongly do the following statements apply to you? > d) When I am trying to solve a chemistry exercise, I am sometimes unaware of how fast time passes. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1288	327	630	331
Does not really apply	2	1019	258	508	253
Applies to some extent	3	409	114	198	97
Applies completely	4	142	38	64	40
<i>Unspecific missing</i>	-90	2026	544	992	490

**Has there been the possibility at your Gymnasium to take the old G8 subject combinations?**

«Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	909	909	0	0
Yes	1	360	360	0	0
<i>Missing by design</i>	-54	3603	0	2392	1211
<i>Unspecific missing</i>	-90	12	12	0	0

t37 Abitur in G12 or G13?

184:36

Do you graduate with the Abitur [higher education entrance qualification] after 12 or 13 years? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
After 13 years (G9)	1	1637	434	1176	27
After 12 years (G8)	2	2455	61	1215	1179
<i>Unspecific missing</i>	-90	791	785	1	5
<i>Implausible value</i>	-95	1	1	0	0

t38 have you followed the G8-old curriculum earlier? - filter question

64:38

Have you ever followed the 'G8-Zug' (G8 curriculum) at an earlier point of time «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	1616	402	1214	0
Yes	1	79	26	53	0
<i>Missing by design</i>	-54	1211	0	0	1211
<i>Unspecific missing</i>	-90	1976	853	1123	0
<i>Implausible value</i>	-95	2	0	2	0



t39\_R Grade in which you switched to the G9 curriculum

64:39

In which grade did you switch from the G8 curriculum to the G9 curriculum? «Please tick only one answer. Left G8 curriculum in:»

Label	Code	#	by wave		
			1	2	3
Grade 5	1	11	1	10	0
Grade 6	2	5	2	3	0
Grade 7	3	10	3	7	0
Grade 8	4	2	0	2	0
Grade 9	5	6	3	3	0
Grade 10	6	13	6	7	0
Grade 11	7	9	5	4	0
Grade 12	8	6	2	4	0
<i>Missing by design</i>	-54	1211	0	0	1211
<i>Unspecific missing</i>	-90	3611	1259	2352	0

## t40a Reasons for G8-old/G9 switch - move

64 : 40

Which were the reasons for your switch from the G8 to the G9 curriculum? > a move «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	3657	1275	2382	0
Yes	1	16	6	10	0
<i>Missing by design</i>	-54	1211	0	0	1211

Which were the reasons for your switch from the G8 to the G9 curriculum? > my parents' wish «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	3669	1279	2390	0
Yes	1	4	2	2	0
<i>Missing by design</i>	-54	1211	0	0	1211

**Which were the reasons for your switch from the G8 to the G9 curriculum? ▶ a teachers' recommendation** «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	3670	1280	2390	0
Yes	1	3	1	2	0
<i>Missing by design</i>	-54	1211	0	0	1211

t40d Reasons for G8-old/G9 switch - bad grades

64 : 40

**Which were the reasons for your switch from the G8 to the G9 curriculum? > my grades were not good enough for me to continue with the G8 curriculum** «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	3665	1276	2389	0
Yes	1	8	5	3	0
<i>Missing by design</i>	-54	1211	0	0	1211

**Which were the reasons for your switch from the G8 to the G9 curriculum? > G8 was too stressful for me** «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	3661	1276	2385	0
Yes	1	12	5	7	0
<i>Missing by design</i>	-54	1211	0	0	1211

**Which were the reasons for your switch from the G8 to the G9 curriculum? > I wanted more free time** «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	3663	1277	2386	0
Yes	1	10	4	6	0
<i>Missing by design</i>	-54	1211	0	0	1211

**Which were the reasons for your switch from the G8 to the G9 curriculum? > I wanted to improve my grades by switching to the G9 curriculum** «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	3658	1274	2384	0
Yes	1	15	7	8	0
<i>Missing by design</i>	-54	1211	0	0	1211



Which were the reasons for your switch from the G8 to the G9 curriculum? > other reasons, namely: «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	3661	1276	2385	0
Yes	1	12	5	7	0
<i>Missing by design</i>	-54	1211	0	0	1211

**Which were the reasons for your switch from the G8 to the G9 curriculum?** «Please tick the applicable.»

no table generated

t41 Choice of the Gymnasium due to the offered G8 curriculum

64:41

Did you choose this Gymnasium with the purpose of graduating with the Abitur after 8 years? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
Yes, if no G8 had been offered at this Gymnasium, I would not have chosen to attend this Gymnasium.	1	16	16	0	0
No, I would also have joined this Gymnasium if no G8 curriculum had been offered.	2	66	66	0	0
<i>Missing by design</i>	-54	3603	0	2392	1211
<i>Unspecific missing</i>	-90	1199	1199	0	0

How strongly do the following statements apply to you? > a) I have a good memory. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	48	7	24	17
Does not really apply	2	613	171	287	155
Applies to some extent	3	3049	836	1442	771
Applies completely	4	1101	262	577	262
<i>Unspecific missing</i>	-90	73	5	62	6

How strongly do the following statements apply to you? > b) I like going to school. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	250	69	122	59
Does not really apply	2	1187	298	583	306
Applies to some extent	3	2651	701	1283	667
Applies completely	4	717	209	337	171
<i>Unspecific missing</i>	-90	79	4	67	8

How strongly do the following statements apply to you? > c) I wish I were as intelligent as the others. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1031	284	494	253
Does not really apply	2	2222	616	1081	525
Applies to some extent	3	1099	282	532	285
Applies completely	4	410	85	199	126
<i>Unspecific missing</i>	-90	122	14	86	22

How strongly do the following statements apply to you? > d) I cannot memorize some of the study contents. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	312	80	153	79
Does not really apply	2	1773	482	892	399
Applies to some extent	3	2146	568	1005	573
Applies completely	4	576	148	276	152
<i>Unspecific missing</i>	-90	75	2	65	8
<i>Implausible value</i>	-95	2	1	1	0

How strongly do the following statements apply to you? > e) Learning is fun at our school.  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	570	138	281	151
Does not really apply	2	2051	535	972	544
Applies to some extent	3	1939	532	958	449
Applies completely	4	207	63	97	47
<i>Unspecific missing</i>	-90	115	11	84	20
<i>Implausible value</i>	-95	2	2	0	0



How strongly do the following statements apply to you? > f) Compared to others I am not very gifted. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1267	349	598	320
Does not really apply	2	2510	690	1212	608
Applies to some extent	3	862	216	425	221
Applies completely	4	131	18	72	41
<i>Unspecific missing</i>	-90	113	8	84	21
<i>Implausible value</i>	-95	1	0	1	0

How strongly do the following statements apply to you? > g) I am satisfied with our school.  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	400	107	179	114
Does not really apply	2	1226	292	628	306
Applies to some extent	3	2460	658	1212	590
Applies completely	4	780	223	365	192
<i>Unspecific missing</i>	<i>-90</i>	<i>18</i>	<i>1</i>	<i>8</i>	<i>9</i>

How strongly do the following statements apply to you? > h) I feel comfortable at our school.

«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	252	66	118	68
Does not really apply	2	905	238	431	236
Applies to some extent	3	2605	658	1326	621
Applies completely	4	1098	315	508	275
<i>Unspecific missing</i>	-90	24	4	9	11

How strongly do the following statements apply to you? > i) I often think that I am not as smart as the others. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	1627	473	774	380
Does not really apply	2	1983	517	992	474
Applies to some extent	3	1001	242	488	271
Applies completely	4	236	42	120	74
<i>Unspecific missing</i>	-90	37	7	18	12

How strongly do the following statements apply to you? > j) The things I learn, I can recall after a long period of time. «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	341	57	181	103
Does not really apply	2	2046	527	1015	504
Applies to some extent	3	2111	584	1017	510
Applies completely	4	351	106	165	80
<i>Unspecific missing</i>	-90	35	7	14	14

How strongly do you agree with the following statements? ▶ a) When I encounter difficulties, I find ways to overcome them and get what I want. «Please tick one box in every row.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	37	5	21	11
Rather disagree	2	635	152	306	177
Rather agree	3	3159	820	1557	782
Completely agree	4	1023	297	494	232
<i>Unspecific missing</i>	-90	30	7	14	9

How strongly do you agree with the following statements? > b) I always manage to solve difficult problems if I try hard enough. «Please tick one box in every row.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	22	4	11	7
Rather disagree	2	692	163	336	193
Rather agree	3	3056	798	1511	747
Completely agree	4	1087	310	521	256
<i>Unspecific missing</i>	-90	27	6	13	8

How strongly do you agree with the following statements? > c) I find it difficult to achieve my aims / to really do what I intend to do. «Please tick one box in every row.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	1015	308	494	213
Rather disagree	2	2910	775	1422	713
Rather agree	3	829	179	405	245
Completely agree	4	111	16	62	33
<i>Unspecific missing</i>	-90	19	3	9	7



How strongly do you agree with the following statements? > d) I always know how to behave even in unexpected situations. «Please tick one box in every row.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	148	27	79	42
Rather disagree	2	1747	409	867	471
Rather agree	3	2658	786	1273	599
Completely agree	4	305	55	159	91
<i>Unspecific missing</i>	-90	26	4	14	8

How strongly do you agree with the following statements? > e) I'm unsure how to cope with unexpected events. «Please tick one box in every row.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	826	223	405	198
Rather disagree	2	2845	775	1404	666
Rather agree	3	1087	260	523	304
Completely agree	4	99	21	47	31
<i>Unspecific missing</i>	-90	27	2	13	12

How strongly do you agree with the following statements? > f) I take a relaxed approach to difficulties because I'm confident about my own skills and abilities. «Please tick one box in every row.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	155	31	72	52
Rather disagree	2	1489	374	730	385
Rather agree	3	2485	663	1225	597
Completely agree	4	721	210	346	165
<i>Unspecific missing</i>	-90	33	3	19	11
<i>Implausible value</i>	-95	1	0	0	1

How strongly do you agree with the following statements? > g) Whatever happens, I'll be able to handle it. «Please tick one box in every row.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	72	14	33	25
Rather disagree	2	579	155	285	139
Rather agree	3	2584	725	1223	636
Completely agree	4	1627	383	840	404
<i>Unspecific missing</i>	-90	21	4	10	7
<i>Implausible value</i>	-95	1	0	1	0

How strongly do you agree with the following statements? > h) I can find a solution to any problem. «Please tick one box in every row.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	70	18	36	16
Rather disagree	2	953	238	453	262
Rather agree	3	2996	777	1506	713
Completely agree	4	841	246	386	209
<i>Unspecific missing</i>	-90	24	2	11	11

How strongly do you agree with the following statements? » i) If I encounter something new, I know how to deal with it. «Please tick one box in every row.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	47	9	23	15
Rather disagree	2	1070	305	504	261
Rather agree	3	3279	827	1632	820
Completely agree	4	459	131	224	104
<i>Unspecific missing</i>	-90	29	9	9	11

How strongly do you agree with the following statements? > j) If a problem arises, I can cope with it myself. «Please tick one box in every row.»

Label	Code	#	by wave		
			1	2	3
Completely disagree	1	17	2	9	6
Rather disagree	2	684	156	338	190
Rather agree	3	3533	930	1742	861
Completely agree	4	604	182	284	138
<i>Unspecific missing</i>	-90	44	10	18	16
<i>Implausible value</i>	-95	2	1	1	0

**Have you participated in courses to improve your performance at school, e.g. intensive vacation courses, during the ongoing or past school year?** «Please tick the applicable. Please indicate the number of hours right-aligned.»

Label	Code	#	by wave		
			1	2	3
No	0	3468	924	1698	846
Yes	1	1390	351	682	357
<i>Unspecific missing</i>	-90	25	6	12	7
<i>Implausible value</i>	-95	1	0	0	1



## t44b Participation in courses to improve performance at school - hours 184:39

Have you participated in courses to improve your performance at school, e.g. intensive vacation courses, during the ongoing or past school year? > Number of hours (total) «Please tick the applicable. Please indicate the number of hours right-aligned.»

Label	Code	#	by wave		
			1	2	3
	0	273	52	125	96
	1	8	1	6	1
	2	9	2	5	2
	3	2	0	1	1
	4	10	5	3	2
	5	12	5	4	3
	6	15	6	4	5
	7	1	1	0	0
	8	1	0	1	0
	8	33	9	16	8
	9	7	1	4	2
	10	74	15	41	18
	... 59 values omitted ...				
	145	2	0	1	1
	150	5	3	0	2
	155	1	1	0	0
	200	6	3	0	3
	225	2	1	1	0
	232	1	0	1	0
	300	2	1	1	0
	336	2	0	1	1
	350	1	1	0	0
	500	1	0	0	1
<i>Unspecific missing</i>	-90	3119	860	1532	727
<i>Implausible value</i>	-95	164	31	90	43

**Have you used private tutoring or additional classes in the course of the ongoing school year or during the preceding school year?** «By private tutoring we mean, in the following, both traditional extracurricular tutoring as well as additional school classes or help at other social organizations (e.g. youth club, cultural center etc.) to deepen and repeat course contents. Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	3069	830	1507	732
Yes	1	1802	448	878	476
<i>Unspecific missing</i>	-90	13	3	7	3

## t46a Use of private tutoring - Biology

184:41

In which subjects have you used private tutoring in the course of the ongoing school year or during the preceding school year? » a) Biology «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4849	1274	2376	1199
Specified	1	34	7	16	11
<i>Implausible value</i>	-95	1	0	0	1

## t46b Use of private tutoring - Chemistry

184 : 41

In which subjects have you used private tutoring in the course of the ongoing school year or during the preceding school year? > b) Chemistry «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4775	1264	2335	1176
Specified	1	109	17	57	35

In which subjects have you used private tutoring in the course of the ongoing school year or during the preceding school year? > c) German «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4825	1276	2355	1194
Specified	1	59	5	37	17

In which subjects have you used private tutoring in the course of the ongoing school year or during the preceding school year? > d) English «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4620	1234	2253	1133
Specified	1	263	47	139	77
<i>Implausible value</i>	-95	1	0	0	1

## t46e Use of private tutoring - French

184:41

In which subjects have you used private tutoring in the course of the ongoing school year or during the preceding school year? > e) French «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4830	1262	2371	1197
Specified	1	54	19	21	14

In which subjects have you used private tutoring in the course of the ongoing school year or during the preceding school year? > f) Math «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	3270	864	1617	789
Specified	1	1614	417	775	422



In which subjects have you used private tutoring in the course of the ongoing school year or during the preceding school year? » g) Physics «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4689	1230	2303	1156
Specified	1	195	51	89	55

In which subjects have you used private tutoring in the course of the ongoing school year or during the preceding school year? > h) Other subject(s) «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4839	1269	2369	1201
Specified	1	44	12	23	9
<i>Implausible value</i>	-95	1	0	0	1

## t47 Use of private tutoring: number of hours

184 : 42

How many hours of private tutoring have you used in the course of the ongoing school year or during the preceding school year? > Total tutoring hours (with regard to the last two school years; if needed in several subjects): «Note: the number of tutoring hours per week as well as the duration of the private tutoring in weeks can, for example, be used as a basis for calculation. Please enter the number of hours right-aligned.»

Label	Code	#	by wave		
			1	2	3
	0	11	4	1	6
	0	1	0	1	0
	1	29	8	16	5
	2	1	0	1	0
	2	39	10	17	12
	3	13	4	9	0
	4	27	5	12	10
	5	32	6	16	10
	6	31	6	11	14
	7	5	0	2	3
	8	1	0	1	0
	8	25	10	13	2
... 92 values omitted ...					
	320	3	1	1	1
	350	1	0	1	0
	400	3	1	1	1
	500	2	0	0	2
	624	1	1	0	0
	700	1	1	0	0
	720	2	1	1	0
	800	3	2	0	1
	900	2	0	0	2
	1500	1	0	0	1
<i>Unspecific missing</i>	-90	3137	841	1556	740
<i>Implausible value</i>	-95	50	11	22	17

**Was the tutoring partially or completely financed privately, e.g. by your parents? » No, the tutoring has not been financed privately.** «Note: both the total number of privately financed tutoring hours as well as the (average) hourly rate in euros can be used as a basis for calculation of expenses. Please only tick one box. Please enter the amount in euros right-aligned.»

Label	Code	#	by wave		
			1	2	3
No, the tutoring was not financed privately.	1	87	27	36	24
Yes, the tutoring was partially financed privately.	2	46	14	19	13
Yes, the tutoring was fully financed privately.	3	1635	408	799	428
<i>Unspecific missing</i>	-90	3112	832	1535	745
<i>Implausible value</i>	-95	4	0	3	1

t48d Financing of tutoring services - indicate amount in euros

184 : 43

Was the tutoring partially or completely financed privately, e.g. by your parents? ▶ The related expenses amounted to approx. «Note: both the total number of privately financed tutoring hours as well as the (average) hourly rate in euros can be used as a basis for calculation of expenses. Please only tick one box. Please enter the amount in euros right-aligned.»

Label	Code	#	by wave		
			1	2	3
	0	40	6	27	7
	2	2	0	2	0
	3	1	1	0	0
	5	2	0	1	1
	8	2	0	2	0
	8	5	2	3	0
	10	15	7	6	2
	12	4	2	2	0
	13	2	1	1	0
	15	11	3	6	2
	16	1	0	1	0
	18	1	1	0	0
	... 162 values omitted ...				
	6000	4	1	2	1
	6250	1	0	0	1
	6325	1	0	0	1
	7000	1	0	1	0
	7200	1	1	0	0
	7500	1	0	1	0
	7800	1	0	0	1
	8000	1	1	0	0
	8640	1	0	1	0
	9000	1	0	0	1
<i>Unspecific missing</i>	-90	3395	903	1673	819
<i>Implausible value</i>	-95	50	10	24	16

t49a Initiated tutoring - myself

184:44

Who prompted you to use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) > myself «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	3399	892	1670	837
Yes	1	1485	389	722	374

t49b Initiated tutoring - parents

184:44

Who prompted you to use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) > my parents «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	4106	1109	2017	980
Yes	1	777	172	375	230
<i>Implausible value</i>	-95	1	0	0	1

t49c Initiated tutoring - school

184:44

Who prompted you to use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) > my (subject) teacher/ my school «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
No	0	4777	1251	2346	1180
Yes	1	107	30	46	31



Why did or do you use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) > a) To improve my grades «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	15	3	8	4
Does not really apply	2	31	9	13	9
Applies to some extent	3	331	89	157	85
Applies completely	4	1417	347	694	376
<i>Unspecific missing</i>	-90	3088	833	1518	737
<i>Implausible value</i>	-95	2	0	2	0

Why did or do you use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) » b) To prepare for classroom tests «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	28	5	14	9
Does not really apply	2	52	6	28	18
Applies to some extent	3	417	92	211	114
Applies completely	4	1299	345	623	331
<i>Unspecific missing</i>	-90	3086	833	1514	739
<i>Implausible value</i>	-95	2	0	2	0

Why did or do you use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) > c) To close knowledge gaps «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	88	23	41	24
Does not really apply	2	318	75	153	90
Applies to some extent	3	696	186	334	176
Applies completely	4	685	164	341	180
<i>Unspecific missing</i>	-90	3094	833	1521	740
<i>Implausible value</i>	-95	3	0	2	1

Why did or do you use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) > d) To acquire learning strategies «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	641	157	304	180
Does not really apply	2	719	180	360	179
Applies to some extent	3	265	67	125	73
Applies completely	4	153	42	74	37
<i>Unspecific missing</i>	-90	3104	835	1527	742
<i>Implausible value</i>	-95	2	0	2	0

Why did or do you use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) » e) To learn independent learning «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	869	211	422	236
Does not really apply	2	658	178	316	164
Applies to some extent	3	201	48	98	55
Applies completely	4	51	10	27	14
<i>Unspecific missing</i>	-90	3103	834	1527	742
<i>Implausible value</i>	-95	2	0	2	0

Why did or do you use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) > f) To get help for my homework «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	469	96	248	125
Does not really apply	2	380	101	182	97
Applies to some extent	3	611	179	279	153
Applies completely	4	319	70	155	94
<i>Unspecific missing</i>	-90	3102	835	1525	742
<i>Implausible value</i>	-95	3	0	3	0

Why did or do you use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) > g) To acquire a better school-leaving certificate «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	54	12	25	17
Does not really apply	2	68	21	29	18
Applies to some extent	3	543	145	270	128
Applies completely	4	1123	270	547	306
<i>Unspecific missing</i>	-90	3093	833	1519	741
<i>Implausible value</i>	-95	3	0	2	1

Why did or do you use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year) > h) To acquire a better school-leaving certificate «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Does not apply at all	1	316	73	159	84
Does not really apply	2	381	101	178	102
Applies to some extent	3	584	158	286	140
Applies completely	4	501	114	244	143
<i>Unspecific missing</i>	-90	3101	835	1524	742
<i>Implausible value</i>	-95	1	0	1	0



Have you used tutoring services or additional classes between grade 5 and admission to the course level? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	1571	855	462	254
Yes	1	1117	424	455	238
<i>Unspecific missing</i>	-90	2196	2	1475	719

In which subjects have you used tutoring services prior to admission to the course level (starting from grade 5)? > a) Biology «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4876	1277	2391	1208
Specified	1	8	4	1	3

In which subjects have you used tutoring services prior to admission to the course level (starting from grade 5)? > b) Chemistry «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4815	1266	2360	1189
Specified	1	69	15	32	22

In which subjects have you used tutoring services prior to admission to the course level (starting from grade 5)? > c) German «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4808	1251	2361	1196
Specified	1	76	30	31	15

t52d Tutoring prior to admission to the course level - English

184:47

In which subjects have you used tutoring services prior to admission to the course level (starting from grade 5)? > d) English «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4586	1157	2269	1160
Specified	1	298	124	123	51

In which subjects have you used tutoring services prior to admission to the course level (starting from grade 5)? > e) French «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4629	1172	2289	1168
Specified	1	255	109	103	43

In which subjects have you used tutoring services prior to admission to the course level (starting from grade 5)? > f) Math «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4125	1018	2064	1043
Specified	1	759	263	328	168

In which subjects have you used tutoring services prior to admission to the course level (starting from grade 5)? > g) Physics «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4754	1242	2336	1176
Specified	1	130	39	56	35



In which subjects have you used tutoring services prior to admission to the course level (starting from grade 5)? » h Other subject(s) «Please tick the applicable. Multiple answers possible.»

Label	Code	#	by wave		
			1	2	3
Not specified	0	4728	1232	2327	1169
Specified	1	156	49	65	42

## t53a Free time activities, days per week - activities offered at school

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > a) Participation in free time activities at school (e.g. sports, hobby or working groups) «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	914	230	465	219
2	2	327	82	168	77
3	3	147	30	71	46
4	4	109	30	52	27
5	5	50	8	31	11
6	6	20	5	9	6
7	7	18	10	8	0
I don't do this at all.	8	3222	861	1560	801
<i>Unspecific missing</i>	-90	66	21	24	21
<i>Implausible value</i>	-95	11	4	4	3

t53aa Free time activities days per week - activities offered at school: 184 : 48 hours

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	109	28	46	35
	1	4	0	1	3
	1	290	79	150	61
	2	10	1	5	4
	2	611	156	294	161
	3	2	1	1	0
	3	140	29	81	30
	4	160	38	90	32
	5	1	1	0	0
	5	57	14	28	15
	6	75	25	27	23
	7	1	1	0	0
	... 9 values omitted ...				
	18	4	1	3	0
	20	6	3	2	1
	21	1	0	1	0
	24	2	0	2	0
	25	2	1	1	0
	28	1	1	0	0
	30	2	2	0	0
	31	1	0	0	1
	75	1	0	1	0
	79	1	0	1	0
<i>Unspecific missing</i>	-90	3030	828	1453	749
<i>Implausible value</i>	-95	213	36	122	55

## t53b Free time activities days per week - meeting friends

184 : 48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > b) Meeting friends «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	365	61	170	134
2	2	853	162	422	269
3	3	1142	283	579	280
4	4	871	255	427	189
5	5	686	211	329	146
6	6	364	127	180	57
7	7	427	127	213	87
I don't do this at all.	8	46	12	17	17
<i>Unspecific missing</i>	-90	98	31	43	24
<i>Implausible value</i>	-95	32	12	12	8

t53bb Free time activities days per week - meeting friends: total  
hours

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	2	2	0	0
	0	1	0	1	0
	1	1	0	1	0
	1	31	6	14	11
	2	105	12	51	42
	3	148	30	61	57
	4	173	36	91	46
	5	238	51	115	72
	6	222	28	125	69
	7	88	29	37	22
	8	299	69	140	90
	8	1	1	0	0
	... 38 values omitted ...				
	72	1	0	1	0
	75	1	0	1	0
	76	1	0	1	0
	79	1	0	1	0
	80	2	0	1	1
	84	1	0	1	0
	88	1	0	1	0
	90	2	1	0	1
	99	10	5	5	0
	168	1	0	1	0
<i>Unspecific missing</i>	-90	634	150	331	153
<i>Implausible value</i>	-95	35	9	17	9

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > c) Computer games, chatting etc.  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	202	56	92	54
2	2	297	67	152	78
3	3	292	81	138	73
4	4	373	104	182	87
5	5	660	157	345	158
6	6	616	170	304	142
7	7	2111	568	1032	511
I don't do this at all.	8	203	45	93	65
<i>Unspecific missing</i>	-90	101	26	44	31
<i>Implausible value</i>	-95	29	7	10	12

t53cc Free time activities days per week - computer: total hours

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	3	1	1	1
	1	4	2	1	1
	1	196	50	100	46
	2	313	72	143	98
	3	1	0	0	1
	3	244	70	117	57
	4	1	0	0	1
	4	229	61	112	56
	5	312	70	162	80
	6	181	47	97	37
	7	354	94	186	74
	8	173	44	87	42
	... 36 values omitted ...				
	70	6	4	1	1
	72	1	1	0	0
	77	1	0	0	1
	79	1	0	1	0
	80	3	0	2	1
	90	1	0	0	1
	91	1	0	1	0
	96	1	0	0	1
	99	6	1	3	2
<i>Unspecific missing</i>	-90	732	164	371	197
<i>Implausible value</i>	-95	29	4	16	9
<i>system missing value</i>	.	1	0	0	1

## t53d Free time activities days per week - watching TV

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > d) Watching TV «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	381	88	185	108
2	2	499	135	226	138
3	3	478	127	236	115
4	4	413	112	203	98
5	5	574	137	300	137
6	6	453	114	232	107
7	7	1605	467	768	370
I don't do this at all.	8	386	76	197	113
<i>Unspecific missing</i>	-90	70	18	33	19
<i>Implausible value</i>	-95	25	7	12	6



t53dd Free time activities days per week - watching TV: total hours

184 : 48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	20	2	10	8
	1	3	0	3	0
	1	183	40	96	47
	2	1	0	0	1
	2	365	82	174	109
	3	321	88	151	82
	4	2	2	0	0
	4	312	91	134	87
	5	349	92	181	76
	6	235	65	115	55
	7	297	78	147	72
	8	252	66	126	60
	... 25 values omitted ...				
	44	1	1	0	0
	45	2	0	2	0
	50	8	1	5	2
	56	2	0	1	1
	58	1	1	0	0
	60	3	1	2	0
	70	1	1	0	0
	79	1	0	1	0
	99	2	0	2	0
<i>Unspecific missing</i>	-90	846	183	447	216
<i>Implausible value</i>	-95	21	5	10	6
<i>system missing value</i>	.	1	0	0	1

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > e) Reading «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	770	194	393	183
2	2	750	202	357	191
3	3	615	168	290	157
4	4	442	128	205	109
5	5	437	126	212	99
6	6	238	62	125	51
7	7	757	208	371	178
I don't do this at all.	8	778	172	395	211
<i>Unspecific missing</i>	-90	78	16	35	27
<i>Implausible value</i>	-95	19	5	9	5

t53ee Free time activities days per week - reading: total hours

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	33	11	9	13
	1	5	3	2	0
	1	532	126	271	135
	2	696	182	345	169
	3	466	137	219	110
	4	390	110	186	94
	5	377	117	166	94
	6	198	63	86	49
	7	210	47	116	47
	8	155	40	76	39
	9	48	13	20	15
	10	257	76	116	65
	... 9 values omitted ...				
	22	2	0	1	1
	24	3	1	2	0
	25	5	0	2	3
	27	1	0	0	1
	30	5	1	2	2
	50	3	0	2	1
	60	1	0	1	0
	63	1	1	0	0
	70	1	1	0	0
	72	1	1	0	0
<i>Unspecific missing</i>	-90	1243	286	637	320
<i>Implausible value</i>	-95	24	1	20	3

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > f) Spending time with the family  
 «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	1772	418	907	447
2	2	1273	371	599	303
3	3	538	165	256	117
4	4	261	63	132	66
5	5	155	44	79	32
6	6	55	19	21	15
7	7	134	33	64	37
I don't do this at all.	8	574	143	276	155
<i>Unspecific missing</i>	-90	104	23	48	33
<i>Implausible value</i>	-95	18	2	10	6

t53ff Free time activities days per week - family time: total hours

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	20	7	8	5
	0	1	1	0	0
	1	189	44	98	47
	2	606	162	287	157
	3	511	137	261	113
	4	456	119	223	114
	5	577	161	274	142
	6	243	71	112	60
	7	120	31	59	30
	8	215	55	103	57
	9	42	12	19	11
	10	348	95	166	87
	... 17 values omitted ...				
	36	2	0	2	0
	37	1	1	0	0
	40	4	1	1	2
	42	1	0	0	1
	46	1	0	1	0
	48	4	2	0	2
	50	2	0	2	0
	60	2	1	1	0
	89	1	0	0	1
	99	3	0	2	1
<i>Unspecific missing</i>	-90	1218	301	621	296
<i>Implausible value</i>	-95	21	2	14	5

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > g) Doing sports (alone, with friends, at a club) «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	549	132	275	142
2	2	856	214	424	218
3	3	1009	278	501	230
4	4	723	189	363	171
5	5	498	127	249	122
6	6	296	92	136	68
7	7	292	94	137	61
I don't do this at all.	8	574	135	269	170
<i>Unspecific missing</i>	-90	65	15	28	22
<i>Implausible value</i>	-95	22	5	10	7

t53gg Free time activities days per week - doing sports: total hours

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	14	2	9	3
	1	236	56	123	57
	2	4	0	3	1
	2	487	126	232	129
	3	1	0	0	1
	3	410	92	218	100
	4	1	1	0	0
	4	426	115	208	103
	5	364	101	171	92
	6	437	114	202	121
	7	169	48	81	40
	8	1	0	0	1
	... 16 values omitted ...				
	24	5	5	0	0
	25	13	7	4	2
	26	1	1	0	0
	28	2	0	1	1
	29	2	0	2	0
	30	8	1	4	3
	35	2	0	2	0
	48	1	1	0	0
	70	1	1	0	0
	79	1	0	1	0
<i>Unspecific missing</i>	-90	957	221	476	260
<i>Implausible value</i>	-95	21	5	9	7

t53h Free time activities days per week - orchestra, church groups

184 : 48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > h) Participating in the orchestra, in church groups or other groups (except sports) «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	780	211	381	188
2	2	433	98	235	100
3	3	193	36	112	45
4	4	81	28	39	14
5	5	36	7	24	5
6	6	12	1	8	3
7	7	12	6	4	2
I don't do this at all.	8	3280	883	1566	831
<i>Unspecific missing</i>	-90	49	8	18	23
<i>Implausible value</i>	-95	8	3	5	0



t53hh Free time activities days per week - orchestra, church groups:  
total hours

184 : 48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	96	24	45	27
	1	1	0	1	0
	1	222	56	100	66
	2	4	1	2	1
	2	416	115	207	94
	3	227	62	122	43
	4	192	38	110	44
	5	123	33	61	29
	6	87	18	53	16
	7	31	10	13	8
	8	36	6	19	11
	9	10	2	7	1
	... 2 values omitted ...				
	14	6	1	3	2
	15	7	1	4	2
	16	4	1	2	1
	18	1	0	0	1
	20	5	0	3	2
	24	1	0	1	0
	25	1	1	0	0
	30	1	1	0	0
	48	2	1	0	1
	60	1	1	0	0
<i>Unspecific missing</i>	-90	3307	886	1586	835
<i>Implausible value</i>	-95	52	13	25	14

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > i) Spending time with other hobbies (e.g. instruments, handicraft) «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	804	211	384	209
2	2	697	188	355	154
3	3	501	128	257	116
4	4	281	78	142	61
5	5	211	57	99	55
6	6	101	30	50	21
7	7	314	84	151	79
I don't do this at all.	8	1867	479	903	485
<i>Unspecific missing</i>	-90	90	20	43	27
<i>Implausible value</i>	-95	18	6	8	4

t53ii Free time activities days per week - hobbies: total hours

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	26	5	14	7
	1	5	0	2	3
	1	431	109	210	112
	2	606	169	290	147
	3	1	0	1	0
	3	350	95	173	82
	4	285	75	147	63
	5	270	74	135	61
	6	143	34	74	35
	7	90	20	51	19
	8	94	25	41	28
	9	28	8	12	8
	... 13 values omitted ...				
	24	2	2	0	0
	25	5	4	0	1
	30	8	2	3	3
	34	1	0	1	0
	35	2	0	2	0
	40	4	1	2	1
	42	1	0	0	1
	48	1	1	0	0
	60	1	0	1	0
	70	1	0	1	0
<i>Unspecific missing</i>	-90	2230	566	1102	562
<i>Implausible value</i>	-95	21	2	15	4

## t53j Free time activities days per week - part-time job

184 : 48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > j) Part-time job «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	852	203	444	205
2	2	814	254	408	152
3	3	405	142	188	75
4	4	126	41	66	19
5	5	52	9	36	7
6	6	31	11	17	3
7	7	19	7	9	3
I don't do this at all.	8	2497	594	1182	721
<i>Unspecific missing</i>	-90	71	17	32	22
<i>Implausible value</i>	-95	17	3	10	4

t53jj Free time activities days per week - part-time job: total hours

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	64	14	28	22
	1	1	0	0	1
	1	142	31	68	43
	2	3	3	0	0
	2	234	62	114	58
	3	207	52	111	44
	4	203	53	108	42
	5	142	30	74	38
	6	146	43	72	31
	7	66	23	33	10
	8	230	66	130	34
	9	1	0	1	0
	... 16 values omitted ...				
	26	1	0	1	0
	27	1	0	1	0
	28	1	0	1	0
	30	8	4	4	0
	32	2	0	1	1
	35	3	1	0	2
	39	1	1	0	0
	40	3	2	1	0
	60	1	0	0	1
	65	1	1	0	0
<i>Unspecific missing</i>	-90	2649	631	1263	755
<i>Implausible value</i>	-95	12	1	11	0

t53k Free time activities days per week - other

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > k) Other «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
1	1	145	49	60	36
2	2	212	48	114	50
3	3	177	50	83	44
4	4	100	29	50	21
5	5	64	22	25	17
6	6	15	5	7	3
7	7	283	86	139	58
I don't do this at all.	8	2668	653	1307	708
<i>Unspecific missing</i>	-90	1208	334	603	271
<i>Implausible value</i>	-95	12	5	4	3

t53kk Free time activities days per week - other: total hours

184:48

Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this? > how many hours per week in total  
«Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
	0	44	8	21	15
	1	47	16	21	10
	2	123	40	56	27
	3	91	25	45	21
	4	98	24	46	28
	5	86	25	43	18
	6	34	10	17	7
	7	55	19	23	13
	8	1	0	0	1
	8	34	9	16	9
	9	10	4	4	2
	10	105	32	49	24
	... 22 values omitted ...				
	67	1	1	0	0
	68	2	0	2	0
	69	1	0	1	0
	79	1	0	1	0
	84	2	0	2	0
	91	1	1	0	0
	93	1	0	1	0
	94	1	0	0	1
	97	1	1	0	0
	99	8	1	5	2
<i>Unspecific missing</i>	-90	3985	1019	1968	998
<i>Implausible value</i>	-95	25	6	12	7

How often have you had the following problems in the last 6 weeks? ▶ a) Nervousness, inner anxiety «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	759	225	368	166
1-2 times	2	1878	537	943	398
3-6 times	3	1231	313	589	329
more than 6 times	4	974	199	468	307
<i>Unspecific missing</i>	-90	41	7	23	11
<i>Implausible value</i>	-95	1	0	1	0



How often have you had the following problems in the last 6 weeks? > b) Headaches «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	1083	314	502	267
1-2 times	2	1859	501	915	443
3-6 times	3	1081	281	531	269
more than 6 times	4	836	180	433	223
<i>Unspecific missing</i>	-90	24	5	10	9
<i>Implausible value</i>	-95	1	0	1	0

How often have you had the following problems in the last 6 weeks? > c) Strong heart palpitations «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2476	718	1179	579
1-2 times	2	1428	357	734	337
3-6 times	3	638	131	303	204
more than 6 times	4	299	65	155	79
<i>Unspecific missing</i>	-90	42	10	20	12
<i>Implausible value</i>	-95	1	0	1	0

How often have you had the following problems in the last 6 weeks? > d) Fear that it's all getting too much «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2002	586	982	434
1-2 times	2	1464	378	747	339
3-6 times	3	769	185	354	230
more than 6 times	4	615	125	293	197
<i>Unspecific missing</i>	-90	32	6	15	11
<i>Implausible value</i>	-95	2	1	1	0

How often have you had the following problems in the last 6 weeks? > e) Difficulty concentrating «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	1173	335	560	278
1-2 times	2	1823	499	886	438
3-6 times	3	1147	293	575	279
more than 6 times	4	704	148	353	203
<i>Unspecific missing</i>	-90	36	6	17	13
<i>Implausible value</i>	-95	1	0	1	0

**How often have you had the following problems in the last 6 weeks? > f) Sleep disturbances**

«Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2174	636	1061	477
1-2 times	2	1350	361	639	350
3-6 times	3	711	156	382	173
more than 6 times	4	620	123	297	200
<i>Unspecific missing</i>	-90	29	5	13	11

How often have you had the following problems in the last 6 weeks? > g) Bad dreams «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2268	613	1140	515
1-2 times	2	1541	434	718	389
3-6 times	3	622	141	317	164
more than 6 times	4	420	86	201	133
<i>Unspecific missing</i>	-90	32	7	15	10
<i>Implausible value</i>	-95	1	0	1	0

How often have you had the following problems in the last 6 weeks? > h) Excessive sweating

«Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	3750	988	1853	909
1-2 times	2	755	211	344	200
3-6 times	3	225	49	115	61
more than 6 times	4	124	27	65	32
<i>Unspecific missing</i>	-90	30	6	15	9

How often have you had the following problems in the last 6 weeks? > I) Vomiting «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	4306	1141	2103	1062
1-2 times	2	448	113	223	112
3-6 times	3	64	13	38	13
more than 6 times	4	34	6	16	12
<i>Unspecific missing</i>	-90	27	5	11	11
<i>Implausible value</i>	-95	5	3	1	1



**How often have you had the following problems in the last 6 weeks? > j) Easily irritable**

«Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	705	211	332	162
1-2 times	2	1644	482	796	366
3-6 times	3	1527	364	760	403
more than 6 times	4	974	214	491	269
<i>Unspecific missing</i>	-90	30	9	10	11
<i>Implausible value</i>	-95	4	1	3	0

**How often have you had the following problems in the last 6 weeks? > k) Feelings of dizziness**

«Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2836	816	1354	666
1-2 times	2	1263	290	651	322
3-6 times	3	498	115	250	133
more than 6 times	4	255	53	125	77
<i>Unspecific missing</i>	-90	27	6	11	10
<i>Implausible value</i>	-95	5	1	1	3

How often have you had the following problems in the last 6 weeks? > l) Tiredness, fatigue

«Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	193	66	79	48
1-2 times	2	948	301	451	196
3-6 times	3	1491	400	725	366
more than 6 times	4	2217	505	1124	588
<i>Unspecific missing</i>	-90	33	9	12	12
<i>Implausible value</i>	-95	2	0	1	1

How often have you had the following problems in the last 6 weeks? > m) Incapable of relaxing «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2322	695	1127	500
1-2 times	2	1332	314	661	357
3-6 times	3	662	155	323	184
more than 6 times	4	531	109	269	153
<i>Unspecific missing</i>	-90	37	8	12	17

t54n Health problems - forgetfulness

184 : 49

How often have you had the following problems in the last 6 weeks? > n) Severe forgetfulness, distraction «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	1929	549	919	461
1-2 times	2	1649	403	843	403
3-6 times	3	786	200	380	206
more than 6 times	4	487	121	237	129
<i>Unspecific missing</i>	-90	33	8	13	12

**How often have you had the following problems in the last 6 weeks? ▶ o) Angry at everything**

«Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2279	652	1105	522
1-2 times	2	1531	382	778	371
3-6 times	3	616	148	287	181
more than 6 times	4	430	95	208	127
<i>Unspecific missing</i>	-90	28	4	14	10

How often have you had the following problems in the last 6 weeks? > p) Feeling of being worthless «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	3240	906	1607	727
1-2 times	2	929	230	455	244
3-6 times	3	400	79	192	129
more than 6 times	4	283	60	124	99
<i>Unspecific missing</i>	-90	32	6	14	12

How often have you had the following problems in the last 6 weeks? > q) Fear of going to school «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	3617	986	1807	824
1-2 times	2	792	195	359	238
3-6 times	3	272	56	132	84
more than 6 times	4	167	35	78	54
<i>Unspecific missing</i>	-90	34	8	15	11
<i>Implausible value</i>	-95	2	1	1	0



How often have you had the following problems in the last 6 weeks? > r) Shakiness, weakness

«Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	3635	1018	1774	843
1-2 times	2	830	178	416	236
3-6 times	3	263	52	126	85
more than 6 times	4	124	25	63	36
<i>Unspecific missing</i>	-90	30	8	12	10
<i>Implausible value</i>	-95	2	0	1	1

How often have you had the following problems in the last 6 weeks? > s) Nausea «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2983	809	1453	721
1-2 times	2	1267	323	625	319
3-6 times	3	417	105	202	110
more than 6 times	4	188	39	101	48
<i>Unspecific missing</i>	-90	28	5	11	12
<i>Implausible value</i>	-95	1	0	0	1

How often have you had the following problems in the last 6 weeks? ▶ t) Loss of appetite

«Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	3128	843	1533	752
1-2 times	2	1027	286	492	249
3-6 times	3	458	96	233	129
more than 6 times	4	236	50	120	66
<i>Unspecific missing</i>	-90	29	6	12	11
<i>Implausible value</i>	-95	6	0	2	4

How often have you had the following problems in the last 6 weeks? > u) Backache «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	1574	449	777	348
1-2 times	2	1276	355	615	306
3-6 times	3	1034	253	521	260
more than 6 times	4	966	218	465	283
<i>Unspecific missing</i>	-90	31	5	12	14
<i>Implausible value</i>	-95	3	1	2	0

How often have you had the following problems in the last 6 weeks? > v) Sadness «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	1680	468	843	369
1-2 times	2	1865	525	896	444
3-6 times	3	785	164	399	222
more than 6 times	4	519	117	242	160
<i>Unspecific missing</i>	-90	34	6	12	16
<i>Implausible value</i>	-95	1	1	0	0

t54w Health problems - excessive demands

184 : 49

How often have you had the following problems in the last 6 weeks? > w) Feeling that excessive demands are being made of me «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2030	620	993	417
1-2 times	2	1583	399	781	403
3-6 times	3	730	149	360	221
more than 6 times	4	514	105	248	161
<i>Unspecific missing</i>	-90	25	7	9	9
<i>Implausible value</i>	-95	2	1	1	0

How often have you had the following problems in the last 6 weeks? > x) Eating binges «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2688	791	1300	597
1-2 times	2	1057	237	547	273
3-6 times	3	614	133	289	192
more than 6 times	4	484	111	239	134
<i>Unspecific missing</i>	-90	41	9	17	15

How often have you had the following problems in the last 6 weeks? > y) Feeling of inner emptiness «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2855	831	1369	655
1-2 times	2	1146	264	601	281
3-6 times	3	483	110	224	149
more than 6 times	4	355	69	178	108
<i>Unspecific missing</i>	-90	42	6	19	17
<i>Implausible value</i>	-95	3	1	1	1



How often have you had the following problems in the last 6 weeks? > z) Stomach ache «Please tick one box in every row»

Label	Code	#	by wave		
			1	2	3
never	1	2088	589	994	505
1-2 times	2	1726	444	875	407
3-6 times	3	662	167	317	178
more than 6 times	4	367	75	189	103
<i>Unspecific missing</i>	-90	41	6	17	18

t55 Ill during school term time

184:50

Since the start of the school year, how often have you been ill and unable to attend lessons?

«Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
Never sick	1	707	190	355	162
1-5 days ill	2	2284	607	1125	552
6-10 days ill	3	1050	260	530	260
11-15 days ill	4	437	119	197	121
more than 15 days ill	5	381	103	172	106
<i>Unspecific missing</i>	-90	24	2	12	10
<i>Implausible value</i>	-95	1	0	1	0

What is your personal opinion about studying at a university, a university of applied sciences, a college of education or at the cooperative state university: 'Dual Hochschule Baden-Wuerttemberg (DHBW, formerly Berufsakademie)'? > a) Tuition fees discourage me. «Please indicate how well the following statements reflect your interest in pursuing post-secondary studies.»

Label	Code	#	by wave		
			1	2	3
very unlikely 1	1	1448	378	726	344
2	2	646	147	341	158
3	3	625	164	303	158
4	4	323	84	154	85
5	5	396	102	209	85
6	6	269	82	128	59
7	7	355	92	166	97
8	8	332	97	151	84
9	9	171	47	71	53
very likely 10	10	294	83	132	79
<i>Unspecific missing</i>	-90	24	4	11	9
<i>Implausible value</i>	-95	1	1	0	0

What is your personal opinion about studying at a university, a university of applied sciences, a college of education or at the cooperative state university: 'Dual Hochschule Baden-Wuerttemberg (DHBW, formerly Berufsakademie)'? > b) I will probably be overwhelmed by a higher education study program. «Please indicate how well the following statements reflect your interest in pursuing post-secondary studies.»

Label	Code	#	by wave		
			1	2	3
very unlikely 1	1	927	265	441	221
2	2	1026	289	515	222
3	3	1074	281	548	245
4	4	584	146	273	165
5	5	526	135	257	134
6	6	257	58	138	61
7	7	223	48	104	71
8	8	139	32	64	43
9	9	63	16	22	25
very likely 10	10	46	8	21	17
<i>Unspecific missing</i>	-90	18	2	9	7
<i>Implausible value</i>	-95	1	1	0	0

What is your personal opinion about studying at a university, a university of applied sciences, a college of education or at the cooperative state university: 'Dual Hochschule Baden-Wuerttemberg (DHBW, formerly Berufsakademie)'? > c) I will also be able to be successful in my studies if unexpected problems arise. «Please indicate how well the following statements reflect your interest in pursuing post-secondary studies.»

Label	Code	#	by wave		
			1	2	3
very unlikely 1	1	38	9	20	9
2	2	78	15	43	20
3	3	248	67	122	59
4	4	351	78	180	93
5	5	689	181	321	187
6	6	605	162	289	154
7	7	1120	283	541	296
8	8	1057	284	527	246
9	9	427	128	212	87
very likely 10	10	239	71	118	50
<i>Unspecific missing</i>	-90	32	3	19	10

t56d Studies - tuition fees have no impact

184:51

What is your personal opinion about studying at a university, a university of applied sciences, a college of education or at the cooperative state university: 'Dual Hochschule Baden-Wuerttemberg (DHBW, formerly Berufsakademie)'? > d) Possible tuition fees have no impact on my decision for/against a university study program. «Please indicate how well the following statements reflect your interest in pursuing post-secondary studies.»

Label	Code	#	by wave		
			1	2	3
very unlikely 1	1	600	159	283	158
2	2	367	80	191	96
3	3	409	101	202	106
4	4	257	55	123	79
5	5	418	113	208	97
6	6	249	67	109	73
7	7	388	101	195	92
8	8	539	146	262	131
9	9	451	106	240	105
very likely 10	10	1180	348	569	263
<i>Unspecific missing</i>	-90	26	5	10	11

If you think of everything you know at this time: what are you likely to do as a profession after you acquire your school-leaving certificate (and, if applicable, civilian alternative service, military service, social year etc.)? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
a) Pursue a degree program at a university, an (administrative) university of applied sciences, a college of education or at the cooperative state university:	1	4027	1082	1971	974
b) Pursue an apprenticeship	2	415	107	192	116
c) Pursue another full-time degree program (e.g. nursing education at a school for healthcare professions)	3	93	28	46	19
d) Pursue training for civil servants (clerical class)	4	61	17	29	15
e) Work without pursuing any previous studies or professional training	5	40	9	16	15
f) Pursue no professional activity and no study program	6	6	0	4	2
g) Something else	7	188	31	103	54
<i>Unspecific missing</i>	-90	26	4	12	10
<i>Implausible value</i>	-95	28	3	19	6

At which type of higher education institution will you probably study? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
University of applied sciences	1	524	182	226	116
University	2	2219	610	1071	538
Cooperative state university:	3	561	123	320	118
College of education	4	200	65	86	49
I do not have a specific plan yet.	5	517	102	264	151
<i>Unspecific missing</i>	-90	816	191	401	224
<i>Implausible value</i>	-95	47	8	24	15



**How important are the following aspects in choosing your higher education institution? > a) Professional, practical focus** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	33	9	14	10
Rather unimportant	2	386	92	194	100
Rather important	3	1809	467	892	450
Very important	4	1824	518	882	424
<i>Unspecific missing</i>	-90	831	194	410	227
<i>Implausible value</i>	-95	1	1	0	0

**How important are the following aspects in choosing your higher education institution? > b)**  
**Research focus** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	366	108	161	97
Rather unimportant	2	1661	441	846	374
Rather important	3	1463	394	702	367
Very important	4	565	143	276	146
<i>Unspecific missing</i>	-90	827	194	406	227
<i>Implausible value</i>	-95	2	1	1	0

**How important are the following aspects in choosing your higher education institution?**

▷ **c) Teaching of basic subject-related knowledge** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	17	7	5	5
Rather unimportant	2	125	19	51	55
Rather important	3	1693	426	842	425
Very important	4	2226	635	1092	499
<i>Unspecific missing</i>	-90	822	194	401	227
<i>Implausible value</i>	-95	1	0	1	0

**How important are the following aspects in choosing your higher education institution? > d)**  
**Teaching of research skills** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	274	84	121	69
Rather unimportant	2	1611	436	811	364
Rather important	3	1529	409	726	394
Very important	4	635	159	322	154
<i>Unspecific missing</i>	-90	833	192	411	230
<i>Implausible value</i>	-95	2	1	1	0

t59e Higher education institution selection criteria - problem solving skills

184 : 54

**How important are the following aspects in choosing your higher education institution?**  
 ▶ **e) Teaching of problem solving skills** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	22	11	5	6
Rather unimportant	2	226	57	100	69
Rather important	3	1769	483	875	411
Very important	4	2041	536	1006	499
<i>Unspecific missing</i>	-90	824	194	405	225
<i>Implausible value</i>	-95	2	0	1	1

**How important are the following aspects in choosing your higher education institution?**

▷ **f) Teaching of team skills** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	64	22	26	16
Rather unimportant	2	437	115	211	111
Rather important	3	1687	450	829	408
Very important	4	1872	499	923	450
<i>Unspecific missing</i>	-90	824	195	403	226

**How important are the following aspects in choosing your higher education institution?**

▷ **g) Teaching of independent working/learning skills** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	45	15	15	15
Rather unimportant	2	319	73	165	81
Rather important	3	1681	431	833	417
Very important	4	2011	568	972	471
<i>Unspecific missing</i>	-90	827	194	407	226
<i>Implausible value</i>	-95	1	0	0	1

**How important are the following aspects in choosing your higher education institution?**

► **h) Equipment (e.g. library, IT infrastructure)** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	47	10	21	16
Rather unimportant	2	475	115	242	118
Rather important	3	1836	451	909	476
Very important	4	1700	511	815	374
<i>Unspecific missing</i>	-90	826	194	405	227



t59i Higher education institution selection criteria - size of the study location

184 : 54

**How important are the following aspects in choosing your higher education institution? > i) Size of the study location** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	633	154	306	173
Rather unimportant	2	2023	561	1007	455
Rather important	3	1016	265	493	258
Very important	4	381	106	176	99
<i>Unspecific missing</i>	-90	831	195	410	226

t59j Higher education institution selection criteria - tutoring by instructors

184 : 54

**How important are the following aspects in choosing your higher education institution?**

▷ **j) Support by instructors** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	61	16	28	17
Rather unimportant	2	644	149	332	163
Rather important	3	2192	575	1071	546
Very important	4	1152	345	551	256
<i>Unspecific missing</i>	-90	835	196	410	229

**How important are the following aspects in choosing your higher education institution? > k)**  
**Variety of course offerings** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	88	23	44	21
Rather unimportant	2	785	206	384	195
Rather important	3	2057	546	988	523
Very important	4	1121	310	568	243
<i>Unspecific missing</i>	-90	833	196	408	229

t59l Higher education institution selection criteria - contact among the student body

184 : 54

**How important are the following aspects in choosing your higher education institution? > 1) Contact among the students** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	26	9	9	8
Rather unimportant	2	183	51	86	46
Rather important	3	1251	321	633	297
Very important	4	2597	705	1259	633
<i>Unspecific missing</i>	-90	825	195	403	227
<i>Implausible value</i>	-95	2	0	2	0

t59m Higher education institution selection criteria - variety of the study program

184 : 54

**How important are the following aspects in choosing your higher education institution?**  
 ▶ **m) Variety of the studies** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	19	6	7	6
Rather unimportant	2	176	51	77	48
Rather important	3	1377	360	686	331
Very important	4	2484	668	1218	598
<i>Unspecific missing</i>	-90	827	195	404	228
<i>Implausible value</i>	-95	1	1	0	0

**How important are the following aspects in choosing your higher education institution? > n)**  
**Financial viability** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	192	56	88	48
Rather unimportant	2	661	162	348	151
Rather important	3	1419	356	723	340
Very important	4	1785	512	826	447
<i>Unspecific missing</i>	-90	827	195	407	225

**How important are the following aspects in choosing your higher education institution? > o)**  
**Teaching quality** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	7	3	2	2
Rather unimportant	2	35	11	16	8
Rather important	3	1077	297	520	260
Very important	4	2941	777	1450	714
<i>Unspecific missing</i>	<i>-90</i>	<i>824</i>	<i>193</i>	<i>404</i>	<i>227</i>

t59p Higher education institution selection criteria - prestige of the degree

184:54

**How important are the following aspects in choosing your higher education institution?**  
 ▶ **p) Prestige of the degree** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	135	47	46	42
Rather unimportant	2	752	194	371	187
Rather important	3	1979	459	1031	489
Very important	4	1130	381	509	240
<i>Unspecific missing</i>	-90	888	200	435	253



**How important are the following aspects in choosing your higher education institution? > q)**  
**Internationality** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	168	57	73	38
Rather unimportant	2	1050	306	499	245
Rather important	3	1582	377	825	380
Very important	4	1216	343	570	303
<i>Unspecific missing</i>	-90	868	198	425	245

t59r Higher education institution selection criteria - interdisciplinary curriculum

184 : 54

**How important are the following aspects in choosing your higher education institution? > r)**  
**Interdisciplinarity** «Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.»

Label	Code	#	by wave		
			1	2	3
Very unimportant	1	80	30	28	22
Rather unimportant	2	940	256	463	221
Rather important	3	2236	586	1124	526
Very important	4	481	142	219	120
<i>Unspecific missing</i>	-90	1147	267	558	322

t60aa Evaluation of the higher education institution type - practical focus - unive...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	85	15	45	25
	2	406	111	203	92
	3	1049	273	515	261
	4	995	271	470	254
	5	944	269	448	227
	6	370	96	203	71
<i>Unspecific missing</i>	-90	1016	242	501	273
<i>Implausible value</i>	-95	19	4	7	8

t60ab Evaluation of the higher education institution type - practical focus - colle...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	214	50	113	51
	2	1454	381	705	368
	3	1397	382	684	331
	4	507	153	247	107
	5	149	34	75	40
	6	32	13	15	4
<i>Unspecific missing</i>	-90	1109	263	542	304
<i>Implausible value</i>	-95	22	5	11	6

t60ac Evaluation of the higher education institution type - practical focus - unive...

184:55

**Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ a) Professional, practical focus [university of applied sciences]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	433	107	210	116
	2	2030	581	957	492
	3	1011	268	505	238
	4	229	50	131	48
	5	70	16	41	13
	6	17	5	11	1
<i>Unspecific missing</i>	-90	1074	249	528	297
<i>Implausible value</i>	-95	20	5	9	6

t60ad Evaluation of the higher education institution type - practical focus - coope...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > a) Professional, practical focus [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	3153	842	1557	754
	2	523	138	249	136
	3	94	33	43	18
	4	26	10	13	3
	5	11	1	7	3
	6	23	6	10	7
	9	1	0	0	1
<i>Unspecific missing</i>	-90	992	239	476	277
<i>Implausible value</i>	-95	61	12	37	12

t60ba Evaluation of the higher education institution type - research focus - univer...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	2024	539	998	487
	2	1271	355	603	313
	3	321	88	163	70
	4	97	23	48	26
	5	55	12	24	19
	6	32	5	22	5
	9	1	0	0	1
<i>Unspecific missing</i>	-90	1037	245	510	282
<i>Implausible value</i>	-95	46	14	24	8

t60bb Evaluation of the higher education institution type - research focus - colleg...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ **b) Research focus [college of education]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	60	14	32	14
	2	712	187	358	167
	3	1515	382	749	384
	4	877	261	416	200
	5	382	107	179	96
	6	154	47	78	29
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1163	279	570	314
<i>Implausible value</i>	-95	20	4	10	6



t60bc Evaluation of the higher education institution type - research focus - univer...

184:55

**Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > b) Research focus [university of applied sciences]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	225	37	127	61
	2	1385	389	651	345
	3	1516	425	737	354
	4	468	124	238	106
	5	118	32	61	25
	6	26	9	9	8
<i>Unspecific missing</i>	-90	1119	262	554	303
<i>Implausible value</i>	-95	27	3	15	9

t60bd Evaluation of the higher education institution type - research focus - cooper...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ b) **Research focus [cooperative state university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	241	57	130	54
	2	1049	263	503	283
	3	1345	383	651	311
	4	720	203	357	160
	5	304	87	146	71
	6	105	22	55	28
<i>Unspecific missing</i>	-90	1102	264	538	300
<i>Implausible value</i>	-95	18	2	12	4

t60ca Evaluation of the higher education institution type - basic subject-related k...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ c) Teaching of basic subject-related knowledge [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	2444	648	1223	573
	2	1050	298	495	257
	3	190	53	87	50
	4	76	14	38	24
	5	21	5	9	7
	6	20	6	9	5
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1027	246	498	283
<i>Implausible value</i>	-95	55	11	33	11

t60cb Evaluation of the higher education institution type - basic  
subject-related k...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	895	240	445	210
	2	1994	558	984	452
	3	662	165	313	184
	4	115	32	48	35
	5	30	6	19	5
	6	14	5	6	3
<i>Unspecific missing</i>	-90	1154	270	570	314
<i>Implausible value</i>	-95	20	5	7	8

t60cc Evaluation of the higher education institution type - basic subject-related k...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1003	296	462	245
	2	2061	562	1027	472
	3	590	138	296	156
	4	67	17	33	17
	5	19	3	12	4
	6	10	3	5	2
<i>Unspecific missing</i>	-90	1108	256	546	306
<i>Implausible value</i>	-95	26	6	11	9

t60cd Evaluation of the higher education institution type - basic subject-related k...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > c) Teaching of basic subject-related knowledge [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1089	290	531	268
	2	1876	507	943	426
	3	639	167	305	167
	4	135	44	56	35
	5	36	10	16	10
	6	7	2	4	1
<i>Unspecific missing</i>	-90	1091	259	531	301
<i>Implausible value</i>	-95	11	2	6	3

t60da Evaluation of the higher education institution type - research skills - unive...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	2035	556	1001	478
	2	1266	336	620	310
	3	347	94	162	91
	4	56	11	27	18
	5	35	7	19	9
	6	25	7	13	5
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1076	259	526	291
<i>Implausible value</i>	-95	43	11	24	8

t60db Evaluation of the higher education institution type - research skills - colle...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	105	28	49	28
	2	1018	265	502	251
	3	1497	395	746	356
	4	704	204	333	167
	5	213	69	93	51
	6	127	28	70	29
<i>Unspecific missing</i>	-90	1200	289	587	324
<i>Implausible value</i>	-95	20	3	12	5



t60dc Evaluation of the higher education institution type - research skills - unive...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	316	66	163	87
	2	1525	423	724	378
	3	1389	389	683	317
	4	372	98	185	89
	5	77	21	40	16
	6	23	4	15	4
<i>Unspecific missing</i>	-90	1154	276	567	311
<i>Implausible value</i>	-95	28	4	15	9

t60dd Evaluation of the higher education institution type - research skills - coope...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > d) Teaching of research skills [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	265	60	129	76
	2	1302	334	631	337
	3	1335	365	659	311
	4	580	171	291	118
	5	176	56	81	39
	6	73	16	39	18
<i>Unspecific missing</i>	-90	1139	277	554	308
<i>Implausible value</i>	-95	14	2	8	4

t60ea Evaluation of the higher education institution type - problem solving skills ...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > e) Teaching of problem solving skills [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	625	162	324	139
	2	1322	347	631	344
	3	1140	309	562	269
	4	447	130	212	105
	5	178	51	80	47
	6	54	12	36	6
<i>Unspecific missing</i>	-90	1102	267	539	296
<i>Implausible value</i>	-95	16	3	8	5

t60eb Evaluation of the higher education institution type - problem solving skills ...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ e) Teaching of problem solving skills [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	972	248	473	251
	2	1672	472	818	382
	3	783	206	393	184
	4	169	48	80	41
	5	49	11	22	16
	6	28	8	15	5
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1176	280	575	321
<i>Implausible value</i>	-95	34	8	16	10

t60ec Evaluation of the higher education institution type - problem solving skills ...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > e) Teaching of problem solving skills [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	466	125	214	127
	2	2028	543	1008	477
	3	1004	283	484	237
	4	170	41	90	39
	5	37	9	21	7
	6	9	4	3	2
<i>Unspecific missing</i>	-90	1143	274	557	312
<i>Implausible value</i>	-95	27	2	15	10

t60ed Evaluation of the higher education institution type - problem solving skills ...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ e) Teaching of problem solving skills [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1057	258	540	259
	2	1783	479	880	424
	3	709	204	334	171
	4	131	42	61	28
	5	43	19	11	13
	6	17	5	11	1
<i>Unspecific missing</i>	-90	1128	271	547	310
<i>Implausible value</i>	-95	16	3	8	5

t60fa Evaluation of the higher education institution type - team skills - university 184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	169	39	85	45
	2	744	198	366	180
	3	1359	366	675	318
	4	835	235	397	203
	5	436	111	208	117
	6	227	62	118	47
	9	1	0	0	1
<i>Unspecific missing</i>	-90	1101	267	539	295
<i>Implausible value</i>	-95	12	3	4	5

t60fb Evaluation of the higher education institution type - team skills - 184:55  
college o...

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1116	249	576	291
	2	1619	462	777	380
	3	704	201	338	165
	4	153	53	72	28
	5	49	14	22	13
	6	35	12	21	2
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1171	278	570	323
<i>Implausible value</i>	-95	36	12	16	8



t60fc Evaluation of the higher education institution type - team skills - 184:55  
 universit...

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ f) Teaching of team skills [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	489	132	233	124
	2	1870	523	889	458
	3	1082	267	560	255
	4	201	61	98	42
	5	60	20	29	11
	6	15	5	10	0
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1135	270	556	309
<i>Implausible value</i>	-95	31	3	17	11

t60fd Evaluation of the higher education institution type - team skills - cooperati... 184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > f) Teaching of team skills [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1503	391	753	359
	2	1589	421	772	396
	3	488	148	232	108
	4	125	36	58	31
	5	35	9	22	4
	6	17	5	10	2
<i>Unspecific missing</i>	-90	1097	266	527	304
<i>Implausible value</i>	-95	30	5	18	7

t60ga Evaluation of the higher education institution type - learning skills - unive...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	2182	595	1073	514
	2	1095	304	521	270
	3	282	67	146	69
	4	119	27	56	36
	5	63	15	32	16
	6	37	8	21	8
<i>Unspecific missing</i>	-90	1062	255	517	290
<i>Implausible value</i>	-95	44	10	26	8

t60gb Evaluation of the higher education institution type - learning skills - colle...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	620	149	310	161
	2	1927	544	940	443
	3	931	246	456	229
	4	159	44	81	34
	5	28	7	13	8
	6	18	5	8	5
<i>Unspecific missing</i>	-90	1183	280	576	327
<i>Implausible value</i>	-95	18	6	8	4

t60gc Evaluation of the higher education institution type - learning skills - unive...

184 : 55

**Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > g) Teaching of independent working/learning skills [university of applied sciences]**  
 «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	598	160	306	132
	2	2008	566	953	489
	3	914	236	461	217
	4	149	34	78	37
	5	34	9	17	8
	6	15	4	8	3
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1141	267	559	315
<i>Implausible value</i>	-95	24	5	10	9

**Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ g) Teaching of independent working/learning skills [cooperative state university]**  
 «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1201	311	617	273
	2	1681	453	795	433
	3	635	185	314	136
	4	164	45	82	37
	5	45	10	21	14
	6	25	8	13	4
<i>Unspecific missing</i>	-90	1110	267	540	303
<i>Implausible value</i>	-95	23	2	10	11

t60ha Evaluation of the higher education institution type - equipment  
- university

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ **h) Equipment (e.g. library, IT infrastructure) [university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	2440	670	1174	596
	2	1043	269	517	257
	3	185	54	92	39
	4	42	17	23	2
	5	17	4	10	3
	6	18	4	8	6
<i>Unspecific missing</i>	-90	1093	251	544	298
<i>Implausible value</i>	-95	46	12	24	10

t60hb Evaluation of the higher education institution type - equipment  
- university ...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > h) Equipment (e.g. library, IT infrastructure) [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	356	109	159	88
	2	1623	427	786	410
	3	1346	354	685	307
	4	233	81	103	49
	5	47	16	23	8
	6	19	6	10	3
<i>Unspecific missing</i>	-90	1245	284	620	341
<i>Implausible value</i>	-95	15	4	6	5



t60hc Evaluation of the higher education institution type - equipment  
- college of ...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > h) Equipment (e.g. library, IT infrastructure) [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	537	171	229	137
	2	1866	493	901	472
	3	1034	282	534	218
	4	177	48	92	37
	5	31	8	15	8
	6	13	3	9	1
	9	1	0	0	1
<i>Unspecific missing</i>	-90	1210	273	606	331
<i>Implausible value</i>	-95	15	3	6	6

t60hd Evaluation of the higher education institution type - equipment  
- cooperative...

184 : 55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ h) Equipment (e.g. library, IT infrastructure) [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	698	202	318	178
	2	1570	396	784	390
	3	1039	282	520	237
	4	275	91	117	67
	5	69	26	31	12
	6	26	7	18	1
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1193	273	599	321
<i>Implausible value</i>	-95	13	4	5	4

t60ia Evaluation of the higher education institution type - location size  
- university

184 : 55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > i) Size of the study location [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	2289	624	1117	548
	2	1024	271	501	252
	3	238	71	103	64
	4	58	17	28	13
	5	31	12	17	2
	6	23	4	13	6
	9	1	0	0	1
<i>Unspecific missing</i>	-90	1169	265	586	318
<i>Implausible value</i>	-95	51	17	27	7

t60ib Evaluation of the higher education institution type - location size 184:55  
- college...

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ i) Size of the study location [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	189	50	88	51
	2	1302	346	643	313
	3	1479	411	704	364
	4	470	128	233	109
	5	92	34	44	14
	6	31	10	16	5
<i>Unspecific missing</i>	-90	1305	298	656	351
<i>Implausible value</i>	-95	16	4	8	4

t60ic Evaluation of the higher education institution type - location size  
- univers...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ i) Size of the study location [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	230	80	103	47
	2	1484	418	704	362
	3	1462	379	722	361
	4	361	99	179	83
	5	42	13	24	5
	6	19	4	12	3
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1272	286	643	343
<i>Implausible value</i>	-95	13	2	5	6

t60id Evaluation of the higher education institution type - location size 184:55  
- coopera...

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ i) Size of the study location [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	326	92	149	85
	2	1424	370	705	349
	3	1248	354	591	303
	4	478	131	239	108
	5	101	34	44	23
	6	35	11	19	5
<i>Unspecific missing</i>	-90	1261	285	641	335
<i>Implausible value</i>	-95	11	4	4	3

t60ja Evaluation of the higher education institution type - instructor support - un...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > j) Support by instructors [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	349	88	181	80
	2	899	222	475	202
	3	1260	355	602	303
	4	750	203	353	194
	5	298	84	131	83
	6	143	52	61	30
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1164	266	583	315
<i>Implausible value</i>	-95	20	11	6	3

t60jb Evaluation of the higher education institution type - instructor support - co...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ j) Support by instructors [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	565	122	277	166
	2	1959	508	980	471
	3	862	287	392	183
	4	159	56	73	30
	5	37	9	21	7
	6	18	8	8	2
<i>Unspecific missing</i>	-90	1264	287	631	346
<i>Implausible value</i>	-95	20	4	10	6



t60jc Evaluation of the higher education institution type - instructor support - un...

184 : 55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > j) Support by instructors [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	538	132	248	158
	2	2002	537	979	486
	3	917	285	445	187
	4	131	39	61	31
	5	34	8	21	5
	6	11	1	10	0
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1225	274	615	336
<i>Implausible value</i>	-95	25	5	13	7

t60jd Evaluation of the higher education institution type - instructor support - co...

184:55

**Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? » j) Support by instructors [cooperative state university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	956	241	467	248
	2	1826	489	906	431
	3	732	231	330	171
	4	106	33	48	25
	5	25	8	14	3
	6	15	2	12	1
<i>Unspecific missing</i>	-90	1205	272	604	329
<i>Implausible value</i>	-95	19	5	11	3

t60ka Evaluation type of higher education institution - variety of courses - Uni

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > k) Variety of the course offerings [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	2392	659	1150	583
	2	1043	283	516	244
	3	182	48	92	42
	4	43	9	22	12
	5	19	5	8	6
	6	20	6	11	3
<i>Unspecific missing</i>	-90	1144	259	572	313
<i>Implausible value</i>	-95	41	12	21	8

t60kb Evaluation type of higher education institution - variety of courses - PH

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > k) **Variety of the course offerings [college of education]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	180	41	93	46
	2	1174	314	582	278
	3	1513	405	723	385
	4	532	169	252	111
	5	155	52	74	29
	6	37	9	19	9
<i>Unspecific missing</i>	-90	1277	286	643	348
<i>Implausible value</i>	-95	16	5	6	5

t60kc Evaluation type of higher education institution - variety of courses - HAW

184 : 55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > k) Variety of the course offerings [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	309	100	145	64
	2	1586	423	776	387
	3	1350	383	637	330
	4	297	73	158	66
	5	69	23	33	13
	6	14	2	10	2
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1247	276	626	345
<i>Implausible value</i>	-95	11	1	7	3

t60kd Evaluation type of higher education institution - variety of courses - BA

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ k) Variety of the course offerings [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	269	58	143	68
	2	1217	311	605	301
	3	1297	356	619	322
	4	624	195	289	140
	5	183	69	80	34
	6	58	16	32	10
<i>Unspecific missing</i>	-90	1225	275	615	335
<i>Implausible value</i>	-95	11	1	9	1

t60la Evaluation of the higher education institution type - student contact - unive...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > 1) Contact among the students [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1193	346	566	281
	2	1600	435	784	381
	3	613	154	311	148
	4	206	57	88	61
	5	66	14	37	15
	6	21	7	6	8
	9	1	0	0	1
<i>Unspecific missing</i>	-90	1162	262	588	312
<i>Implausible value</i>	-95	22	6	12	4

t60lb Evaluation of the higher education institution type - student contact - colle...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ 1) Contact among the students [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1065	258	542	265
	2	1930	564	923	443
	3	502	144	228	130
	4	61	15	29	17
	5	22	7	11	4
	6	18	4	12	2
<i>Unspecific missing</i>	-90	1268	285	637	346
<i>Implausible value</i>	-95	18	4	10	4



t60lc Evaluation of the higher education institution type - student contact - unive...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > 1) Contact among the students [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1044	285	503	256
	2	2021	578	988	455
	3	490	126	224	140
	4	52	13	29	10
	5	17	4	9	4
	6	11	1	8	2
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1222	267	618	337
<i>Implausible value</i>	-95	26	7	13	6

t60ld Evaluation of the higher education institution type - student contact - coope...

184:55

**Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ I) Contact among the students [cooperative state university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	924	230	457	237
	2	1654	429	816	409
	3	773	244	352	177
	4	228	80	108	40
	5	59	21	22	16
	6	19	4	13	2
<i>Unspecific missing</i>	-90	1206	268	609	329
<i>Implausible value</i>	-95	21	5	15	1

**Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > m) Variety of the studies [university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	451	121	235	95
	2	1321	376	638	307
	3	1219	323	591	305
	4	496	127	233	136
	5	147	47	65	35
	6	64	17	32	15
<i>Unspecific missing</i>	-90	1169	262	591	316
<i>Implausible value</i>	-95	17	8	7	2

t60mb Evaluation of the higher education institution type - variety -  
college of ed...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ **m) Variety of the studies [college of education]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	341	74	182	85
	2	1708	408	861	439
	3	1205	370	567	268
	4	260	102	108	50
	5	72	24	27	21
	6	26	11	13	2
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1261	289	629	343
<i>Implausible value</i>	-95	10	3	5	2

t60mc Evaluation of the higher education institution type - variety - university of...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > m) Variety of the studies [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	316	98	151	67
	2	1691	511	798	382
	3	1275	328	618	329
	4	245	52	130	63
	5	56	13	26	17
	6	23	3	17	3
<i>Unspecific missing</i>	-90	1267	272	647	348
<i>Implausible value</i>	-95	11	4	5	2

t60md Evaluation type of higher education institution - variety of the study progra...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > m) Variety of the studies [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1512	409	722	381
	2	1340	354	667	319
	3	532	162	254	116
	4	173	55	82	36
	5	66	18	31	17
	6	31	10	12	9
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1201	268	607	326
<i>Implausible value</i>	-95	28	5	17	6

t60na Evaluation of the higher education institution type - financial viability - u...

184:55

**Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ n) Financial viability [university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	255	40	129	86
	2	803	172	409	222
	3	1358	358	663	337
	4	754	251	349	154
	5	368	126	169	73
	6	144	65	64	15
<i>Unspecific missing</i>	-90	1188	263	602	323
<i>Implausible value</i>	-95	14	6	7	1

t60nb Evaluation of the higher education institution type - financial viability - c...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > n) **Financial viability [college of education]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	242	27	127	88
	2	1305	284	662	359
	3	1373	429	644	300
	4	447	153	221	73
	5	145	62	55	28
	6	59	34	21	4
<i>Unspecific missing</i>	-90	1304	289	658	357
<i>Implausible value</i>	-95	9	3	4	2



t60nc Evaluation of the higher education institution type - financial viability - u...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ n) Financial viability [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	309	45	170	94
	2	1461	316	749	396
	3	1306	423	598	285
	4	357	133	161	63
	5	118	54	46	18
	6	56	31	22	3
<i>Unspecific missing</i>	-90	1261	276	637	348
<i>Implausible value</i>	-95	16	3	9	4

t60nd Evaluation of the higher education institution type - financial viability - c...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > n) **Financial viability [cooperative state university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	2105	563	1035	507
	2	893	214	451	228
	3	422	142	180	100
	4	141	55	59	27
	5	54	19	27	8
	6	29	16	11	2
<i>Unspecific missing</i>	-90	1204	264	609	331
<i>Implausible value</i>	-95	36	8	20	8

t600a Evaluation of the higher education institution type - teaching quality - univ...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > o) Teaching quality [university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	1633	441	813	379
	2	1434	389	681	364
	3	455	129	212	114
	4	117	36	58	23
	5	32	12	18	2
	6	14	2	6	6
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1173	265	589	319
<i>Implausible value</i>	-95	25	7	15	3

t60ob Evaluation of the higher education institution type - teaching quality - coll...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ o) Teaching quality [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	476	116	244	116
	2	1984	541	968	475
	3	926	275	428	223
	4	146	44	74	28
	5	30	7	15	8
	6	21	7	9	5
<i>Unspecific missing</i>	-90	1288	286	649	353
<i>Implausible value</i>	-95	13	5	5	3

t60oc Evaluation of the higher education institution type - teaching quality - univ...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > o) Teaching quality [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	513	130	259	124
	2	2070	596	977	497
	3	868	238	430	200
	4	126	31	63	32
	5	29	6	17	6
	6	10	2	6	2
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1254	276	635	343
<i>Implausible value</i>	-95	13	2	5	6

t60od Evaluation of the higher education institution type - teaching quality - coop...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ o) Teaching quality [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	784	200	393	191
	2	1947	526	961	460
	3	737	225	336	176
	4	130	39	54	37
	5	29	10	12	7
	6	11	3	7	1
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1236	275	624	337
<i>Implausible value</i>	-95	9	3	5	1

t60pa Evaluation of the higher education institution type - prestige degree - unive...

184 : 55

**Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	2779	779	1349	651
	2	706	196	333	177
	3	128	24	67	37
	4	22	2	12	8
	5	7	1	5	1
	6	16	5	8	3
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1190	265	599	326
<i>Implausible value</i>	-95	35	9	19	7

t60pb Evaluation of the higher education institution type - prestige degree - colle...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [college of education] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	185	41	107	37
	2	1440	403	691	346
	3	1364	393	650	321
	4	429	119	204	106
	5	86	19	45	22
	6	52	12	25	15
<i>Unspecific missing</i>	-90	1318	289	667	362
<i>Implausible value</i>	-95	10	5	3	2



t60pc Evaluation of the higher education institution type - prestige degree - unive...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [university of applied sciences] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	233	62	118	53
	2	1650	483	780	387
	3	1281	361	631	289
	4	332	75	163	94
	5	72	17	32	23
	6	25	4	14	7
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1278	276	649	353
<i>Implausible value</i>	-95	12	3	5	4

t60pd Evaluation of the higher education institution type - prestige degree - coope...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > p) Prestige of the degree [cooperative state university] «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	867	214	435	218
	2	1643	451	791	401
	3	822	253	390	179
	4	198	60	99	39
	5	59	18	20	21
	6	27	4	17	6
	9	1	0	0	1
<i>Unspecific missing</i>	-90	1256	277	633	346
<i>Implausible value</i>	-95	11	4	7	0

t60qa Evaluation of the higher education institution type - internationality - univ...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > q) **Internationality [university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	2064	567	1004	493
	2	1196	336	576	284
	3	312	79	152	81
	4	58	15	24	19
	5	20	3	10	7
	6	11	2	7	2
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1185	268	600	317
<i>Implausible value</i>	-95	37	11	19	7

t60qb Evaluation of the higher education institution type - internationality - coll...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > q) **Internationality [college of education]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	141	24	80	37
	2	982	269	467	246
	3	1408	407	674	327
	4	700	194	344	162
	5	220	59	105	56
	6	106	28	52	26
<i>Unspecific missing</i>	-90	1311	293	665	353
<i>Implausible value</i>	-95	16	7	5	4

t60qc Evaluation of the higher education institution type - internationality - univ...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > q) **Internationality [university of applied sciences]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	355	108	165	82
	2	1370	394	636	340
	3	1258	346	619	293
	4	454	122	225	107
	5	118	24	65	29
	6	40	7	23	10
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1277	277	654	346
<i>Implausible value</i>	-95	11	3	5	3

t60qd Evaluation of the higher education institution type - internationality - coop...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > q) **Internationality [cooperative state university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	809	217	401	191
	2	1416	359	709	348
	3	918	270	416	232
	4	328	103	159	66
	5	100	35	44	21
	6	45	13	17	15
	8	1	0	0	1
<i>Unspecific missing</i>	-90	1256	282	638	336
<i>Implausible value</i>	-95	11	2	8	1

t60ra Evaluation of the higher education institution type - interdisciplinary - uni...

184 : 55

**Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ r) Interdisciplinarity [university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	850	227	412	211
	2	1608	448	785	375
	3	725	204	348	173
	4	88	29	39	20
	5	17	2	11	4
	6	18	4	8	6
	7	1	0	0	1
<i>Unspecific missing</i>	-90	1544	360	771	413
<i>Implausible value</i>	-95	33	7	18	8

t60rb Evaluation of the higher education institution type - interdisciplinary - col...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > r) **Interdisciplinarity [college of education]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	193	42	104	47
	2	1501	441	727	333
	3	1178	336	549	293
	4	239	56	125	58
	5	82	16	43	23
	6	42	12	21	9
<i>Unspecific missing</i>	-90	1630	374	814	442
<i>Implausible value</i>	-95	19	4	9	6



t60rc Evaluation of the higher education institution type - interdisciplinary - uni...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? ▶ r) **Interdisciplinarity [university of applied sciences]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	222	51	118	53
	2	1683	493	802	388
	3	1109	314	536	259
	4	190	37	98	55
	5	35	9	17	9
	6	22	6	11	5
<i>Unspecific missing</i>	-90	1608	366	804	438
<i>Implausible value</i>	-95	15	5	6	4

t60rd Evaluation of the higher education institution type - interdisciplinary - coo...

184:55

Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects? > r) **Interdisciplinarity [cooperative state university]** «With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.»

Label	Code	#	by wave		
			1	2	3
	1	460	123	224	113
	2	1618	455	797	366
	3	911	252	428	231
	4	185	48	91	46
	5	59	23	23	13
	6	26	7	11	8
	9	1	0	0	1
<i>Unspecific missing</i>	-90	1604	370	805	429
<i>Implausible value</i>	-95	20	3	13	4

**What subject are you likely to study? » 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

no table generated

**What subject are you likely to study? > 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[0110] Landwirte, allgemein	110	0	0	0	0
[0111] Diplomlandwirte (nicht administrativ tätig)	111	0	0	0	0
[0112] Ackerbauern	112	0	0	0	0
[0113] Viehhalter und Grünlandwirte	113	0	0	0	0
[0114] Saat-, Pflanzenzüchter	114	0	0	0	0
[0115] Pflanzenschützer	115	0	0	0	0
[0116] Landwirte und Gastwirte bzw.Kaufleute	116	0	0	0	0
[0118] Landwirte und Winzer	118	0	0	0	0
[0119] andere Landwirte	119	0	0	0	0
[0120] Winzer, allgemein	120	0	0	0	0
[0121] Rebenveredler	121	0	0	0	0
[0129] andere Weinbauern	129	0	0	0	0
... 1971 values omitted ...					
[9373] Getränkeleitungs-, Flaschenreiniger	9373	0	0	0	0
[9379] andere Maschinen-, Behälterreiniger	9379	0	0	0	0
[9711] Mithelfende Familienangehörige außerhalb d. Landwirtschaft	9711	0	0	0	0
[9811] Auszubildende mit noch nicht feststehendem Ausbildungsberuf	9811	0	0	0	0
[9821] Praktikanten, Volontäre mit noch nicht feststehendem Beruf	9821	0	0	0	0
[9829] Praktikanten	9829	0	0	0	0
[9831] Schulentlassene (arbeitsuchend)	9831	0	0	0	0
[9832] Sonstige Arbeitskräfte (arbeitsuchend)	9832	0	0	0	0
[9911] Arbeitskräfte ohne nähere Tätigkeitsangabe	9911	0	0	0	0
<i>Not determinable</i>	-55	51	11	25	15
<i>Unspecific missing</i>	-90	2005	481	959	565
<i>Implausible value</i>	-95	121	35	51	35

**What subject are you likely to study? » 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[01104] Commissioned officers	1104	0	0	0	0
[01203] Senior non-commissioned officers and higher	1203	0	0	0	0
[01302] Junior non-commissioned officers	1302	0	0	0	0
[01402] Armed forces personnel in other ranks	1402	0	0	0	0
[11101] Occupations in farming (without specialisation)-unskilled/semiskilled tasks	11101	0	0	0	0
[11102] Occupations in farming (without specialisation)-skilled tasks	11102	0	0	0	0
[11103] Occupations in farming (without specialisation)-complex tasks	11103	0	0	0	0
[11104] Occupations in farming (without specialisation)-highly complex tasks	11104	4	1	2	1
[11113] Technical occupations in farming-complex tasks	11113	0	0	0	0
[11114] Technical occupations in farming-highly complex tasks	11114	0	0	0	0
[11123] Agricultural experts-complex tasks	11123	0	0	0	0
[11124] Agricultural experts-high complex tasks	11124	0	0	0	0
... 1310 values omitted ...					
[94693] Supervisors - stage and costume design, prop design	94693	0	0	0	0
[94704] Occupations in museums (without specialisation)-highly complex tasks	94704	6	1	0	5
[94712] Technical occupations in museums and exhibitions-skilled tasks	94712	0	0	0	0
[94713] Technical occupations in museums and exhibitions-complex tasks	94713	0	0	0	0
[94714] Technical occupations in museums and exhibitions-highly complex tasks	94714	0	0	0	0
[94724] Art experts-highly complex tasks	94724	0	0	0	0
[94794] Executives - museum	94794	0	0	0	0
[99998] Data less relevant for labour market (unemployment, pension, care)	99998	0	0	0	0
[99999] Workers without further description of occupation	99999	0	0	0	0
<i>Not determinable</i>	-55	51	11	25	15
<i>Unspecific missing</i>	-90	2005	481	959	565
<i>Implausible value</i>	-95	121	35	51	35

**What subject are you likely to study? > 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[0100] Armed forces	100	0	0	0	0
[0110] Armed forces	110	0	0	0	0
[1000] Legislators, senior officials and managers	1000	0	0	0	0
[1100] Legislators and senior officials	1100	0	0	0	0
[1110] Legislators and senior government officials	1110	0	0	0	0
[1120] Senior government officials	1120	0	0	0	0
[1130] Traditional chiefs and heads of villages	1130	0	0	0	0
[1140] Senior officials of special-interest organisations	1140	0	0	0	0
[1141] Senior officials of political party organisations	1141	0	0	0	0
[1142] Senior officials of employers', workers' and other economic-interest organisations	1142	0	0	0	0
[1143] Senior officials of humanitarian and other special-interest organisations	1143	0	0	0	0
[1200] Corporate managers	1200	0	0	0	0
... 497 values omitted ...					
[9312] Construction and maintenance labourers: roads, dams and similar constructions	9312	0	0	0	0
[9313] Building construction labourers	9313	0	0	0	0
[9320] Manufacturing labourers	9320	0	0	0	0
[9321] Assembling labourers	9321	0	0	0	0
[9322] Hand packers and other manufacturing labourers	9322	0	0	0	0
[9330] Transport labourers and freight handlers	9330	0	0	0	0
[9331] Hand or pedal vehicle drivers	9331	0	0	0	0
[9332] Drivers of animal-drawn vehicles and machinery	9332	0	0	0	0
[9333] Freight handlers	9333	0	0	0	0
<i>Not determinable</i>	-55	50	10	25	15
<i>Unspecific missing</i>	-90	2005	481	959	565
<i>Implausible value</i>	-95	121	35	51	35

**What subject are you likely to study? > 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[0] Armed forces occupations	0	0	0	0	0
[100] Commissioned armed forces officers	100	0	0	0	0
[110] Commissioned armed forces officers	110	0	0	0	0
[200] Non-commissioned armed forces officers	200	0	0	0	0
[210] Non-commissioned armed forces officers	210	0	0	0	0
[300] Armed forces occupations, other ranks	300	0	0	0	0
[310] Armed forces occupations, other ranks	310	0	0	0	0
[1000] Managers	1000	0	0	0	0
[1100] Chief executives, senior officials and legislators	1100	0	0	0	0
[1110] Legislators and senior officials	1110	0	0	0	0
[1111] Legislators	1111	0	0	0	0
[1112] Senior government officials	1112	0	0	0	0
... 568 values omitted ...					
[9611] Garbage and recycling collectors	9611	0	0	0	0
[9612] Refuse sorters	9612	0	0	0	0
[9613] Sweepers and related labourers	9613	0	0	0	0
[9620] Other elementary workers	9620	0	0	0	0
[9621] Messengers, package deliverers and luggage porters	9621	0	0	0	0
[9622] Odd job persons	9622	0	0	0	0
[9623] Meter readers and vending-machine collectors	9623	0	0	0	0
[9624] Water and firewood collectors	9624	0	0	0	0
[9629] Elementary workers not elsewhere classified	9629	0	0	0	0
<i>Not determinable</i>	-55	50	10	25	15
<i>Unspecific missing</i>	-90	2005	481	959	565
<i>Implausible value</i>	-95	121	35	51	35

**What subject are you likely to study? > 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	23	2	1	1	0
	27	4	0	4	0
	34	1	0	1	0
	39	1	0	1	0
	43	17	0	12	5
	45	3	0	3	0
	46	14	0	8	6
	50	6	0	5	1
	51	60	24	25	11
	52	11	0	8	3
	53	72	25	32	15
	54	166	42	94	30
	... 12 values omitted ...				
	71	510	139	256	115
	74	175	41	86	48
	77	149	46	71	32
	78	12	3	7	2
	79	6	2	2	2
	82	99	31	51	17
	83	12	2	8	2
	85	35	11	15	9
	88	174	52	83	39
<i>Not determinable</i>	-55	50	10	25	15
<i>Unspecific missing</i>	-90	2005	481	959	565
<i>Implausible value</i>	-95	121	35	51	35



**What subject are you likely to study? > 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	21	1	0	1	0
	28	4	0	4	0
	37	1	0	1	0
	38	10	0	7	3
	39	3	0	3	0
	40	3	1	2	0
	44	2	0	2	0
	45	42	12	21	9
	46	45	7	27	11
	47	1	0	1	0
	49	170	53	83	34
	50	15	0	8	7
	... 13 values omitted ...				
	67	288	80	143	65
	68	15	6	7	2
	69	233	65	110	58
	70	32	6	18	8
	71	99	31	51	17
	72	43	7	21	15
	73	19	7	8	4
	75	68	16	36	16
	78	174	52	83	39
<i>Not determinable</i>	-55	50	10	25	15
<i>Unspecific missing</i>	-90	2005	481	959	565
<i>Implausible value</i>	-95	121	35	51	35

**What subject are you likely to study? > 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	31.6	4	0	4	0
	39.2	2	1	1	0
	55.4	1	0	1	0
	60.2	10	0	7	3
	66.0	1	0	1	0
	69.9	11	4	6	1
	73.1	4	0	4	0
	73.2	38	4	27	7
	77.3	10	0	6	4
	78.3	5	0	4	1
	78.8	3	0	3	0
	79.1	4	0	3	1
	... 45 values omitted ...				
	142.2	6	1	2	3
	142.5	84	19	39	26
	143.2	8	1	1	6
	147.1	80	19	43	18
	149.2	162	44	84	34
	153.8	6	3	2	1
	160.5	47	13	23	11
	173.3	16	4	8	4
	179.6	174	52	83	39
<i>Not determinable</i>	-55	50	10	25	15
<i>Unspecific missing</i>	-90	2005	481	959	565
<i>Implausible value</i>	-95	121	35	51	35

**What subject are you likely to study? » 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[AGR] Agricultural occupations	1	3	1	1	1
[EMB] Common manual occupations	2	1	0	1	0
[QMB] Skilled manual occupations	3	0	0	0	0
[TEC] Technician	4	25	0	23	2
[ING] Engineer	5	872	233	431	208
[EDI] Common services	6	20	9	9	2
[QDI] Skilled services	7	136	42	63	31
[SEMI] Semiprofessions	8	250	68	125	57
[PROF] Professions	9	1222	354	608	260
[EVB] Common commercial and administrative occupations	10	0	0	0	0
[QVB] Skilled commercial and administrative occupations	11	132	36	72	24
[MAN] Manager	12	37	8	19	10
<i>Not determinable</i>	-55	60	14	30	16
<i>Unspecific missing</i>	-90	2005	481	959	565
<i>Implausible value</i>	-95	121	35	51	35

**What subject are you likely to study? > 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	25.04	1	0	1	0
	30.59	2	1	1	0
	31.46	4	0	4	0
	42.30	1	0	1	0
	43.85	3	2	0	1
	49.30	10	0	7	3
	50.15	1	0	1	0
	50.90	83	29	39	15
	51.01	10	4	6	0
	51.35	5	0	4	1
	51.92	4	0	2	2
	52.70	1	0	1	0
	... 69 values omitted ...				
	83.09	106	27	54	25
	83.50	84	19	39	26
	83.81	95	32	43	20
	84.14	12	2	8	2
	84.61	68	16	36	16
	85.85	80	19	43	18
	86.81	7	2	3	2
	88.31	16	4	7	5
	88.70	165	46	82	37
<i>Not determinable</i>	-55	50	10	25	15
<i>Unspecific missing</i>	-90	2005	481	959	565
<i>Implausible value</i>	-95	121	35	51	35

**What subject are you likely to study? > 1st subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	21.67	1	0	1	0
	22.90	2	1	1	0
	34.44	1	0	1	0
	34.91	4	0	4	0
	37.52	3	2	0	1
	38.00	1	0	0	1
	40.00	1	0	1	0
	43.00	10	0	7	3
	43.81	7	0	4	3
	44.87	4	0	2	2
	46.00	23	0	18	5
	46.09	33	8	16	9
	... 45 values omitted ...				
	67.00	7	2	3	2
	68.51	106	27	54	25
	69.00	84	19	39	26
	69.40	99	31	51	17
	70.00	32	6	18	8
	73.51	1	1	0	0
	75.00	4	2	1	1
	75.68	68	16	36	16
	78.01	174	52	83	39
<i>Not determinable</i>	-55	50	10	25	15
<i>Unspecific missing</i>	-90	2005	481	959	565
<i>Implausible value</i>	-95	121	35	51	35

**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

no table generated

**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[0110] Landwirte, allgemein	110	0	0	0	0
[0111] Diplomlandwirte (nicht administrativ tätig)	111	0	0	0	0
[0112] Ackerbauern	112	0	0	0	0
[0113] Viehhalter und Grünlandwirte	113	0	0	0	0
[0114] Saat-, Pflanzenzüchter	114	0	0	0	0
[0115] Pflanzenschützer	115	0	0	0	0
[0116] Landwirte und Gastwirte bzw.Kaufleute	116	0	0	0	0
[0118] Landwirte und Winzer	118	0	0	0	0
[0119] andere Landwirte	119	0	0	0	0
[0120] Winzer, allgemein	120	0	0	0	0
[0121] Rebenveredler	121	0	0	0	0
[0129] andere Weinbauern	129	0	0	0	0
... 1971 values omitted ...					
[9373] Getränkeleitungs-, Flaschenreiniger	9373	0	0	0	0
[9379] andere Maschinen-, Behälterreiniger	9379	0	0	0	0
[9711] Mithelfende Familienangehörige außerhalb d. Landwirtschaft	9711	0	0	0	0
[9811] Auszubildende mit noch nicht feststehendem Ausbildungsberuf	9811	0	0	0	0
[9821] Praktikanten, Volontäre mit noch nicht feststehendem Beruf	9821	0	0	0	0
[9829] Praktikanten	9829	0	0	0	0
[9831] Schulentlassene (arbeitsuchend)	9831	0	0	0	0
[9832] Sonstige Arbeitskräfte (arbeitsuchend)	9832	0	0	0	0
[9911] Arbeitskräfte ohne nähere Tätigkeitsangabe	9911	0	0	0	0
<i>Not determinable</i>	-55	48	15	20	13
<i>Unspecific missing</i>	-90	3014	801	1431	782
<i>Implausible value</i>	-95	120	27	64	29

**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[01104] Commissioned officers	1104	0	0	0	0
[01203] Senior non-commissioned officers and higher	1203	0	0	0	0
[01302] Junior non-commissioned officers	1302	0	0	0	0
[01402] Armed forces personnel in other ranks	1402	0	0	0	0
[11101] Occupations in farming (without specialisation)-unskilled/semiskilled tasks	11101	0	0	0	0
[11102] Occupations in farming (without specialisation)-skilled tasks	11102	0	0	0	0
[11103] Occupations in farming (without specialisation)-complex tasks	11103	0	0	0	0
[11104] Occupations in farming (without specialisation)-highly complex tasks	11104	2	0	1	1
[11113] Technical occupations in farming-complex tasks	11113	0	0	0	0
[11114] Technical occupations in farming-highly complex tasks	11114	0	0	0	0
[11123] Agricultural experts-complex tasks	11123	0	0	0	0
[11124] Agricultural experts-high complex tasks	11124	0	0	0	0
... 1310 values omitted ...					
[94693] Supervisors - stage and costume design, prop design	94693	0	0	0	0
[94704] Occupations in museums (without specialisation)-highly complex tasks	94704	4	1	2	1
[94712] Technical occupations in museums and exhibitions-skilled tasks	94712	0	0	0	0
[94713] Technical occupations in museums and exhibitions-complex tasks	94713	0	0	0	0
[94714] Technical occupations in museums and exhibitions-highly complex tasks	94714	0	0	0	0
[94724] Art experts-highly complex tasks	94724	0	0	0	0
[94794] Executives - museum	94794	0	0	0	0
[99998] Data less relevant for labour market (unemployment, pension, care)	99998	0	0	0	0
[99999] Workers without further description of occupation	99999	0	0	0	0
<i>Not determinable</i>	-55	48	15	20	13
<i>Unspecific missing</i>	-90	3014	801	1431	782
<i>Implausible value</i>	-95	120	27	64	29



**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[0100] Armed forces	100	0	0	0	0
[0110] Armed forces	110	0	0	0	0
[1000] Legislators, senior officials and managers	1000	0	0	0	0
[1100] Legislators and senior officials	1100	0	0	0	0
[1110] Legislators and senior government officials	1110	0	0	0	0
[1120] Senior government officials	1120	0	0	0	0
[1130] Traditional chiefs and heads of villages	1130	0	0	0	0
[1140] Senior officials of special-interest organisations	1140	0	0	0	0
[1141] Senior officials of political party organisations	1141	0	0	0	0
[1142] Senior officials of employers', workers' and other economic-interest organisations	1142	0	0	0	0
[1143] Senior officials of humanitarian and other special-interest organisations	1143	0	0	0	0
[1200] Corporate managers	1200	0	0	0	0
... 497 values omitted ...					
[9312] Construction and maintenance labourers: roads, dams and similar constructions	9312	0	0	0	0
[9313] Building construction labourers	9313	0	0	0	0
[9320] Manufacturing labourers	9320	0	0	0	0
[9321] Assembling labourers	9321	0	0	0	0
[9322] Hand packers and other manufacturing labourers	9322	0	0	0	0
[9330] Transport labourers and freight handlers	9330	0	0	0	0
[9331] Hand or pedal vehicle drivers	9331	0	0	0	0
[9332] Drivers of animal-drawn vehicles and machinery	9332	0	0	0	0
[9333] Freight handlers	9333	0	0	0	0
<i>Not determinable</i>	-55	45	14	18	13
<i>Unspecific missing</i>	-90	3014	801	1431	782
<i>Implausible value</i>	-95	120	27	64	29

**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[0] Armed forces occupations	0	0	0	0	0
[100] Commissioned armed forces officers	100	0	0	0	0
[110] Commissioned armed forces officers	110	0	0	0	0
[200] Non-commissioned armed forces officers	200	0	0	0	0
[210] Non-commissioned armed forces officers	210	0	0	0	0
[300] Armed forces occupations, other ranks	300	0	0	0	0
[310] Armed forces occupations, other ranks	310	0	0	0	0
[1000] Managers	1000	0	0	0	0
[1100] Chief executives, senior officials and legislators	1100	0	0	0	0
[1110] Legislators and senior officials	1110	0	0	0	0
[1111] Legislators	1111	0	0	0	0
[1112] Senior government officials	1112	0	0	0	0
... 568 values omitted ...					
[9611] Garbage and recycling collectors	9611	0	0	0	0
[9612] Refuse sorters	9612	0	0	0	0
[9613] Sweepers and related labourers	9613	0	0	0	0
[9620] Other elementary workers	9620	0	0	0	0
[9621] Messengers, package deliverers and luggage porters	9621	0	0	0	0
[9622] Odd job persons	9622	0	0	0	0
[9623] Meter readers and vending-machine collectors	9623	0	0	0	0
[9624] Water and firewood collectors	9624	0	0	0	0
[9629] Elementary workers not elsewhere classified	9629	0	0	0	0
<i>Not determinable</i>	-55	45	14	18	13
<i>Unspecific missing</i>	-90	3014	801	1431	782
<i>Implausible value</i>	-95	120	27	64	29

**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	27	1	0	0	1
	30	1	1	0	0
	38	1	0	1	0
	43	6	0	5	1
	45	4	0	3	1
	46	7	0	4	3
	50	3	0	3	0
	51	32	9	17	6
	52	5	0	4	1
	53	53	9	30	14
	54	129	30	68	31
	56	12	2	6	4
	... 10 values omitted ...				
	71	442	122	231	89
	74	114	31	48	35
	77	111	31	57	23
	78	15	4	6	5
	79	4	1	1	2
	82	35	5	18	12
	83	1	0	1	0
	85	16	4	9	3
	88	35	9	19	7
<i>Not determinable</i>	-55	45	14	18	13
<i>Unspecific missing</i>	-90	3014	801	1431	782
<i>Implausible value</i>	-95	120	27	64	29

**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	28	2	1	0	1
	38	4	0	3	1
	39	4	0	3	1
	44	1	0	1	0
	45	28	6	12	10
	46	32	2	22	8
	47	2	0	2	0
	49	139	35	66	38
	50	3	1	1	1
	51	37	10	18	9
	52	24	8	12	4
	53	27	4	18	5
	... 10 values omitted ...				
	67	317	85	170	62
	68	17	6	6	5
	69	151	42	75	34
	70	12	4	4	4
	71	35	5	18	12
	72	29	7	14	8
	73	9	2	7	0
	75	50	16	16	18
	78	35	9	19	7
<i>Not determinable</i>	-55	45	14	18	13
<i>Unspecific missing</i>	-90	3014	801	1431	782
<i>Implausible value</i>	-95	120	27	64	29

**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	31.6	1	0	0	1
	31.9	1	1	0	0
	60.2	4	0	3	1
	69.9	12	4	5	3
	70.9	1	0	1	0
	73.2	14	0	12	2
	77.3	6	0	3	3
	78.3	8	0	7	1
	78.8	4	0	3	1
	79.1	3	0	3	0
	82.9	3	0	3	0
	83.2	5	0	4	1
	... 41 values omitted ...				
	142.5	40	11	18	11
	143.2	4	1	2	1
	147.1	48	18	29	1
	149.2	131	32	68	31
	153.8	1	0	1	0
	160.5	16	4	9	3
	170.9	1	0	1	0
	173.3	15	3	8	4
	179.6	35	9	19	7
<i>Not determinable</i>	-55	45	14	18	13
<i>Unspecific missing</i>	-90	3014	801	1431	782
<i>Implausible value</i>	-95	120	27	64	29

**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[AGR] Agricultural occupations	1	3	1	1	1
[EMB] Common manual occupations	2	1	0	1	0
[QMB] Skilled manual occupations	3	0	0	0	0
[TEC] Technician	4	6	0	6	0
[ING] Engineer	5	525	139	259	127
[EDI] Common services	6	13	1	8	4
[QDI] Skilled services	7	90	20	43	27
[SEMI] Semiprofessions	8	156	33	91	32
[PROF] Professions	9	839	228	433	178
[EVB] Common commercial and administrative occupations	10	0	0	0	0
[QVB] Skilled commercial and administrative occupations	11	66	17	32	17
[MAN] Manager	12	5	0	4	1
<i>Not determinable</i>	-55	46	14	19	13
<i>Unspecific missing</i>	-90	3014	801	1431	782
<i>Implausible value</i>	-95	120	27	64	29

**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	31.46	1	0	0	1
	40.54	1	1	0	0
	43.85	4	1	2	1
	49.30	4	0	3	1
	50.15	1	0	1	0
	50.90	86	25	38	23
	51.01	8	2	6	0
	51.35	8	0	7	1
	51.92	1	0	1	0
	52.70	1	0	1	0
	52.72	6	0	5	1
	53.77	5	0	4	1
	... 56 values omitted ...				
	83.50	40	11	18	11
	83.81	151	39	74	38
	84.14	1	0	1	0
	84.61	53	17	18	18
	85.85	48	18	29	1
	86.72	1	0	1	0
	86.81	6	0	4	2
	88.31	7	2	2	3
	88.70	28	8	14	6
<i>Not determinable</i>	-55	45	14	18	13
<i>Unspecific missing</i>	-90	3014	801	1431	782
<i>Implausible value</i>	-95	120	27	64	29

**What subject are you likely to study? » 2nd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	34.91	1	0	0	1
	37.52	4	1	2	1
	43.00	4	0	3	1
	43.81	4	0	3	1
	44.00	1	0	1	0
	44.87	4	0	1	3
	45.94	1	1	0	0
	46.00	16	0	14	2
	46.09	22	5	8	9
	47.00	13	2	9	2
	47.61	12	4	5	3
	48.37	5	2	2	1
	... 40 values omitted ...				
	67.00	6	0	4	2
	68.51	112	28	63	21
	69.00	40	11	18	11
	69.40	35	5	18	12
	69.51	3	1	2	0
	70.00	12	4	4	4
	73.10	1	0	1	0
	75.68	50	16	16	18
	78.01	35	9	19	7
<i>Not determinable</i>	-55	45	14	18	13
<i>Unspecific missing</i>	-90	3014	801	1431	782
<i>Implausible value</i>	-95	120	27	64	29



**What subject are you likely to study? » 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

no table generated

**What subject are you likely to study? > 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[0110] Landwirte, allgemein	110	0	0	0	0
[0111] Diplomlandwirte (nicht administrativ tätig)	111	0	0	0	0
[0112] Ackerbauern	112	0	0	0	0
[0113] Viehhalter und Grünlandwirte	113	0	0	0	0
[0114] Saat-, Pflanzenzüchter	114	0	0	0	0
[0115] Pflanzenschützer	115	0	0	0	0
[0116] Landwirte und Gastwirte bzw.Kaufleute	116	0	0	0	0
[0118] Landwirte und Winzer	118	0	0	0	0
[0119] andere Landwirte	119	0	0	0	0
[0120] Winzer, allgemein	120	0	0	0	0
[0121] Rebenveredler	121	0	0	0	0
[0129] andere Weinbauern	129	0	0	0	0
... 1971 values omitted ...					
[9373] Getränkeleitungs-, Flaschenreiniger	9373	0	0	0	0
[9379] andere Maschinen-, Behälterreiniger	9379	0	0	0	0
[9711] Mithelfende Familienangehörige außerhalb d. Landwirtschaft	9711	0	0	0	0
[9811] Auszubildende mit noch nicht feststehendem Ausbildungsberuf	9811	0	0	0	0
[9821] Praktikanten, Volontäre mit noch nicht feststehendem Beruf	9821	0	0	0	0
[9829] Praktikanten	9829	0	0	0	0
[9831] Schulentlassene (arbeitsuchend)	9831	0	0	0	0
[9832] Sonstige Arbeitskräfte (arbeitsuchend)	9832	0	0	0	0
[9911] Arbeitskräfte ohne nähere Tätigkeitsangabe	9911	0	0	0	0
<i>Not determinable</i>	-55	53	21	22	10
<i>Unspecific missing</i>	-90	3662	970	1767	925
<i>Implausible value</i>	-95	108	17	68	23

**What subject are you likely to study? » 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[01104] Commissioned officers	1104	1	1	0	0
[01203] Senior non-commissioned officers and higher	1203	0	0	0	0
[01302] Junior non-commissioned officers	1302	0	0	0	0
[01402] Armed forces personnel in other ranks	1402	0	0	0	0
[11101] Occupations in farming (without specialisation)-unskilled/semiskilled tasks	11101	0	0	0	0
[11102] Occupations in farming (without specialisation)-skilled tasks	11102	0	0	0	0
[11103] Occupations in farming (without specialisation)-complex tasks	11103	0	0	0	0
[11104] Occupations in farming (without specialisation)-highly complex tasks	11104	1	1	0	0
[11113] Technical occupations in farming-complex tasks	11113	0	0	0	0
[11114] Technical occupations in farming-highly complex tasks	11114	0	0	0	0
[11123] Agricultural experts-complex tasks	11123	0	0	0	0
[11124] Agricultural experts-high complex tasks	11124	0	0	0	0
... 1310 values omitted ...					
[94693] Supervisors - stage and costume design, prop design	94693	0	0	0	0
[94704] Occupations in museums (without specialisation)-highly complex tasks	94704	4	0	1	3
[94712] Technical occupations in museums and exhibitions-skilled tasks	94712	0	0	0	0
[94713] Technical occupations in museums and exhibitions-complex tasks	94713	0	0	0	0
[94714] Technical occupations in museums and exhibitions-highly complex tasks	94714	0	0	0	0
[94724] Art experts-highly complex tasks	94724	0	0	0	0
[94794] Executives - museum	94794	0	0	0	0
[99998] Data less relevant for labour market (unemployment, pension, care)	99998	0	0	0	0
[99999] Workers without further description of occupation	99999	0	0	0	0
<i>Not determinable</i>	-55	53	21	22	10
<i>Unspecific missing</i>	-90	3662	970	1767	925
<i>Implausible value</i>	-95	108	17	68	23

**What subject are you likely to study? > 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[0100] Armed forces	100	0	0	0	0
[0110] Armed forces	110	1	1	0	0
[1000] Legislators, senior officials and managers	1000	0	0	0	0
[1100] Legislators and senior officials	1100	0	0	0	0
[1110] Legislators and senior government officials	1110	0	0	0	0
[1120] Senior government officials	1120	0	0	0	0
[1130] Traditional chiefs and heads of villages	1130	0	0	0	0
[1140] Senior officials of special-interest organisations	1140	0	0	0	0
[1141] Senior officials of political party organisations	1141	0	0	0	0
[1142] Senior officials of employers', workers' and other economic-interest organisations	1142	0	0	0	0
[1143] Senior officials of humanitarian and other special-interest organisations	1143	0	0	0	0
[1200] Corporate managers	1200	0	0	0	0
... 497 values omitted ...					
[9312] Construction and maintenance labourers: roads, dams and similar constructions	9312	0	0	0	0
[9313] Building construction labourers	9313	0	0	0	0
[9320] Manufacturing labourers	9320	0	0	0	0
[9321] Assembling labourers	9321	0	0	0	0
[9322] Hand packers and other manufacturing labourers	9322	0	0	0	0
[9330] Transport labourers and freight handlers	9330	0	0	0	0
[9331] Hand or pedal vehicle drivers	9331	0	0	0	0
[9332] Drivers of animal-drawn vehicles and machinery	9332	0	0	0	0
[9333] Freight handlers	9333	0	0	0	0
<i>Not determinable</i>	-55	49	18	21	10
<i>Unspecific missing</i>	-90	3662	970	1767	925
<i>Implausible value</i>	-95	108	17	68	23

**What subject are you likely to study? > 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[0] Armed forces occupations	0	0	0	0	0
[100] Commissioned armed forces officers	100	0	0	0	0
[110] Commissioned armed forces officers	110	1	1	0	0
[200] Non-commissioned armed forces officers	200	0	0	0	0
[210] Non-commissioned armed forces officers	210	0	0	0	0
[300] Armed forces occupations, other ranks	300	0	0	0	0
[310] Armed forces occupations, other ranks	310	0	0	0	0
[1000] Managers	1000	0	0	0	0
[1100] Chief executives, senior officials and legislators	1100	0	0	0	0
[1110] Legislators and senior officials	1110	0	0	0	0
[1111] Legislators	1111	0	0	0	0
[1112] Senior government officials	1112	0	0	0	0
... 568 values omitted ...					
[9611] Garbage and recycling collectors	9611	0	0	0	0
[9612] Refuse sorters	9612	0	0	0	0
[9613] Sweepers and related labourers	9613	0	0	0	0
[9620] Other elementary workers	9620	0	0	0	0
[9621] Messengers, package deliverers and luggage porters	9621	0	0	0	0
[9622] Odd job persons	9622	0	0	0	0
[9623] Meter readers and vending-machine collectors	9623	0	0	0	0
[9624] Water and firewood collectors	9624	0	0	0	0
[9629] Elementary workers not elsewhere classified	9629	0	0	0	0
<i>Not determinable</i>	-55	49	18	21	10
<i>Unspecific missing</i>	-90	3662	970	1767	925
<i>Implausible value</i>	-95	108	17	68	23

**What subject are you likely to study? > 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	27	1	0	0	1
	43	1	0	1	0
	46	7	0	5	2
	50	5	0	4	1
	51	19	4	12	3
	52	4	0	3	1
	53	35	11	10	14
	54	86	18	47	21
	55	2	0	2	0
	56	4	2	0	2
	57	1	0	1	0
	59	3	1	1	1
	... 8 values omitted ...				
	71	290	80	142	68
	74	59	16	29	14
	77	69	21	33	15
	78	9	1	6	2
	79	1	1	0	0
	82	18	5	11	2
	83	1	0	1	0
	85	3	1	1	1
	88	20	5	9	6
<i>Not determinable</i>	-55	50	19	21	10
<i>Unspecific missing</i>	-90	3662	970	1767	925
<i>Implausible value</i>	-95	108	17	68	23

**What subject are you likely to study? > 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	28	1	0	0	1
	38	4	0	3	1
	44	2	0	1	1
	45	23	4	14	5
	46	19	1	9	9
	47	1	0	0	1
	49	78	23	33	22
	50	3	0	2	1
	51	31	9	12	10
	52	18	3	15	0
	53	25	1	18	6
	54	4	0	1	3
	... 9 values omitted ...				
	67	224	60	116	48
	68	11	4	6	1
	69	94	28	45	21
	70	8	3	2	3
	71	18	5	11	2
	72	12	4	5	3
	73	1	0	1	0
	75	28	8	14	6
	78	20	5	9	6
<i>Not determinable</i>	-55	50	19	21	10
<i>Unspecific missing</i>	-90	3662	970	1767	925
<i>Implausible value</i>	-95	108	17	68	23

**What subject are you likely to study? > 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	31.6	1	0	0	1
	60.2	4	0	3	1
	69.9	6	0	4	2
	73.2	18	1	13	4
	77.3	6	0	4	2
	78.3	5	0	1	4
	79.1	2	0	2	0
	82.9	7	0	6	1
	83.2	3	0	2	1
	83.9	1	0	1	0
	86.1	54	15	26	13
	87.6	2	0	1	1
	... 37 values omitted ...				
	142.2	3	1	1	1
	142.5	25	7	12	6
	143.2	4	0	1	3
	147.1	41	6	24	11
	149.2	94	17	58	19
	153.8	2	0	2	0
	160.5	4	1	2	1
	173.3	3	0	1	2
	179.6	20	5	9	6
<i>Not determinable</i>	-55	50	19	21	10
<i>Unspecific missing</i>	-90	3662	970	1767	925
<i>Implausible value</i>	-95	108	17	68	23



**What subject are you likely to study? » 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[AGR] Agricultural occupations	1	0	0	0	0
[EMB] Common manual occupations	2	1	0	1	0
[QMB] Skilled manual occupations	3	0	0	0	0
[TEC] Technician	4	7	1	3	3
[ING] Engineer	5	310	84	154	72
[EDI] Common services	6	2	1	1	0
[QDI] Skilled services	7	64	22	26	16
[SEMI] Semiprofessions	8	110	19	66	25
[PROF] Professions	9	516	139	257	120
[EVB] Common commercial and administrative occupations	10	0	0	0	0
[QVB] Skilled commercial and administrative occupations	11	46	9	22	15
[MAN] Manager	12	7	0	5	2
<i>Not determinable</i>	-55	51	19	22	10
<i>Unspecific missing</i>	-90	3662	970	1767	925
<i>Implausible value</i>	-95	108	17	68	23

**What subject are you likely to study? > 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	31.46	1	0	0	1
	43.85	1	1	0	0
	49.30	4	0	3	1
	50.15	1	0	1	0
	50.90	46	13	22	11
	51.01	3	1	2	0
	51.35	5	0	1	4
	51.92	1	0	1	0
	52.72	1	0	1	0
	53.77	3	0	2	1
	54.55	18	1	13	4
	54.62	2	0	2	0
	... 55 values omitted ...				
	83.09	66	17	35	14
	83.50	25	7	12	6
	83.81	115	36	56	23
	84.14	1	0	1	0
	84.61	29	8	15	6
	85.85	41	6	24	11
	86.81	2	1	1	0
	88.31	2	1	0	1
	88.70	18	5	7	6
<i>Not determinable</i>	-55	49	18	21	10
<i>Unspecific missing</i>	-90	3662	970	1767	925
<i>Implausible value</i>	-95	108	17	68	23

**What subject are you likely to study? > 3rd subject:** «If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	34.91	1	0	0	1
	37.52	1	1	0	0
	38.00	1	0	1	0
	43.00	4	0	3	1
	43.81	1	0	0	1
	44.87	2	0	2	0
	46.00	12	0	6	6
	46.09	19	3	13	3
	47.00	4	1	2	1
	47.61	8	0	6	2
	48.37	2	1	0	1
	48.57	1	0	0	1
	... 36 values omitted ...				
	67.00	2	1	1	0
	68.51	66	17	35	14
	69.00	25	7	12	6
	69.40	18	5	11	2
	69.51	1	0	1	0
	70.00	8	3	2	3
	75.00	1	0	1	0
	75.68	28	8	14	6
	78.01	20	5	9	6
<i>Not determinable</i>	-55	49	18	21	10
<i>Unspecific missing</i>	-90	3662	970	1767	925
<i>Implausible value</i>	-95	108	17	68	23

**In which city do you intend to study? ▶ Please indicate in printed letters.** «Please enter your favored study city (please name only one city) or tick that you do not know yet which city you prefer.»

Label	Code	#	by wave		
			1	2	3
Western Germany	1	1802	0	1210	592
Eastern Germany incl. Berlin	2	126	0	81	45
<i>Changing location</i>	-20	49	0	40	9
<i>location abroad</i>	-21	76	0	50	26
<i>Missing by design</i>	-54	1281	1281	0	0
<i>Not determinable</i>	-55	24	0	13	11
<i>Unspecific missing</i>	-90	671	0	433	238
<i>Implausible value</i>	-95	1	0	1	0
<i>Don't know</i>	-98	854	0	564	290

**In which city do you intend to study? ▶ Please indicate in printed letters.** «Please enter your favored study city (please name only one city) or tick that you do not know yet which city you prefer.»

Label	Code	#	by wave		
			1	2	3
Schleswig-Holstein	1	9	0	6	3
Hamburg	2	41	0	20	21
Lower Saxony	3	9	0	5	4
Bremen	4	5	0	5	0
North Rhine-Westphalia	5	64	0	42	22
Hesse	6	17	0	15	2
Rhineland-Palatinate	7	20	0	12	8
Baden-Wuerttemberg	8	1473	0	990	483
Bavaria	9	163	0	114	49
Saarland	10	1	0	1	0
Berlin (Complete)	11	85	0	56	29
Brandenburg	12	5	0	4	1
Mecklenburg-Western Pomerania	13	6	0	4	2
Saxony	14	24	0	14	10
Saxony-Anhalt	15	3	0	1	2
Thuringia	16	3	0	2	1
<i>Changing location</i>	-20	49	0	40	9
<i>location abroad</i>	-21	76	0	50	26
<i>Missing by design</i>	-54	1281	1281	0	0
<i>Not determinable</i>	-55	24	0	13	11
<i>Unspecific missing</i>	-90	671	0	433	238
<i>Implausible value</i>	-95	1	0	1	0
<i>Don't know</i>	-98	854	0	564	290

**In which city do you intend to study? ▶ Please indicate in printed letters.** «Please enter your favored study city (please name only one city) or tick that you do not know yet which city you prefer.»

Label	Code	#	by wave		
			1	2	3
[010] Schleswig-Holstein	10	9	0	6	3
[020] Hamburg	20	41	0	20	21
[031] Niedersachsen (Braunschweig)	31	4	0	2	2
[032] Niedersachsen (Hannover)	32	3	0	1	2
[033] Niedersachsen (Lüneburg)	33	0	0	0	0
[034] Niedersachsen (Weser-Ems)	34	2	0	2	0
[040] Bremen	40	5	0	5	0
[051] Reg.-Bez. Düsseldorf	51	7	0	4	3
[053] Reg.-Bez. Köln	53	49	0	31	18
[055] Reg.-Bez. Münster	55	5	0	5	0
[057] Reg.-Bez. Detmold	57	0	0	0	0
[059] Reg.-Bez. Arnsberg	59	3	0	2	1
... 26 values omitted ...					
[150] Sachsen-Anhalt	150	0	0	0	0
[151] Sachsen-Anhalt (Dessau)	151	0	0	0	0
[152] Sachsen-Anhalt (Halle)	152	1	0	1	0
[153] Sachsen-Anhalt (Magdeburg)	153	2	0	0	2
[160] Thüringen	160	3	0	2	1
<i>Changing location</i>	-20	49	0	40	9
<i>location abroad</i>	-21	76	0	50	26
<i>Missing by design</i>	-54	1281	1281	0	0
<i>Not determinable</i>	-55	24	0	13	11
<i>Unspecific missing</i>	-90	671	0	433	238
<i>Implausible value</i>	-95	1	0	1	0
<i>Don't know</i>	-98	854	0	564	290

**In which city do you intend to study? ▶ Please indicate in printed letters.** «Please enter your favored study city (please name only one city) or tick that you do not know yet which city you prefer.»

Label	Code	#	by wave		
			1	2	3
[01001] Flensburg, Stadt	1001	0	0	0	0
[01002] Kiel, Landeshauptstadt	1002	7	0	5	2
[01003] Lübeck, Hansestadt	1003	2	0	1	1
[01004] Neumünster, Stadt	1004	0	0	0	0
[01051] Dithmarschen	1051	0	0	0	0
[01053] Herzogtum Lauenburg	1053	0	0	0	0
[01054] Nordfriesland	1054	0	0	0	0
[01055] Ostholstein	1055	0	0	0	0
[01056] Pinneberg	1056	0	0	0	0
[01057] Plön	1057	0	0	0	0
[01058] Rendsburg-Eckernförde	1058	0	0	0	0
[01059] Schleswig-Flensburg	1059	0	0	0	0
... 421 values omitted ...					
[16073] Saalfeld-Rudolstadt	16073	0	0	0	0
[16074] Saale-Holzland-Kreis	16074	0	0	0	0
[16075] Saale-Orla-Kreis	16075	0	0	0	0
[16076] Greiz	16076	0	0	0	0
[16077] Altenburger Land	16077	0	0	0	0
<i>Changing location</i>	-20	49	0	40	9
<i>location abroad</i>	-21	76	0	50	26
<i>Missing by design</i>	-54	1281	1281	0	0
<i>Not determinable</i>	-55	24	0	13	11
<i>Unspecific missing</i>	-90	671	0	433	238
<i>Implausible value</i>	-95	1	0	1	0
<i>Don't know</i>	-98	854	0	564	290

Are you planning a university education for teaching professions? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
no, no university education for teaching professions	0	3393	903	1643	847
yes, elementary school education studies	1	130	38	62	30
yes, secondary education studies for Hauptschule [school for basic secondary education], Realschule [intermediate secondary school] or Werkrealschule [type of school in Baden-Württemberg offering basic and intermediate secondary education in combination with basic vocational education]	2	45	12	18	15
yes, Gymnasium education studies	3	347	98	192	57
yes, education studies for special schools	4	33	6	19	8
yes, another university education for teaching professions	5	13	3	7	3
<i>Unspecific missing</i>	-90	910	220	443	247
<i>Implausible value</i>	-95	13	1	8	4



t62aa\_O Teaching post - other - filter question

184:58

**Are you planning a university education for teaching professions? » Specifically: (Please indicate in printed letters.) «Please tick only one answer.»**

no table generated

**What course of vocational training (not higher education) will you most likely take? » Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
[0110] Landwirte, allgemein	110	1	0	1	0
[0111] Diplomlandwirte (nicht administrativ tätig)	111	0	0	0	0
[0112] Ackerbauern	112	0	0	0	0
[0113] Viehhalter und Grünlandwirte	113	0	0	0	0
[0114] Saat-, Pflanzenzüchter	114	0	0	0	0
[0115] Pflanzenschützer	115	0	0	0	0
[0116] Landwirte und Gastwirte bzw.Kaufleute	116	0	0	0	0
[0118] Landwirte und Winzer	118	0	0	0	0
[0119] andere Landwirte	119	0	0	0	0
[0120] Winzer, allgemein	120	1	0	1	0
[0121] Rebenveredler	121	0	0	0	0
[0129] andere Weinbauern	129	0	0	0	0
... 1972 values omitted ...					
[9379] andere Maschinen-, Behälterreiniger	9379	0	0	0	0
[9711] Mithelfende Familienangehörige außerhalb d. Landwirtschaft	9711	0	0	0	0
[9811] Auszubildende mit noch nicht feststehendem Ausbildungsberuf	9811	0	0	0	0
[9821] Praktikanten, Volontäre mit noch nicht feststehendem Beruf	9821	0	0	0	0
[9829] Praktikanten	9829	0	0	0	0
[9831] Schulentlassene (arbeitsuchend)	9831	1	0	1	0
[9832] Sonstige Arbeitskräfte (arbeitsuchend)	9832	0	0	0	0
	9892	1	0	0	1
[9911] Arbeitskräfte ohne nähere Tätigkeitsangabe	9911	0	0	0	0
<i>Not determinable</i>	-55	28	8	16	4
<i>Unspecific missing</i>	-90	4341	1149	2130	1062
<i>Implausible value</i>	-95	79	16	42	21

**What course of vocational training (not higher education) will you most likely take? ▶ Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
[01104] Commissioned officers	1104	1	0	1	0
[01203] Senior non-commissioned officers and higher	1203	0	0	0	0
[01302] Junior non-commissioned officers	1302	0	0	0	0
[01402] Armed forces personnel in other ranks	1402	0	0	0	0
[11101] Occupations in farming (without specialisation)-unskilled/semiskilled tasks	11101	0	0	0	0
[11102] Occupations in farming (without specialisation)-skilled tasks	11102	1	0	1	0
[11103] Occupations in farming (without specialisation)-complex tasks	11103	0	0	0	0
[11104] Occupations in farming (without specialisation)-highly complex tasks	11104	0	0	0	0
[11113] Technical occupations in farming-complex tasks	11113	0	0	0	0
[11114] Technical occupations in farming-highly complex tasks	11114	0	0	0	0
[11123] Agricultural experts-complex tasks	11123	0	0	0	0
[11124] Agricultural experts-high complex tasks	11124	0	0	0	0
... 1310 values omitted ...					
[94693] Supervisors - stage and costume design, prop design	94693	0	0	0	0
[94704] Occupations in museums (without specialisation)-highly complex tasks	94704	0	0	0	0
[94712] Technical occupations in museums and exhibitions-skilled tasks	94712	0	0	0	0
[94713] Technical occupations in museums and exhibitions-complex tasks	94713	0	0	0	0
[94714] Technical occupations in museums and exhibitions-highly complex tasks	94714	0	0	0	0
[94724] Art experts-highly complex tasks	94724	0	0	0	0
[94794] Executives - museum	94794	0	0	0	0
[99998] Data less relevant for labour market (unemployment, pension, care)	99998	0	0	0	0
[99999] Workers without further description of occupation	99999	2	0	1	1
<i>Not determinable</i>	-55	28	8	16	4
<i>Unspecific missing</i>	-90	4341	1149	2130	1062
<i>Implausible value</i>	-95	79	16	42	21

**What course of vocational training (not higher education) will you most likely take? » Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
[0100] Armed forces	100	0	0	0	0
[0110] Armed forces	110	1	0	1	0
[1000] Legislators, senior officials and managers	1000	0	0	0	0
[1100] Legislators and senior officials	1100	0	0	0	0
[1110] Legislators and senior government officials	1110	0	0	0	0
[1120] Senior government officials	1120	0	0	0	0
[1130] Traditional chiefs and heads of villages	1130	0	0	0	0
[1140] Senior officials of special-interest organisations	1140	0	0	0	0
[1141] Senior officials of political party organisations	1141	0	0	0	0
[1142] Senior officials of employers', workers' and other economic-interest organisations	1142	0	0	0	0
[1143] Senior officials of humanitarian and other special-interest organisations	1143	0	0	0	0
[1200] Corporate managers	1200	0	0	0	0
... 497 values omitted ...					
[9312] Construction and maintenance labourers: roads, dams and similar constructions	9312	0	0	0	0
[9313] Building construction labourers	9313	0	0	0	0
[9320] Manufacturing labourers	9320	0	0	0	0
[9321] Assembling labourers	9321	0	0	0	0
[9322] Hand packers and other manufacturing labourers	9322	0	0	0	0
[9330] Transport labourers and freight handlers	9330	0	0	0	0
[9331] Hand or pedal vehicle drivers	9331	0	0	0	0
[9332] Drivers of animal-drawn vehicles and machinery	9332	0	0	0	0
[9333] Freight handlers	9333	0	0	0	0
<i>Not determinable</i>	-55	28	8	15	5
<i>Unspecific missing</i>	-90	4341	1149	2130	1062
<i>Implausible value</i>	-95	79	16	42	21

t63\_g4 likely vocational training (ISCO-08)

184 : 59

**What course of vocational training (not higher education) will you most likely take? » Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
[0] Armed forces occupations	0	0	0	0	0
[100] Commissioned armed forces officers	100	0	0	0	0
[110] Commissioned armed forces officers	110	1	0	1	0
[200] Non-commissioned armed forces officers	200	0	0	0	0
[210] Non-commissioned armed forces officers	210	0	0	0	0
[300] Armed forces occupations, other ranks	300	0	0	0	0
[310] Armed forces occupations, other ranks	310	0	0	0	0
[1000] Managers	1000	0	0	0	0
[1100] Chief executives, senior officials and legislators	1100	0	0	0	0
[1110] Legislators and senior officials	1110	0	0	0	0
[1111] Legislators	1111	0	0	0	0
[1112] Senior government officials	1112	0	0	0	0
... 568 values omitted ...					
[9611] Garbage and recycling collectors	9611	0	0	0	0
[9612] Refuse sorters	9612	0	0	0	0
[9613] Sweepers and related labourers	9613	0	0	0	0
[9620] Other elementary workers	9620	0	0	0	0
[9621] Messengers, package deliverers and luggage porters	9621	0	0	0	0
[9622] Odd job persons	9622	0	0	0	0
[9623] Meter readers and vending-machine collectors	9623	0	0	0	0
[9624] Water and firewood collectors	9624	0	0	0	0
[9629] Elementary workers not elsewhere classified	9629	0	0	0	0
<i>Not determinable</i>	-55	28	8	15	5
<i>Unspecific missing</i>	-90	4341	1149	2130	1062
<i>Implausible value</i>	-95	79	16	42	21

t63\_g5 likely vocational training (ISEI-88)

184:59

What course of vocational training (not higher education) will you most likely take? ▶ Please indicate in printed letters. «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
	22	2	1	0	1
	23	4	0	3	1
	25	2	0	2	0
	28	1	0	0	1
	29	7	3	3	1
	30	5	1	3	1
	31	2	0	1	1
	32	2	0	1	1
	33	20	2	13	5
	34	9	3	4	2
	35	1	0	1	0
	38	10	3	4	3
	... 15 values omitted ...				
	61	39	10	20	9
	64	1	1	0	0
	65	1	0	0	1
	66	1	0	1	0
	67	2	1	1	0
	68	1	0	1	0
	69	12	0	8	4
	71	6	0	5	1
	82	1	0	0	1
<i>Not determinable</i>	-55	29	8	16	5
<i>Unspecific missing</i>	-90	4341	1149	2130	1062
<i>Implausible value</i>	-95	79	16	42	21

t63\_g6 likely vocational training (SIOPS-88)

184:59

What course of vocational training (not higher education) will you most likely take? ▶ Please indicate in printed letters. «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
	24	3	2	0	1
	28	3	0	1	2
	29	2	0	1	1
	31	4	0	2	2
	32	20	5	8	7
	33	1	0	1	0
	34	1	0	1	0
	36	9	0	5	4
	37	25	7	11	7
	38	36	13	15	8
	39	1	0	1	0
	40	12	1	6	5
	... 12 values omitted ...				
	54	1	0	1	0
	55	15	7	4	4
	58	1	0	1	0
	60	10	1	5	4
	62	2	0	1	1
	65	1	0	1	0
	66	1	0	1	0
	67	1	0	1	0
	71	1	0	0	1
<i>Not determinable</i>	-55	29	8	16	5
<i>Unspecific missing</i>	-90	4341	1149	2130	1062
<i>Implausible value</i>	-95	79	16	42	21

t63\_g7 likely vocational training (MPS)

64 : 63

What course of vocational training (not higher education) will you most likely take? «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
	31.9	1	0	1	0
	35.6	1	0	0	1
	36.1	1	0	0	1
	36.6	1	0	1	0
	37.6	1	0	0	1
	39.0	1	0	1	0
	39.2	1	0	0	1
	40.3	1	0	0	1
	41.5	1	1	0	0
	44.8	1	0	1	0
	46.3	1	0	1	0
	47.4	14	2	9	3
	... 44 values omitted ...				
	115.8	11	3	7	1
	119.9	5	0	4	1
	126.2	1	0	1	0
	127.8	11	0	8	3
	130.4	1	0	1	0
	140.9	1	0	0	1
	147.1	1	0	1	0
	149.2	3	0	1	2
	153.8	1	1	0	0
<i>Not determinable</i>	-55	29	8	16	5
<i>Unspecific missing</i>	-90	4341	1149	2130	1062
<i>Implausible value</i>	-95	79	16	42	21



t63\_g9 likely vocational training (BLK)

184:59

**What course of vocational training (not higher education) will you most likely take? » Please indicate in printed letters. «Please enter the exact name of the training course.»**

Label	Code	#	by wave		
			1	2	3
[AGR] Agricultural occupations	1	5	1	2	2
[EMB] Common manual occupations	2	21	7	7	7
[QMB] Skilled manual occupations	3	68	16	35	17
[TEC] Technician	4	20	7	6	7
[ING] Engineer	5	13	0	9	4
[EDI] Common services	6	19	7	6	6
[QDI] Skilled services	7	26	10	11	5
[SEMI] Semiprofessions	8	16	4	10	2
[PROF] Professions	9	5	1	2	2
[EVB] Common commercial and administrative occupations	10	0	0	0	0
[QVB] Skilled commercial and administrative occupations	11	235	53	113	69
[MAN] Manager	12	4	2	0	2
<i>Not determinable</i>	-55	32	8	19	5
<i>Unspecific missing</i>	-90	4341	1149	2130	1062
<i>Implausible value</i>	-95	79	16	42	21

t63\_g14 likely vocational training (ISEI-08)

184:59

What course of vocational training (not higher education) will you most likely take? ▶ Please indicate in printed letters. «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
	17.79	1	0	1	0
	18.02	1	0	0	1
	18.95	1	0	1	0
	19.78	2	1	0	1
	20.95	1	1	0	0
	21.13	1	0	1	0
	22.25	1	0	0	1
	22.36	1	0	0	1
	23.47	1	1	0	0
	23.57	1	0	1	0
	24.49	1	0	0	1
	24.53	2	0	2	0
	... 63 values omitted ...				
	73.91	1	1	0	0
	74.66	5	0	4	1
	75.43	1	0	1	0
	77.10	1	0	1	0
	79.74	5	2	1	2
	80.80	1	0	1	0
	81.05	1	0	0	1
	82.41	1	0	0	1
	85.85	1	0	1	0
<i>Not determinable</i>	-55	28	8	15	5
<i>Unspecific missing</i>	-90	4341	1149	2130	1062
<i>Implausible value</i>	-95	79	16	42	21

t63\_g16 likely vocational training (SIOPS-08)

64 : 63

What course of vocational training (not higher education) will you most likely take? «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
	22.69	2	1	0	1
	22.90	1	0	0	1
	23.79	1	1	0	0
	28.00	2	0	0	2
	29.00	1	0	0	1
	29.09	1	0	1	0
	30.98	2	0	2	0
	31.00	2	0	0	2
	31.55	1	0	1	0
	32.00	1	0	1	0
	32.49	12	4	6	2
	33.00	16	7	5	4
	... 46 values omitted ...				
	60.00	3	1	1	1
	62.00	1	0	1	0
	62.28	1	0	0	1
	62.63	1	0	0	1
	63.19	5	2	1	2
	65.00	1	0	1	0
	65.80	1	0	1	0
	66.00	9	0	7	2
	69.40	1	0	0	1
<i>Not determinable</i>	-55	28	8	15	5
<i>Unspecific missing</i>	-90	4341	1149	2130	1062
<i>Implausible value</i>	-95	79	16	42	21

**Which full-time training program (no studies, no apprenticeship) are you likely to start?**

► **Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
[0110] Landwirte, allgemein	110	1	0	1	0
[0111] Diplomlandwirte (nicht administrativ tätig)	111	0	0	0	0
[0112] Ackerbauern	112	0	0	0	0
[0113] Viehhalter und Grünlandwirte	113	0	0	0	0
[0114] Saat-, Pflanzenzüchter	114	0	0	0	0
[0115] Pflanzenschützer	115	0	0	0	0
[0116] Landwirte und Gastwirte bzw.Kaufleute	116	0	0	0	0
[0118] Landwirte und Winzer	118	0	0	0	0
[0119] andere Landwirte	119	0	0	0	0
[0120] Winzer, allgemein	120	0	0	0	0
[0121] Rebenveredler	121	0	0	0	0
[0129] andere Weinbauern	129	0	0	0	0
... 1971 values omitted ...					
[9373] Getränkeleitungs-, Flaschenreiniger	9373	0	0	0	0
[9379] andere Maschinen-, Behälterreiniger	9379	0	0	0	0
[9711] Mithelfende Familienangehörige außerhalb d. Landwirtschaft	9711	0	0	0	0
[9811] Auszubildende mit noch nicht feststehendem Ausbildungsberuf	9811	0	0	0	0
[9821] Praktikanten, Volontäre mit noch nicht feststehendem Beruf	9821	0	0	0	0
[9829] Praktikanten	9829	0	0	0	0
[9831] Schulentlassene (arbeitsuchend)	9831	2	0	0	2
[9832] Sonstige Arbeitskräfte (arbeitsuchend)	9832	0	0	0	0
[9911] Arbeitskräfte ohne nähere Tätigkeitsangabe	9911	0	0	0	0
<i>Not determinable</i>	-55	13	4	7	2
<i>Unspecific missing</i>	-90	4701	1234	2301	1166
<i>Implausible value</i>	-95	56	11	30	15

**Which full-time training program (no studies, no apprenticeship) are you likely to start?**

► **Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
[01104] Commissioned officers	1104	0	0	0	0
[01203] Senior non-commissioned officers and higher	1203	0	0	0	0
[01302] Junior non-commissioned officers	1302	0	0	0	0
[01402] Armed forces personnel in other ranks	1402	1	1	0	0
[11101] Occupations in farming (without specialisation)-unskilled/semiskilled tasks	11101	0	0	0	0
[11102] Occupations in farming (without specialisation)-skilled tasks	11102	1	0	1	0
[11103] Occupations in farming (without specialisation)-complex tasks	11103	0	0	0	0
[11104] Occupations in farming (without specialisation)-highly complex tasks	11104	0	0	0	0
[11113] Technical occupations in farming-complex tasks	11113	0	0	0	0
[11114] Technical occupations in farming-highly complex tasks	11114	0	0	0	0
[11123] Agricultural experts-complex tasks	11123	0	0	0	0
[11124] Agricultural experts-high complex tasks	11124	0	0	0	0
... 1310 values omitted ...					
[94693] Supervisors - stage and costume design, prop design	94693	0	0	0	0
[94704] Occupations in museums (without specialisation)-highly complex tasks	94704	0	0	0	0
[94712] Technical occupations in museums and exhibitions-skilled tasks	94712	0	0	0	0
[94713] Technical occupations in museums and exhibitions-complex tasks	94713	0	0	0	0
[94714] Technical occupations in museums and exhibitions-highly complex tasks	94714	0	0	0	0
[94724] Art experts-highly complex tasks	94724	0	0	0	0
[94794] Executives - museum	94794	0	0	0	0
[99998] Data less relevant for labour market (unemployment, pension, care)	99998	0	0	0	0
[99999] Workers without further description of occupation	99999	2	0	0	2
<i>Not determinable</i>	-55	13	4	7	2
<i>Unspecific missing</i>	-90	4701	1234	2301	1166
<i>Implausible value</i>	-95	56	11	30	15

**Which full-time training program (no studies, no apprenticeship) are you likely to start?**

► **Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
[0100] Armed forces	100	0	0	0	0
[0110] Armed forces	110	1	1	0	0
[1000] Legislators, senior officials and managers	1000	0	0	0	0
[1100] Legislators and senior officials	1100	0	0	0	0
[1110] Legislators and senior government officials	1110	0	0	0	0
[1120] Senior government officials	1120	0	0	0	0
[1130] Traditional chiefs and heads of villages	1130	0	0	0	0
[1140] Senior officials of special-interest organisations	1140	0	0	0	0
[1141] Senior officials of political party organisations	1141	0	0	0	0
[1142] Senior officials of employers', workers' and other economic-interest organisations	1142	0	0	0	0
[1143] Senior officials of humanitarian and other special-interest organisations	1143	0	0	0	0
[1200] Corporate managers	1200	0	0	0	0
... 497 values omitted ...					
[9312] Construction and maintenance labourers: roads, dams and similar constructions	9312	0	0	0	0
[9313] Building construction labourers	9313	0	0	0	0
[9320] Manufacturing labourers	9320	0	0	0	0
[9321] Assembling labourers	9321	0	0	0	0
[9322] Hand packers and other manufacturing labourers	9322	0	0	0	0
[9330] Transport labourers and freight handlers	9330	0	0	0	0
[9331] Hand or pedal vehicle drivers	9331	0	0	0	0
[9332] Drivers of animal-drawn vehicles and machinery	9332	0	0	0	0
[9333] Freight handlers	9333	0	0	0	0
<i>Not determinable</i>	-55	15	4	7	4
<i>Unspecific missing</i>	-90	4701	1234	2301	1166
<i>Implausible value</i>	-95	56	11	30	15

**Which full-time training program (no studies, no apprenticeship) are you likely to start?**

► **Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
[0] Armed forces occupations	0	0	0	0	0
[100] Commissioned armed forces officers	100	0	0	0	0
[110] Commissioned armed forces officers	110	0	0	0	0
[200] Non-commissioned armed forces officers	200	0	0	0	0
[210] Non-commissioned armed forces officers	210	0	0	0	0
[300] Armed forces occupations, other ranks	300	0	0	0	0
[310] Armed forces occupations, other ranks	310	1	1	0	0
[1000] Managers	1000	0	0	0	0
[1100] Chief executives, senior officials and legislators	1100	0	0	0	0
[1110] Legislators and senior officials	1110	0	0	0	0
[1111] Legislators	1111	0	0	0	0
[1112] Senior government officials	1112	0	0	0	0
... 568 values omitted ...					
[9611] Garbage and recycling collectors	9611	0	0	0	0
[9612] Refuse sorters	9612	0	0	0	0
[9613] Sweepers and related labourers	9613	0	0	0	0
[9620] Other elementary workers	9620	0	0	0	0
[9621] Messengers, package deliverers and luggage porters	9621	0	0	0	0
[9622] Odd job persons	9622	0	0	0	0
[9623] Meter readers and vending-machine collectors	9623	0	0	0	0
[9624] Water and firewood collectors	9624	0	0	0	0
[9629] Elementary workers not elsewhere classified	9629	0	0	0	0
<i>Not determinable</i>	-55	15	4	7	4
<i>Unspecific missing</i>	-90	4701	1234	2301	1166
<i>Implausible value</i>	-95	56	11	30	15

t64\_g5 likely full-time school education program (ISEI-88)

184 : 60

Which full-time training program (no studies, no apprenticeship) are you likely to start?

► Please indicate in printed letters. «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
	23	1	0	1	0
	25	5	2	2	1
	33	1	0	0	1
	34	1	0	0	1
	38	17	8	5	4
	39	8	1	6	1
	40	2	0	1	1
	43	10	4	4	2
	45	1	0	1	0
	50	4	0	1	3
	51	13	2	8	3
	53	2	1	1	0
	54	5	1	3	1
	56	4	0	2	2
	59	1	0	1	0
	60	21	9	9	3
	61	1	0	0	1
	64	2	1	0	1
	69	7	2	4	1
	85	5	0	5	0
<i>Not determinable</i>	-55	16	5	7	4
<i>Unspecific missing</i>	-90	4701	1234	2301	1166
<i>Implausible value</i>	-95	56	11	30	15



t64\_g6 likely full-time school education program (SIOPS-88)

184 : 60

Which full-time training program (no studies, no apprenticeship) are you likely to start?

► Please indicate in printed letters. «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
	37	8	1	6	1
	38	1	0	1	0
	40	1	0	0	1
	42	7	2	3	2
	44	18	8	6	4
	45	9	2	6	1
	46	2	0	1	1
	49	13	4	8	1
	50	3	1	0	2
	51	21	9	9	3
	52	6	0	2	4
	53	7	3	2	2
	54	1	0	0	1
	55	2	0	1	1
	57	1	0	0	1
	60	6	1	4	1
	73	5	0	5	0
<i>Not determinable</i>	-55	16	5	7	4
<i>Unspecific missing</i>	-90	4701	1234	2301	1166
<i>Implausible value</i>	-95	56	11	30	15

t64\_g7 likely full-time school education program (MPS)

184 : 60

**Which full-time training program (no studies, no apprenticeship) are you likely to start?**

► **Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
	46.3	1	0	1	0
	53.1	1	0	0	1
	57.3	6	2	2	2
	63.1	2	0	1	1
	69.3	1	0	1	0
	70.9	18	8	5	5
	71.7	1	0	1	0
	73.1	9	2	6	1
	73.2	2	1	0	1
	79.7	1	0	0	1
	80.1	1	0	1	0
	82.9	4	0	1	3
	... 2 values omitted ...				
	88.6	1	0	0	1
	90.5	1	0	0	1
	91.9	1	0	1	0
	100.3	1	0	1	0
	101.4	1	1	0	0
	107.4	2	0	2	0
	110.7	1	0	0	1
	127.8	7	2	4	1
	160.5	5	0	5	0
<i>Not determinable</i>	-55	16	5	7	4
<i>Unspecific missing</i>	-90	4701	1234	2301	1166
<i>Implausible value</i>	-95	56	11	30	15

t64\_g9 likely full-time school education program (BLK)

184 : 60

**Which full-time training program (no studies, no apprenticeship) are you likely to start?**

► **Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
[AGR] Agricultural occupations	1	1	0	1	0
[EMB] Common manual occupations	2	0	0	0	0
[QMB] Skilled manual occupations	3	3	0	1	2
[TEC] Technician	4	5	0	3	2
[ING] Engineer	5	8	2	4	2
[EDI] Common services	6	1	0	0	1
[QDI] Skilled services	7	42	13	22	7
[SEMI] Semiprofessions	8	33	13	13	7
[PROF] Professions	9	0	0	0	0
[EVB] Common commercial and administrative occupations	10	6	0	6	0
[QVB] Skilled commercial and administrative occupations	11	9	2	2	5
[MAN] Manager	12	1	1	0	0
<i>Not determinable</i>	-55	18	5	9	4
<i>Unspecific missing</i>	-90	4701	1234	2301	1166
<i>Implausible value</i>	-95	56	11	30	15

t64\_g14 likely full-time school education program (ISEI-08)

184 : 60

**Which full-time training program (no studies, no apprenticeship) are you likely to start?**

► **Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
	17.79	1	0	1	0
	25.23	1	0	0	1
	29.18	1	1	0	0
	35.33	2	0	1	1
	41.63	1	0	1	0
	44.72	8	1	6	1
	44.92	4	1	2	1
	44.94	1	1	0	0
	46.76	1	0	0	1
	50.73	1	0	1	0
	50.90	3	0	3	0
	52.72	8	4	3	1
	... 10 values omitted ...				
	65.23	2	0	1	1
	67.94	21	9	9	3
	68.70	1	0	0	1
	69.24	1	1	0	0
	70.10	1	0	0	1
	72.27	1	0	0	1
	73.71	6	1	4	1
	75.43	11	1	9	1
	79.74	1	0	1	0
<i>Not determinable</i>	-55	15	4	7	4
<i>Unspecific missing</i>	-90	4701	1234	2301	1166
<i>Implausible value</i>	-95	56	11	30	15

t64\_g16 likely full-time school education program (SIOPS-08)

184 : 60

**Which full-time training program (no studies, no apprenticeship) are you likely to start?**

► **Please indicate in printed letters.** «Please enter the exact name of the training course.»

Label	Code	#	by wave		
			1	2	3
	37.00	8	1	6	1
	39.99	1	0	0	1
	42.31	2	0	1	1
	43.23	1	1	0	0
	43.53	1	0	1	0
	44.00	18	8	6	4
	46.00	2	0	1	1
	46.09	1	1	0	0
	47.00	1	0	0	1
	48.81	2	1	0	1
	49.00	9	4	4	1
	49.87	5	2	2	1
	... 3 values omitted ...				
	54.64	3	0	2	1
	55.00	1	0	1	0
	56.00	1	0	0	1
	56.21	21	9	9	3
	56.79	1	0	0	1
	59.00	1	1	0	0
	63.19	1	0	1	0
	65.80	11	1	9	1
	66.00	6	1	4	1
<i>Not determinable</i>	-55	15	4	7	4
<i>Unspecific missing</i>	-90	4701	1234	2301	1166
<i>Implausible value</i>	-95	56	11	30	15

t65\_g1 likely professional activity (KldB 1998)

184:61

Which professional activity are you likely to start? > Please indicate in printed letters. «Please enter an accurate description of the activity.»

Label	Code	#	by wave		
			1	2	3
[0110] Landwirte, allgemein	110	2	0	1	1
[0111] Diplomlandwirte (nicht administrativ tätig)	111	0	0	0	0
[0112] Ackerbauern	112	0	0	0	0
[0113] Viehhalter und Grünlandwirte	113	0	0	0	0
[0114] Saat-, Pflanzenzüchter	114	0	0	0	0
[0115] Pflanzenschützer	115	0	0	0	0
[0116] Landwirte und Gastwirte bzw.Kaufleute	116	0	0	0	0
[0118] Landwirte und Winzer	118	0	0	0	0
[0119] andere Landwirte	119	0	0	0	0
[0120] Winzer, allgemein	120	0	0	0	0
[0121] Rebenveredler	121	0	0	0	0
[0129] andere Weinbauern	129	0	0	0	0
... 1971 values omitted ...					
[9373] Getränkeleitungs-, Flaschenreiniger	9373	0	0	0	0
[9379] andere Maschinen-, Behälterreiniger	9379	0	0	0	0
[9711] Mithelfende Familienangehörige außerhalb d. Landwirtschaft	9711	0	0	0	0
[9811] Auszubildende mit noch nicht feststehendem Ausbildungsberuf	9811	0	0	0	0
[9821] Praktikanten, Volontäre mit noch nicht feststehendem Beruf	9821	0	0	0	0
[9829] Praktikanten	9829	9	0	4	5
[9831] Schulentlassene (arbeitsuchend)	9831	1	0	0	1
[9832] Sonstige Arbeitskräfte (arbeitsuchend)	9832	0	0	0	0
[9911] Arbeitskräfte ohne nähere Tätigkeitsangabe	9911	1	0	0	1
<i>Not determinable</i>	-55	73	19	31	23
<i>Unspecific missing</i>	-90	4350	1158	2154	1038
<i>Implausible value</i>	-95	38	10	15	13

**Which professional activity are you likely to start? > Please indicate in printed letters.** «Please enter an accurate description of the activity.»

Label	Code	#	by wave		
			1	2	3
[01104] Commissioned officers	1104	4	1	3	0
[01203] Senior non-commissioned officers and higher	1203	0	0	0	0
[01302] Junior non-commissioned officers	1302	1	0	0	1
[01402] Armed forces personnel in other ranks	1402	7	3	3	1
[11101] Occupations in farming (without specialisation)-unskilled/semiskilled tasks	11101	0	0	0	0
[11102] Occupations in farming (without specialisation)-skilled tasks	11102	2	0	1	1
[11103] Occupations in farming (without specialisation)-complex tasks	11103	0	0	0	0
[11104] Occupations in farming (without specialisation)-highly complex tasks	11104	0	0	0	0
[11113] Technical occupations in farming-complex tasks	11113	0	0	0	0
[11114] Technical occupations in farming-highly complex tasks	11114	0	0	0	0
[11123] Agricultural experts-complex tasks	11123	0	0	0	0
[11124] Agricultural experts-high complex tasks	11124	0	0	0	0
... 1310 values omitted ...					
[94693] Supervisors - stage and costume design, prop design	94693	0	0	0	0
[94704] Occupations in museums (without specialisation)-highly complex tasks	94704	0	0	0	0
[94712] Technical occupations in museums and exhibitions-skilled tasks	94712	0	0	0	0
[94713] Technical occupations in museums and exhibitions-complex tasks	94713	0	0	0	0
[94714] Technical occupations in museums and exhibitions-highly complex tasks	94714	0	0	0	0
[94724] Art experts-highly complex tasks	94724	0	0	0	0
[94794] Executives - museum	94794	0	0	0	0
[99998] Data less relevant for labour market (unemployment, pension, care)	99998	0	0	0	0
[99999] Workers without further description of occupation	99999	12	0	5	7
<i>Not determinable</i>	-55	73	19	31	23
<i>Unspecific missing</i>	-90	4350	1158	2154	1038
<i>Implausible value</i>	-95	38	10	15	13

t65\_g3 likely professional activity (ISCO-88)

184 : 61

**Which professional activity are you likely to start? > Please indicate in printed letters.** «Please enter an accurate description of the activity.»

Label	Code	#	by wave		
			1	2	3
[0100] Armed forces	100	0	0	0	0
[0110] Armed forces	110	12	4	6	2
[1000] Legislators, senior officials and managers	1000	0	0	0	0
[1100] Legislators and senior officials	1100	0	0	0	0
[1110] Legislators and senior government officials	1110	2	2	0	0
[1120] Senior government officials	1120	0	0	0	0
[1130] Traditional chiefs and heads of villages	1130	0	0	0	0
[1140] Senior officials of special-interest organisations	1140	0	0	0	0
[1141] Senior officials of political party organisations	1141	0	0	0	0
[1142] Senior officials of employers', workers' and other economic-interest organisations	1142	0	0	0	0
[1143] Senior officials of humanitarian and other special-interest organisations	1143	0	0	0	0
[1200] Corporate managers	1200	0	0	0	0
... 497 values omitted ...					
[9312] Construction and maintenance labourers: roads, dams and similar constructions	9312	0	0	0	0
[9313] Building construction labourers	9313	0	0	0	0
[9320] Manufacturing labourers	9320	0	0	0	0
[9321] Assembling labourers	9321	0	0	0	0
[9322] Hand packers and other manufacturing labourers	9322	0	0	0	0
[9330] Transport labourers and freight handlers	9330	0	0	0	0
[9331] Hand or pedal vehicle drivers	9331	0	0	0	0
[9332] Drivers of animal-drawn vehicles and machinery	9332	0	0	0	0
[9333] Freight handlers	9333	1	0	0	1
<i>Not determinable</i>	-55	62	12	27	23
<i>Unspecific missing</i>	-90	4350	1158	2154	1038
<i>Implausible value</i>	-95	38	10	15	13



t65\_g4 likely professional activity (ISCO-08)

184 : 61

Which professional activity are you likely to start? > Please indicate in printed letters. «Please enter an accurate description of the activity.»

Label	Code	#	by wave		
			1	2	3
[0] Armed forces occupations	0	0	0	0	0
[100] Commissioned armed forces officers	100	0	0	0	0
[110] Commissioned armed forces officers	110	4	1	3	0
[200] Non-commissioned armed forces officers	200	0	0	0	0
[210] Non-commissioned armed forces officers	210	1	0	0	1
[300] Armed forces occupations, other ranks	300	0	0	0	0
[310] Armed forces occupations, other ranks	310	7	3	3	1
[1000] Managers	1000	0	0	0	0
[1100] Chief executives, senior officials and legislators	1100	0	0	0	0
[1110] Legislators and senior officials	1110	0	0	0	0
[1111] Legislators	1111	2	2	0	0
[1112] Senior government officials	1112	0	0	0	0
... 568 values omitted ...					
[9611] Garbage and recycling collectors	9611	0	0	0	0
[9612] Refuse sorters	9612	0	0	0	0
[9613] Sweepers and related labourers	9613	0	0	0	0
[9620] Other elementary workers	9620	0	0	0	0
[9621] Messengers, package deliverers and luggage porters	9621	0	0	0	0
[9622] Odd job persons	9622	0	0	0	0
[9623] Meter readers and vending-machine collectors	9623	0	0	0	0
[9624] Water and firewood collectors	9624	0	0	0	0
[9629] Elementary workers not elsewhere classified	9629	0	0	0	0
<i>Not determinable</i>	-55	62	12	27	23
<i>Unspecific missing</i>	-90	4350	1158	2154	1038
<i>Implausible value</i>	-95	38	10	15	13

t65\_g5 likely professional activity (ISEI-88)

184 : 61

Which professional activity are you likely to start? > Please indicate in printed letters. «Please enter an accurate description of the activity.»

Label	Code	#	by wave		
			1	2	3
	16	1	0	1	0
	22	2	0	0	2
	23	2	0	1	1
	25	5	2	2	1
	30	2	1	0	1
	32	2	0	0	2
	33	3	1	0	2
	34	5	2	3	0
	38	5	3	2	0
	39	4	2	0	2
	40	4	0	3	1
	43	8	3	3	2
	... 17 values omitted ...				
	71	27	3	16	8
	74	10	1	6	3
	77	5	2	1	2
	78	1	0	1	0
	79	1	0	0	1
	82	7	0	3	4
	83	3	0	1	2
	85	13	2	7	4
	88	27	4	13	10
<i>Not determinable</i>	-55	74	16	33	25
<i>Unspecific missing</i>	-90	4350	1158	2154	1038
<i>Implausible value</i>	-95	38	10	15	13

t65\_g6 likely professional activity (SIOPS-88)

184 : 61

Which professional activity are you likely to start? > Please indicate in printed letters. «Please enter an accurate description of the activity.»

Label	Code	#	by wave		
			1	2	3
	20	1	0	0	1
	21	4	1	3	0
	23	4	1	2	1
	24	2	0	0	2
	29	1	0	0	1
	30	1	0	0	1
	31	1	1	0	0
	32	2	0	1	1
	33	1	0	0	1
	36	2	0	0	2
	37	3	2	0	1
	38	6	1	4	1
	... 21 values omitted ...				
	67	8	2	3	3
	68	1	0	0	1
	69	6	1	2	3
	70	18	6	5	7
	71	7	0	3	4
	72	9	3	3	3
	73	11	2	6	3
	75	6	0	5	1
	78	28	4	13	11
<i>Not determinable</i>	-55	74	16	33	25
<i>Unspecific missing</i>	-90	4350	1158	2154	1038
<i>Implausible value</i>	-95	38	10	15	13

t65\_g7 likely professional activity (MPS)

184:61

Which professional activity are you likely to start? > Please indicate in printed letters. «Please enter an accurate description of the activity.»

Label	Code	#	by wave		
			1	2	3
	26.9	1	0	0	1
	30.0	1	0	1	0
	40.3	1	0	0	1
	46.3	2	0	1	1
	46.7	1	0	0	1
	47.4	3	1	0	2
	47.9	1	0	0	1
	49.8	1	1	0	0
	49.9	2	0	2	0
	50.5	2	1	1	0
	53.8	2	0	1	1
	55.4	3	1	2	0
	... 54 values omitted ...				
	147.1	8	2	3	3
	149.2	17	4	9	4
	150.8	10	4	2	4
	153.8	1	1	0	0
	159.8	1	0	0	1
	160.3	2	2	0	0
	160.5	11	1	6	4
	170.9	5	1	2	2
	179.6	27	4	13	10
<i>Not determinable</i>	-55	74	16	33	25
<i>Unspecific missing</i>	-90	4350	1158	2154	1038
<i>Implausible value</i>	-95	38	10	15	13

t65\_g9 likely professional activity (BLK)

184 : 61

**Which professional activity are you likely to start? > Please indicate in printed letters.** «Please enter an accurate description of the activity.»

Label	Code	#	by wave		
			1	2	3
[AGR] Agricultural occupations	1	4	0	1	3
[EMB] Common manual occupations	2	6	0	3	3
[QMB] Skilled manual occupations	3	6	2	1	3
[TEC] Technician	4	4	1	1	2
[ING] Engineer	5	67	11	30	26
[EDI] Common services	6	11	3	7	1
[QDI] Skilled services	7	45	13	18	14
[SEMI] Semiprofessions	8	63	20	30	13
[PROF] Professions	9	63	10	28	25
[EVB] Common commercial and administrative occupations	10	2	0	0	2
[QVB] Skilled commercial and administrative occupations	11	47	5	27	15
[MAN] Manager	12	34	15	10	9
<i>Not determinable</i>	-55	144	33	67	44
<i>Unspecific missing</i>	-90	4350	1158	2154	1038
<i>Implausible value</i>	-95	38	10	15	13

t65\_g14 likely professional activity (ISEI-08)

184 : 61

Which professional activity are you likely to start? > Please indicate in printed letters. «Please enter an accurate description of the activity.»

Label	Code	#	by wave		
			1	2	3
	16.50	1	0	1	0
	17.79	2	0	1	1
	19.66	1	0	0	1
	19.78	2	0	0	2
	24.49	1	0	0	1
	24.53	1	1	0	0
	24.98	4	1	2	1
	25.04	3	1	2	0
	28.48	2	0	1	1
	29.10	2	1	1	0
	29.18	7	3	3	1
	31.72	3	1	0	2
	... 74 values omitted ...				
	82.41	13	3	8	2
	83.50	4	1	1	2
	84.14	3	0	1	2
	84.61	6	0	5	1
	85.41	1	0	0	1
	85.85	8	2	3	3
	86.72	5	1	2	2
	88.31	2	0	1	1
	88.70	22	3	12	7
<i>Not determinable</i>	-55	62	12	27	23
<i>Unspecific missing</i>	-90	4350	1158	2154	1038
<i>Implausible value</i>	-95	38	10	15	13

t65\_g16 likely professional activity (SIOPS-08)

184 : 61

Which professional activity are you likely to start? > Please indicate in printed letters. «Please enter an accurate description of the activity.»

Label	Code	#	by wave		
			1	2	3
	20.39	1	0	0	1
	21.67	3	1	2	0
	22.00	1	0	1	0
	22.69	2	0	0	2
	23.00	4	1	2	1
	29.00	1	0	0	1
	30.28	1	0	0	1
	30.98	1	1	0	0
	33.00	1	0	0	1
	34.00	1	0	0	1
	34.44	1	1	0	0
	37.00	4	2	1	1
	... 58 values omitted ...				
	66.78	1	0	0	1
	69.00	4	1	1	2
	69.40	7	0	3	4
	70.00	8	2	3	3
	73.10	5	1	2	2
	73.51	1	1	0	0
	75.68	6	0	5	1
	78.01	27	4	13	10
	78.16	1	0	0	1
<i>Not determinable</i>	-55	62	12	27	23
<i>Unspecific missing</i>	-90	4350	1158	2154	1038
<i>Implausible value</i>	-95	38	10	15	13

**You are...** «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
... male?	1	2166	569	1060	537
... female?	2	2702	707	1324	671
<i>Unspecific missing</i>	-90	16	5	8	3



t67a Date of birth (birth month) target person

184 : 63

**When were you born?** «Please enter the month and year as numbers and right-aligned.»

Label	Code	#	by wave		
			1	2	3
	1	383	104	193	86
	2	378	90	186	102
	3	361	82	184	95
	4	344	102	150	92
	5	374	99	169	106
	6	368	96	179	93
	7	439	129	207	103
	8	442	120	206	116
	9	479	130	238	111
	10	471	124	235	112
	11	376	71	212	93
	12	378	109	189	80
<i>Unspecific missing</i>	-90	74	20	37	17
<i>Implausible value</i>	-95	17	5	7	5

t67b Date of birth (birth year) target person

184 : 63

**When were you born?** «Please enter the month and year as numbers and right-aligned.»

Label	Code	#	by wave		
			1	2	3
	1963	1	1	0	0
	1986	1	1	0	0
	1987	1	1	0	0
	1989	7	7	0	0
	1990	69	64	5	0
	1991	644	587	52	5
	1992	1119	564	538	17
	1993	1245	42	1141	62
	1994	1125	1	620	504
	1995	610	1	10	599
	1996	9	0	0	9
	1999	1	0	1	0
<i>Unspecific missing</i>	-90	45	12	21	12
<i>Implausible value</i>	-95	7	0	4	3

t68a Household members - mother

184:64

Who normally lives with you? » a) Biological mother, adoptive mother, foster mother «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	181	52	86	43
Yes	1	4617	1202	2269	1146
<i>Unspecific missing</i>	-90	85	27	36	22
<i>Implausible value</i>	-95	1	0	1	0

t68b Household members - mother

184 : 64

Who normally lives with you? > b) Step mother or girlfriend of your father «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	3470	915	1685	870
Yes	1	66	18	32	16
<i>Unspecific missing</i>	-90	1346	347	674	325
<i>Implausible value</i>	-95	2	1	1	0

t68c Household members - father

184 : 64

Who normally lives with you? > c) Biological father, adoptive father, foster father «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	721	210	365	146
Yes	1	3917	1016	1894	1007
<i>Unspecific missing</i>	-90	239	55	126	58
<i>Implausible value</i>	-95	7	0	7	0

t68d Household members - father

184 : 64

Who normally lives with you? > d) Step father or boyfriend of your mother «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	3223	839	1556	828
Yes	1	340	100	185	55
<i>Unspecific missing</i>	<i>-90</i>	<i>1321</i>	<i>342</i>	<i>651</i>	<i>328</i>

t68e Household members - siblings

184:64

Who normally lives with you? > e) Siblings and/or step siblings «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	782	227	381	174
Yes	1	3770	967	1835	968
<i>Unspecific missing</i>	-90	329	87	174	68
<i>Implausible value</i>	-95	3	0	2	1

t68f Household members - grandparents

184 : 64

Who normally lives with you? > f) Grandmother and/or grandfather «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	3157	826	1547	784
Yes	1	452	123	226	103
<i>Unspecific missing</i>	<i>-90</i>	<i>1275</i>	<i>332</i>	<i>619</i>	<i>324</i>



Who normally lives with you? > g) Other people «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	3269	856	1585	828
Yes	1	213	68	107	38
<i>Unspecific missing</i>	<i>-90</i>	<i>1402</i>	<i>357</i>	<i>700</i>	<i>345</i>

t69 Number household members

184 : 65

**How many people normally live at your home - including yourself?** «Please indicate the figures right-aligned.»

Label	Code	#	by wave		
			1	2	3
	1	15	10	2	3
	2	290	80	154	56
	3	963	263	461	239
	4	2061	513	1035	513
	5	1004	263	473	268
	6	354	94	172	88
	7	102	30	49	23
	8	46	14	21	11
	9	17	7	10	0
	10	2	0	1	1
	12	1	1	0	0
	13	1	0	0	1
	17	1	1	0	0
	21	1	0	0	1
<i>Unspecific missing</i>	-90	24	5	12	7
<i>Implausible value</i>	-95	2	0	2	0

When you talk about your 'mother' in the questionnaire, who exactly do you mean? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
I do not have a mother (anymore)/I do not know my mother	0	38	10	19	9
my biological mother	1	4803	1260	2355	1188
my step mother	2	10	2	4	4
my adoptive mother	3	9	3	2	4
my foster mother	4	2	0	1	1
my father's girlfriend	5	1	1	0	0
another woman	6	2	0	2	0
<i>Unspecific missing</i>	-90	17	4	9	4
<i>Implausible value</i>	-95	2	1	0	1

When you talk about your 'father' in the questionnaire, who exactly do you mean? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
I do not have a father (anymore)/I do not know my father	0	115	32	61	22
my biological father	1	4581	1194	2241	1146
my step father	2	91	27	48	16
my adoptive father	3	22	8	7	7
my foster father	4	1	0	0	1
my mother's boyfriend	5	26	9	10	7
another man	6	3	1	2	0
<i>Unspecific missing</i>	-90	37	7	21	9
<i>Implausible value</i>	-95	8	3	2	3

**What is your parents' highest educational qualification? » Mother** «If your parents don't have a school-leaving certificate in Germany, please indicate the equivalent German school-leaving certificate. Please tick the applicable for father and mother respectively.»

Label	Code	#	by wave		
			1	2	3
No school-leaving qualification	1	69	18	28	23
Leaving certificate of the Hauptschule/Volksschule, 8th grade POS	2	604	171	291	142
Leaving certificate of the Realschule, 10th grade POS	3	1881	501	922	458
University entrance qualification [(Fach-)Abitur (12th grade EOS)]	4	861	214	423	224
Graduation of (Fach-)Hochschule	5	1038	276	508	254
Doctorate(PhD)	6	128	38	63	27
Other qualification	7	79	15	48	16
Don't know	8	0	0	0	0
<i>Unspecific missing</i>	-90	72	17	36	19
<i>Implausible value</i>	-95	94	19	38	37
<i>Don't know</i>	-98	58	12	35	11

**What is your parents' highest educational qualification? > Father** «If your parents don't have a school-leaving certificate in Germany, please indicate the equivalent German school-leaving certificate. Please tick the applicable for father and mother respectively.»

Label	Code	#	by wave		
			1	2	3
No school-leaving qualification	1	54	13	29	12
Leaving certificate of the Hauptschule/Volksschule, 8th grade POS	2	895	238	430	227
Leaving certificate of the Realschule, 10th grade POS	3	1064	269	542	253
University entrance qualification [(Fach-)Abitur (12th grade EOS)]	4	655	201	309	145
Graduation of (Fach-)Hochschule	5	1390	365	665	360
Doctorate(PhD)	6	319	80	158	81
Other qualification	7	101	27	50	24
Don't know	8	0	0	0	0
<i>Unspecific missing</i>	-90	130	27	71	32
<i>Implausible value</i>	-95	165	32	80	53
<i>Don't know</i>	-98	111	29	58	24

**Are your parents currently working? > Mother** «Please tick the applicable for father and mother.»

Label	Code	#	by wave		
			1	2	3
Yes, full-time (also self-employed)	1	1621	430	815	376
Yes, part-time (also self-employed)	2	2439	626	1198	615
No, not employed, but looking for a job	3	66	24	26	16
No, not employed (e.g. househusband, housewife, pensioner)	4	679	187	313	179
<i>Unspecific missing</i>	-90	72	13	36	23
<i>Implausible value</i>	-95	7	1	4	2

Are your parents currently working? > **Father** «Please tick the applicable for father and mother.»

Label	Code	#	by wave		
			1	2	3
Yes, full-time (also self-employed)	1	4327	1128	2111	1088
Yes, part-time (also self-employed)	2	143	47	61	35
No, not employed, but looking for a job	3	53	16	33	4
No, not employed (e.g. househusband, housewife, pensioner)	4	203	54	100	49
<i>Unspecific missing</i>	-90	149	34	81	34
<i>Implausible value</i>	-95	9	2	6	1



t74a Vocational position - mother

184:70

**What is your parents' occupation? » Mother** «If your mother or your father are currently not working, please think of her or his last professional activity. Please tick the applicable for father and mother.»

Label	Code	#	by wave		
			1	2	3
has never worked	1	59	16	26	17
Worker	2	604	162	297	145
Employee (also in the public sector)	3	2728	741	1316	671
Civil servant (also judge)	4	424	106	208	110
Regular soldier/military staff	5	3	0	3	0
Self-employed without employees	6	260	69	127	64
Self-employed with employees	7	264	62	138	64
mainly work at their own company or at their own farm	8	125	39	57	29
Don't know	9	0	0	0	0
<i>Unspecific missing</i>	-90	282	61	157	64
<i>Implausible value</i>	-95	67	13	28	26
<i>Don't know</i>	-98	68	12	35	21

t74b Vocational position - father

184:70

**What is your parents' occupation? > Father** «If your mother or your father are currently not working, please think of her or his last professional activity. Please tick the applicable for father and mother.»

Label	Code	#	by wave		
			1	2	3
has never worked	1	7	1	6	0
Worker	2	916	229	436	251
Employee (also in the public sector)	3	1955	521	945	489
Civil servant (also judge)	4	501	146	237	118
Regular soldier/military staff	5	14	3	6	5
Self-employed without employees	6	277	76	140	61
Self-employed with employees	7	667	184	332	151
mainly work at their own company or at their own farm	8	49	11	25	13
Don't know	9	0	0	0	0
<i>Unspecific missing</i>	-90	301	67	165	69
<i>Implausible value</i>	-95	90	19	44	27
<i>Don't know</i>	-98	107	24	56	27

t75a\_g1 Mother: occupation (KldB 1998)

184:71

**What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > a) Mother (Please indicate accurate job title in printed letters.)** «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
[0110] Landwirte, allgemein	110	10	5	4	1
[0111] Diplomlandwirte (nicht administrativ tätig)	111	0	0	0	0
[0112] Ackerbauern	112	0	0	0	0
[0113] Viehhalter und Grünlandwirte	113	0	0	0	0
[0114] Saat-, Pflanzenzüchter	114	0	0	0	0
[0115] Pflanzenschützer	115	0	0	0	0
[0116] Landwirte und Gastwirte bzw.Kaufleute	116	0	0	0	0
[0118] Landwirte und Winzer	118	0	0	0	0
[0119] andere Landwirte	119	0	0	0	0
[0120] Winzer, allgemein	120	1	0	1	0
[0121] Rebenveredler	121	0	0	0	0
[0129] andere Weinbauern	129	0	0	0	0
... 1972 values omitted ...					
[9379] andere Maschinen-, Behälterreiniger	9379	0	0	0	0
[9711] Mithelfende Familienangehörige außerhalb d. Landwirtschaft	9711	0	0	0	0
[9811] Auszubildende mit noch nicht feststehendem Ausbildungsberuf	9811	0	0	0	0
[9821] Praktikanten, Volontäre mit noch nicht feststehendem Beruf	9821	0	0	0	0
[9829] Praktikanten	9829	0	0	0	0
[9831] Schulentlassene (arbeitsuchend)	9831	0	0	0	0
[9832] Sonstige Arbeitskräfte (arbeitsuchend)	9832	1	0	1	0
[9911] Arbeitskräfte ohne nähere Tätigkeitsangabe	9911	0	0	0	0
<i>Not determinable</i>	-55	535	92	354	89
<i>Unspecific missing</i>	-90	368	69	157	142
<i>Implausible value</i>	-95	21	3	10	8
<i>Don't know</i>	-98	75	75	0	0

t75a\_g2 Mother: occupation (KIdB 2010)

184:71

**What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > a) Mother (Please indicate accurate job title in printed letters.)** «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
[01104] Commissioned officers	1104	0	0	0	0
[01203] Senior non-commissioned officers and higher	1203	0	0	0	0
[01302] Junior non-commissioned officers	1302	0	0	0	0
[01402] Armed forces personnel in other ranks	1402	0	0	0	0
[11101] Occupations in farming (without specialisation)-unskilled/semiskilled tasks	11101	1	0	0	1
[11102] Occupations in farming (without specialisation)-skilled tasks	11102	10	5	4	1
[11103] Occupations in farming (without specialisation)-complex tasks	11103	0	0	0	0
[11104] Occupations in farming (without specialisation)-highly complex tasks	11104	3	1	1	1
[11113] Technical occupations in farming-complex tasks	11113	0	0	0	0
[11114] Technical occupations in farming-highly complex tasks	11114	0	0	0	0
[11123] Agricultural experts-complex tasks	11123	0	0	0	0
[11124] Agricultural experts-high complex tasks	11124	0	0	0	0
... 1311 values omitted ...					
[94704] Occupations in museums (without specialisation)-highly complex tasks	94704	4	0	2	2
[94712] Technical occupations in museums and exhibitions-skilled tasks	94712	0	0	0	0
[94713] Technical occupations in museums and exhibitions-complex tasks	94713	0	0	0	0
[94714] Technical occupations in museums and exhibitions-highly complex tasks	94714	0	0	0	0
[94724] Art experts-highly complex tasks	94724	0	0	0	0
[94794] Executives - museum	94794	0	0	0	0
[99998] Data less relevant for labour market (unemployment, pension, care)	99998	112	33	52	27
[99999] Workers without further description of occupation	99999	19	6	8	5
<i>Not determinable</i>	-55	423	59	302	62
<i>Unspecific missing</i>	-90	368	69	157	142
<i>Implausible value</i>	-95	21	3	10	8

Label	Code	#	by wave		
			1	2	3
<i>Don't know</i>	-98	75	75	0	0

t75a\_g3 Mother: occupation (ISCO-88)

184:71

**What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > a) Mother (Please indicate accurate job title in printed letters.)** «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
[0100] Armed forces	100	0	0	0	0
[0110] Armed forces	110	0	0	0	0
[1000] Legislators, senior officials and managers	1000	0	0	0	0
[1100] Legislators and senior officials	1100	0	0	0	0
[1110] Legislators and senior government officials	1110	1	0	0	1
[1120] Senior government officials	1120	5	2	2	1
[1130] Traditional chiefs and heads of villages	1130	0	0	0	0
[1140] Senior officials of special-interest organisations	1140	0	0	0	0
[1141] Senior officials of political party organisations	1141	0	0	0	0
[1142] Senior officials of employers', workers' and other economic-interest organisations	1142	0	0	0	0
[1143] Senior officials of humanitarian and other special-interest organisations	1143	0	0	0	0
[1200] Corporate managers	1200	0	0	0	0
... 498 values omitted ...					
[9313] Building construction labourers	9313	0	0	0	0
[9320] Manufacturing labourers	9320	0	0	0	0
[9321] Assembling labourers	9321	6	4	2	0
[9322] Hand packers and other manufacturing labourers	9322	0	0	0	0
[9330] Transport labourers and freight handlers	9330	0	0	0	0
[9331] Hand or pedal vehicle drivers	9331	0	0	0	0
[9332] Drivers of animal-drawn vehicles and machinery	9332	0	0	0	0
[9333] Freight handlers	9333	11	2	5	4
<i>Not determinable</i>	-55	543	98	356	89
<i>Unspecific missing</i>	-90	368	69	157	142
<i>Implausible value</i>	-95	21	3	10	8
<i>Don't know</i>	-98	75	75	0	0

t75a\_g4 Mother: occupation (ISCO-08)

64:75

**What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer** ▶ **Don't know** «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
[0] Armed forces occupations	0	0	0	0	0
[100] Commissioned armed forces officers	100	0	0	0	0
[110] Commissioned armed forces officers	110	0	0	0	0
[200] Non-commissioned armed forces officers	200	0	0	0	0
[210] Non-commissioned armed forces officers	210	0	0	0	0
[300] Armed forces occupations, other ranks	300	0	0	0	0
[310] Armed forces occupations, other ranks	310	0	0	0	0
[1000] Managers	1000	0	0	0	0
[1100] Chief executives, senior officials and legislators	1100	0	0	0	0
[1110] Legislators and senior officials	1110	0	0	0	0
[1111] Legislators	1111	1	0	0	1
[1112] Senior government officials	1112	5	2	2	1
... 569 values omitted ...					
[9612] Refuse sorters	9612	0	0	0	0
[9613] Sweepers and related labourers	9613	0	0	0	0
[9620] Other elementary workers	9620	0	0	0	0
[9621] Messengers, package deliverers and luggage porters	9621	5	1	2	2
[9622] Odd job persons	9622	0	0	0	0
[9623] Meter readers and vending-machine collectors	9623	0	0	0	0
[9624] Water and firewood collectors	9624	0	0	0	0
[9629] Elementary workers not elsewhere classified	9629	2	0	2	0
<i>Not determinable</i>	-55	543	98	356	89
<i>Unspecific missing</i>	-90	368	69	157	142
<i>Implausible value</i>	-95	21	3	10	8
<i>Don't know</i>	-98	75	75	0	0

t75a\_g5 Mother: occupation (ISEI-88)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > a) Mother (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	16	113	31	52	30
	20	6	4	2	0
	22	1	0	0	1
	23	29	6	17	6
	24	2	1	0	1
	25	82	24	40	18
	26	5	2	2	1
	27	2	0	2	0
	29	69	17	38	14
	30	84	28	31	25
	31	8	1	4	3
	32	11	3	6	2
	... 31 values omitted ...				
	78	2	0	0	2
	79	4	1	1	2
	82	4	3	0	1
	83	4	0	3	1
	85	49	11	25	13
	87	1	0	1	0
	88	77	20	37	20
	90	3	1	2	0
<i>Not determinable</i>	-55	543	98	356	89
<i>Unspecific missing</i>	-90	368	69	157	142
<i>Implausible value</i>	-95	21	3	10	8
<i>Don't know</i>	-98	75	75	0	0



t75a\_g6 Mother: occupation (SIOPS-88)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > a) Mother (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	17	18	5	10	3
	18	6	4	2	0
	20	13	2	7	4
	21	156	38	75	43
	22	24	5	10	9
	23	54	17	24	13
	24	2	1	0	1
	25	8	2	2	4
	26	1	0	1	0
	27	2	0	2	0
	28	7	2	4	1
	29	27	8	13	6
	... 35 values omitted ...				
	69	12	2	8	2
	70	49	17	14	18
	71	9	5	2	2
	72	29	7	11	11
	73	38	8	20	10
	75	3	0	1	2
	76	3	1	2	0
	78	87	23	40	24
<i>Not determinable</i>	-55	543	98	356	89
<i>Unspecific missing</i>	-90	368	69	157	142
<i>Implausible value</i>	-95	21	3	10	8
<i>Don't know</i>	-98	75	75	0	0

t75a\_g7 Mother: occupation (MPS)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > a) Mother (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	23.9	1	0	0	1
	26.9	11	2	5	4
	30.0	95	27	45	23
	31.2	17	4	7	6
	31.9	13	6	4	3
	32.4	11	5	4	2
	36.1	2	1	1	0
	36.6	1	0	1	0
	36.8	2	0	2	0
	37.6	1	0	1	0
	38.1	18	5	9	4
	38.3	10	3	4	3
	... 110 values omitted ...				
	153.8	24	5	14	5
	159.8	10	3	3	4
	160.3	6	2	2	2
	160.5	34	5	20	9
	170.9	19	6	8	5
	173.3	20	4	10	6
	179.6	77	20	37	20
	186.8	3	1	2	0
<i>Not determinable</i>	-55	543	98	356	89
<i>Unspecific missing</i>	-90	368	69	157	142
<i>Implausible value</i>	-95	21	3	10	8
<i>Don't know</i>	-98	75	75	0	0

t75a\_g9 Mother: occupation (BLK)

184:71

**What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > a) Mother (Please indicate accurate job title in printed letters.)** «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
[AGR] Agricultural occupations	1	42	11	22	9
[EMB] Common manual occupations	2	66	24	27	15
[QMB] Skilled manual occupations	3	84	23	35	26
[TEC] Technician	4	95	24	47	24
[ING] Engineer	5	66	14	26	26
[EDI] Common services	6	300	81	144	75
[QDI] Skilled services	7	514	142	239	133
[SEMI] Semiprofessions	8	968	269	467	232
[PROF] Professions	9	254	63	128	63
[EVB] Common commercial and administrative occupations	10	501	142	253	106
[QVB] Skilled commercial and administrative occupations	11	798	202	391	205
[MAN] Manager	12	192	47	89	56
<i>Not determinable</i>	-55	540	92	357	91
<i>Unspecific missing</i>	-90	368	69	157	142
<i>Implausible value</i>	-95	21	3	10	8
<i>Don't know</i>	-98	75	75	0	0

t75a\_g14 Mother: occupation (ISEI-08)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > a) Mother (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	11.56	1	0	1	0
	11.74	1	0	0	1
	14.21	76	21	35	20
	16.36	6	4	2	0
	16.38	17	4	7	6
	16.50	19	6	10	3
	16.80	2	1	0	1
	17.69	6	2	3	1
	17.79	10	5	4	1
	18.07	1	0	1	0
	18.13	2	0	1	1
	18.95	1	0	1	0
	... 175 values omitted ...				
	84.61	4	1	1	2
	85.41	10	3	3	4
	85.85	30	8	17	5
	86.72	19	6	8	5
	86.81	1	0	1	0
	88.31	11	3	5	3
	88.70	56	15	25	16
	88.96	3	1	2	0
<i>Not determinable</i>	-55	543	98	356	89
<i>Unspecific missing</i>	-90	368	69	157	142
<i>Implausible value</i>	-95	21	3	10	8
<i>Don't know</i>	-98	75	75	0	0

t75a\_g15 Mother: occupation (CAMIS)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > a) Mother (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	20	2	0	1	1
	22	2	1	0	1
	27	1	0	0	1
	28	6	3	1	2
	30	5	3	2	0
	30	11	2	5	4
	30	2	0	2	0
	30	3	1	1	1
	32	13	4	6	3
	33	12	5	4	3
	33	6	2	2	2
	33	102	30	44	28
	... 99 values omitted ...				
	84	7	1	4	2
	87	46	10	23	13
	87	47	17	19	11
	88	11	1	7	3
	89	10	3	5	2
	89	1	0	1	0
	90	67	15	35	17
	93	9	3	4	2
	99	8	3	2	3
	99	14	5	5	4
<i>Not determinable</i>	-55	1176	217	657	302
<i>Don't know</i>	-98	75	75	0	0

t75a\_g16 Mother: occupation (SIOPS-08)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > a) Mother (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	20.00	93	25	42	26
	20.30	6	2	3	1
	20.39	5	0	2	3
	21.00	2	0	0	2
	21.08	6	4	2	0
	21.67	59	11	30	18
	22.00	21	6	11	4
	22.69	1	0	0	1
	22.90	4	0	4	0
	23.00	31	11	11	9
	23.13	5	1	2	2
	23.27	6	1	2	3
	... 122 values omitted ...				
	72.00	1	1	0	0
	73.10	19	6	8	5
	73.51	14	4	7	3
	75.00	2	0	2	0
	75.68	3	0	1	2
	76.11	3	1	2	0
	78.01	77	20	37	20
	78.16	10	3	3	4
<i>Not determinable</i>	-55	543	98	356	89
<i>Unspecific missing</i>	-90	368	69	157	142
<i>Implausible value</i>	-95	21	3	10	8
<i>Don't know</i>	-98	75	75	0	0

t75b\_g1 Father: occupation (KldB 1998)

184:71

**What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > b) Father (Please indicate accurate job title in printed letters.)** «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
[0110] Landwirte, allgemein	110	36	11	17	8
[0111] Diplomlandwirte (nicht administrativ tätig)	111	0	0	0	0
[0112] Ackerbauern	112	0	0	0	0
[0113] Viehhalter und Grünlandwirte	113	0	0	0	0
[0114] Saat-, Pflanzenzüchter	114	3	0	2	1
[0115] Pflanzenschützer	115	0	0	0	0
[0116] Landwirte und Gastwirte bzw.Kaufleute	116	0	0	0	0
[0118] Landwirte und Winzer	118	0	0	0	0
[0119] andere Landwirte	119	0	0	0	0
[0120] Winzer, allgemein	120	2	2	0	0
[0121] Rebenveredler	121	0	0	0	0
[0129] andere Weinbauern	129	0	0	0	0
... 1972 values omitted ...					
[9379] andere Maschinen-, Behälterreiniger	9379	0	0	0	0
[9711] Mithelfende Familienangehörige außerhalb d. Landwirtschaft	9711	0	0	0	0
[9811] Auszubildende mit noch nicht feststehendem Ausbildungsberuf	9811	0	0	0	0
[9821] Praktikanten, Volontäre mit noch nicht feststehendem Beruf	9821	0	0	0	0
[9829] Praktikanten	9829	0	0	0	0
[9831] Schulentlassene (arbeitsuchend)	9831	0	0	0	0
[9832] Sonstige Arbeitskräfte (arbeitsuchend)	9832	0	0	0	0
[9911] Arbeitskräfte ohne nähere Tätigkeitsangabe	9911	1	1	0	0
<i>Not determinable</i>	-55	744	157	463	124
<i>Unspecific missing</i>	-90	365	74	144	147
<i>Implausible value</i>	-95	14	4	2	8
<i>Don't know</i>	-98	68	68	0	0

**What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > b) Father (Please indicate accurate job title in printed letters.)** «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
[01104] Commissioned officers	1104	0	0	0	0
[01203] Senior non-commissioned officers and higher	1203	3	1	2	0
[01302] Junior non-commissioned officers	1302	0	0	0	0
[01402] Armed forces personnel in other ranks	1402	6	2	2	2
[11101] Occupations in farming (without specialisation)-unskilled/semiskilled tasks	11101	0	0	0	0
[11102] Occupations in farming (without specialisation)-skilled tasks	11102	30	10	13	7
[11103] Occupations in farming (without specialisation)-complex tasks	11103	7	2	4	1
[11104] Occupations in farming (without specialisation)-highly complex tasks	11104	10	5	2	3
[11113] Technical occupations in farming-complex tasks	11113	0	0	0	0
[11114] Technical occupations in farming-highly complex tasks	11114	0	0	0	0
[11123] Agricultural experts-complex tasks	11123	0	0	0	0
[11124] Agricultural experts-high complex tasks	11124	0	0	0	0
... 1311 values omitted ...					
[94704] Occupations in museums (without specialisation)-highly complex tasks	94704	1	0	1	0
[94712] Technical occupations in museums and exhibitions-skilled tasks	94712	0	0	0	0
[94713] Technical occupations in museums and exhibitions-complex tasks	94713	1	0	1	0
[94714] Technical occupations in museums and exhibitions-highly complex tasks	94714	0	0	0	0
[94724] Art experts-highly complex tasks	94724	0	0	0	0
[94794] Executives - museum	94794	0	0	0	0
[99998] Data less relevant for labour market (unemployment, pension, care)	99998	29	7	16	6
[99999] Workers without further description of occupation	99999	2	0	0	2
<i>Not determinable</i>	-55	715	150	447	118
<i>Unspecific missing</i>	-90	365	74	144	147
<i>Implausible value</i>	-95	14	4	2	8



Label	Code	by wave			
		#	1	2	3
<i>Don't know</i>	-98	68	68	0	0

t75b\_g3 Father: occupation (ISCO-88)

64:75

**What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer** > **Don't know** «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
[0100] Armed forces	100	0	0	0	0
[0110] Armed forces	110	9	3	4	2
[1000] Legislators, senior officials and managers	1000	0	0	0	0
[1100] Legislators and senior officials	1100	0	0	0	0
[1110] Legislators and senior government officials	1110	14	3	4	7
[1120] Senior government officials	1120	7	1	6	0
[1130] Traditional chiefs and heads of villages	1130	0	0	0	0
[1140] Senior officials of special-interest organisations	1140	0	0	0	0
[1141] Senior officials of political party organisations	1141	0	0	0	0
[1142] Senior officials of employers', workers' and other economic-interest organisations	1142	0	0	0	0
[1143] Senior officials of humanitarian and other special-interest organisations	1143	3	2	1	0
[1200] Corporate managers	1200	0	0	0	0
... 498 values omitted ...					
[9313] Building construction labourers	9313	0	0	0	0
[9320] Manufacturing labourers	9320	0	0	0	0
[9321] Assembling labourers	9321	0	0	0	0
[9322] Hand packers and other manufacturing labourers	9322	0	0	0	0
[9330] Transport labourers and freight handlers	9330	0	0	0	0
[9331] Hand or pedal vehicle drivers	9331	0	0	0	0
[9332] Drivers of animal-drawn vehicles and machinery	9332	0	0	0	0
[9333] Freight handlers	9333	13	2	5	6
<i>Not determinable</i>	-55	526	101	350	75
<i>Unspecific missing</i>	-90	365	74	144	147
<i>Implausible value</i>	-95	14	4	2	8
<i>Don't know</i>	-98	68	68	0	0

t75b\_g4 Father: occupation (ISCO-08)

184:71

**What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > b) Father (Please indicate accurate job title in printed letters.)** «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
[0] Armed forces occupations	0	0	0	0	0
[100] Commissioned armed forces officers	100	0	0	0	0
[110] Commissioned armed forces officers	110	0	0	0	0
[200] Non-commissioned armed forces officers	200	0	0	0	0
[210] Non-commissioned armed forces officers	210	3	1	2	0
[300] Armed forces occupations, other ranks	300	0	0	0	0
[310] Armed forces occupations, other ranks	310	6	2	2	2
[1000] Managers	1000	0	0	0	0
[1100] Chief executives, senior officials and legislators	1100	0	0	0	0
[1110] Legislators and senior officials	1110	0	0	0	0
[1111] Legislators	1111	14	3	4	7
[1112] Senior government officials	1112	7	1	6	0
... 569 values omitted ...					
[9612] Refuse sorters	9612	0	0	0	0
[9613] Sweepers and related labourers	9613	0	0	0	0
[9620] Other elementary workers	9620	0	0	0	0
[9621] Messengers, package deliverers and luggage porters	9621	0	0	0	0
[9622] Odd job persons	9622	0	0	0	0
[9623] Meter readers and vending-machine collectors	9623	0	0	0	0
[9624] Water and firewood collectors	9624	0	0	0	0
[9629] Elementary workers not elsewhere classified	9629	0	0	0	0
<i>Not determinable</i>	-55	526	101	350	75
<i>Unspecific missing</i>	-90	365	74	144	147
<i>Implausible value</i>	-95	14	4	2	8
<i>Don't know</i>	-98	68	68	0	0

t75b\_g5 Father: occupation (ISEI-88)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > b) Father (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	16	4	0	3	1
	19	3	0	2	1
	21	2	1	0	1
	22	4	1	1	2
	23	90	26	49	15
	24	3	2	1	0
	25	8	2	4	2
	26	38	10	17	11
	27	8	2	4	2
	28	15	6	8	1
	29	46	11	19	16
	30	298	79	154	65
	... 36 values omitted ...				
	78	6	1	4	1
	79	19	7	5	7
	82	6	2	3	1
	83	8	4	3	1
	85	90	24	41	25
	87	3	2	0	1
	88	116	33	56	27
	90	2	1	0	1
<i>Not determinable</i>	-55	535	104	354	77
<i>Unspecific missing</i>	-90	365	74	144	147
<i>Implausible value</i>	-95	14	4	2	8
<i>Don't know</i>	-98	68	68	0	0

t75b\_g6 Father: occupation (SIOPS-88)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > b) Father (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	15	2	1	0	1
	17	2	0	1	1
	20	14	3	5	6
	21	9	1	5	3
	23	1	0	1	0
	24	10	2	6	2
	25	21	5	9	7
	26	11	2	4	5
	27	4	2	1	1
	28	158	41	92	25
	29	9	3	4	2
	30	58	12	29	17
	... 36 values omitted ...				
	69	19	3	7	9
	70	244	73	108	63
	71	13	3	9	1
	72	47	11	22	14
	73	56	17	23	16
	75	16	1	12	3
	76	2	1	0	1
	78	141	41	68	32
<i>Not determinable</i>	-55	535	104	354	77
<i>Unspecific missing</i>	-90	365	74	144	147
<i>Implausible value</i>	-95	14	4	2	8
<i>Don't know</i>	-98	68	68	0	0

t75b\_g7 Father: occupation (MPS)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > b) Father (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	20.0	2	1	0	1
	26.7	9	2	7	0
	26.9	13	2	5	6
	30.0	4	0	3	1
	31.6	5	2	2	1
	31.9	171	45	95	31
	35.6	3	2	1	0
	36.6	2	2	0	0
	36.8	3	0	2	1
	37.6	1	0	0	1
	38.1	1	0	0	1
	38.3	39	6	20	13
	... 143 values omitted ...				
	153.8	104	26	55	23
	159.8	25	8	12	5
	160.3	21	4	10	7
	160.5	52	15	25	12
	170.9	49	14	21	14
	173.3	14	2	9	3
	179.6	116	33	56	27
	186.8	2	1	0	1
<i>Not determinable</i>	-55	535	104	354	77
<i>Unspecific missing</i>	-90	365	74	144	147
<i>Implausible value</i>	-95	14	4	2	8
<i>Don't know</i>	-98	68	68	0	0

t75b\_g9 Father: occupation (BLK)

184:71

**What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > b) Father (Please indicate accurate job title in printed letters.)** «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
[AGR] Agricultural occupations	1	80	21	43	16
[EMB] Common manual occupations	2	164	46	76	42
[QMB] Skilled manual occupations	3	691	195	344	152
[TEC] Technician	4	188	47	86	55
[ING] Engineer	5	429	111	203	115
[EDI] Common services	6	162	40	83	39
[QDI] Skilled services	7	143	44	72	27
[SEMI] Semiprofessions	8	268	82	131	55
[PROF] Professions	9	415	113	203	99
[EVB] Common commercial and administrative occupations	10	81	14	48	19
[QVB] Skilled commercial and administrative occupations	11	509	120	228	161
[MAN] Manager	12	500	118	246	136
<i>Not determinable</i>	-55	807	184	483	140
<i>Unspecific missing</i>	-90	365	74	144	147
<i>Implausible value</i>	-95	14	4	2	8
<i>Don't know</i>	-98	68	68	0	0

t75b\_g14 Father: occupation (ISEI-08)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > b) Father (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	11.56	2	0	2	0
	14.21	2	0	2	0
	16.50	2	0	1	1
	17.56	2	1	0	1
	17.69	13	2	5	6
	17.79	37	11	18	8
	18.02	14	2	9	3
	18.03	1	1	0	0
	18.07	1	0	0	1
	18.08	9	2	7	0
	18.13	1	1	0	0
	18.95	2	2	0	0
	... 207 values omitted ...				
	84.61	16	1	12	3
	85.41	25	8	12	5
	85.85	7	3	4	0
	86.72	49	14	21	14
	86.81	6	1	2	3
	88.31	34	7	18	9
	88.70	73	22	36	15
	88.96	2	1	0	1
<i>Not determinable</i>	-55	526	101	350	75
<i>Unspecific missing</i>	-90	365	74	144	147
<i>Implausible value</i>	-95	14	4	2	8
<i>Don't know</i>	-98	68	68	0	0



t75b\_g15 Father: occupation (CAMSIS)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > b) Father (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	22	1	1	0	0
	23	2	1	0	1
	25	5	2	2	1
	27	1	1	0	0
	28	99	26	55	18
	29	14	4	8	2
	30	11	0	5	6
	30	4	0	2	2
	30	31	9	15	7
	32	1	0	0	1
	33	5	3	1	1
	33	3	0	2	1
	... 125 values omitted ...				
	84	2	0	1	1
	84	34	11	15	8
	87	112	33	57	22
	87	1	1	0	0
	88	29	10	13	6
	89	30	4	15	11
	90	49	13	20	16
	93	5	1	3	1
	99	21	6	10	5
	99	11	7	3	1
<i>Not determinable</i>	-55	1193	234	656	303
<i>Don't know</i>	-98	68	68	0	0

t75b\_g16 Father: occupation (SIOPS-08)

184:71

What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer > b) Father (Please indicate accurate job title in printed letters.) «If your mother or your father are currently not working, please think of her or his last professional activity.»

Label	Code	#	by wave		
			1	2	3
	16.00	2	0	2	0
	20.00	2	0	2	0
	20.30	13	2	5	6
	21.67	5	1	2	2
	22.00	2	0	1	1
	22.69	3	0	1	2
	23.27	21	5	9	7
	23.79	5	2	3	0
	25.00	25	10	10	5
	26.00	11	2	4	5
	27.37	1	0	0	1
	27.60	2	1	0	1
	... 131 values omitted ...				
	72.00	17	4	8	5
	73.10	49	14	21	14
	73.51	17	4	10	3
	75.00	5	2	2	1
	75.68	16	1	12	3
	76.11	2	1	0	1
	78.01	116	33	56	27
	78.16	25	8	12	5
<i>Not determinable</i>	-55	526	101	350	75
<i>Unspecific missing</i>	-90	365	74	144	147
<i>Implausible value</i>	-95	14	4	2	8
<i>Don't know</i>	-98	68	68	0	0

**How many books are there approximately at your home?** «Please do not count: journals, newspapers and your school books. Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
[Picture: Small bookcase with 1 filled shelf] None or only very few (0 to 10 books)	1	57	9	20	28
[Picture: Small bookcase with 2-3 filled shelves] Enough to fill one shelf (11 to 25 books)	2	216	53	116	47
[Picture: Small bookcase with 7-8 filled shelves] Enough to fill several shelves (26 to 100 books)	3	632	177	309	146
[Picture: Small bookcase with all shelves filled] Enough to fill a small set of shelves (101 to 200 books)	4	791	208	401	182
[Picture: Medium bookcase with all shelves filled] Enough to fill a large set of shelves (201 to 500 books)	5	1518	407	737	374
[Picture: Large bookcase with all shelves filled] Enough to fill a shelf unit (more than 500 books)	6	1653	422	799	432
<i>Unspecific missing</i>	-90	16	5	9	2
<i>Implausible value</i>	-95	1	0	1	0

t77a At home - desk

184:73

At your home, is there ... > a) ... a desk to study? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	67	18	29	20
Yes	1	4805	1261	2354	1190
<i>Unspecific missing</i>	<i>-90</i>	<i>12</i>	<i>2</i>	<i>9</i>	<i>1</i>

t77b At home - own room

184:73

At your home, is there ... > b) ... a room exclusively for you? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	141	27	76	38
Yes	1	4729	1251	2307	1171
<i>Unspecific missing</i>	-90	14	3	9	2

At your home, is there ... > c) ... learning software? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	1995	488	996	511
Yes	1	2852	782	1382	688
<i>Unspecific missing</i>	<i>-90</i>	<i>37</i>	<i>11</i>	<i>14</i>	<i>12</i>

t77d At home - literature

184:73

At your home, is there ... > d) ... classic literature (e.g. by Goethe)? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	1158	284	562	312
Yes	1	3695	989	1814	892
<i>Unspecific missing</i>	-90	30	8	15	7
<i>Implausible value</i>	-95	1	0	1	0

At your home, is there ... > e) ... books with poems? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	1596	381	801	414
Yes	1	3258	894	1576	788
<i>Unspecific missing</i>	-90	30	6	15	9



t77f At home - art works

184:73

At your home, is there ... > f) ... art works (e.g. paintings)? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	1406	370	690	346
Yes	1	3452	905	1688	859
<i>Unspecific missing</i>	<i>-90</i>	<i>26</i>	<i>6</i>	<i>14</i>	<i>6</i>

t77g At home - books for homework

184:73

At your home, is there ... > g) ... books that are useful for your homework? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	628	163	291	174
Yes	1	4228	1111	2088	1029
<i>Unspecific missing</i>	-90	28	7	13	8

At your home, is there ... > h) ... a dictionary? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
No	0	28	5	16	7
Yes	1	4840	1272	2368	1200
<i>Unspecific missing</i>	-90	16	4	8	4

Have you ever failed a school year or have you repeated a grade? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4489	1149	2265	1075
Yes	1	384	130	121	133
<i>Unspecific missing</i>	<i>-90</i>	<i>11</i>	<i>2</i>	<i>6</i>	<i>3</i>

t78aa Number of repetitions

184:74

Have you ever failed a school year or have you repeated a grade? > If 'yes': how often? «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
	1	343	115	113	115
	2	36	14	6	16
	4	1	1	0	0
	7	1	0	0	1
	8	1	0	1	0
<i>Unspecific missing</i>	-90	4502	1151	2272	1079

t79a Repeated school years - 1

184:75

Which grade or which grades have you repeated? > Grade 1 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4876	1280	2388	1208
Yes	1	8	1	4	3

Which grade or which grades have you repeated? > Grade 2 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4871	1276	2387	1208
Yes	1	13	5	5	3

t79c Repeated school years - 3

184:75

Which grade or which grades have you repeated? > Grade 3 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4869	1277	2385	1207
Yes	1	15	4	7	4



t79d Repeated school years - 4

184:75

Which grade or which grades have you repeated? > Grade 4 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4877	1281	2386	1210
Yes	1	7	0	6	1

t79e Repeated school years - 5

184:75

Which grade or which grades have you repeated? > Grade 5 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4865	1276	2380	1209
Yes	1	19	5	12	2

t79f Repeated school years - 6

184:75

Which grade or which grades have you repeated? > Grade 6 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4869	1278	2386	1205
Yes	1	15	3	6	6

t79g Repeated school years - 7

184:75

Which grade or which grades have you repeated? > Grade 7 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4847	1265	2382	1200
Yes	1	37	16	10	11

t79h Repeated school years - 8

184:75

Which grade or which grades have you repeated? > Grade 8 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4832	1261	2372	1199
Yes	1	52	20	20	12

Which grade or which grades have you repeated? > Grade 9 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4839	1267	2373	1199
Yes	1	45	14	19	12

t79j Repeated school years - 10

184:75

Which grade or which grades have you repeated? > Grade 10 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4816	1252	2377	1187
Yes	1	68	29	15	24

t79k Repeated school years - 11

184:75

Which grade or which grades have you repeated? > Grade 11 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4810	1255	2378	1177
Yes	1	74	26	14	34



t79l Repeated school years - 12

184:75

Which grade or which grades have you repeated? > Grade 12 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4823	1264	2377	1182
Yes	1	61	17	15	29

t79m Repeated school years - 13

184:75

Which grade or which grades have you repeated? > Grade 13 «Please tick the applicable.»

Label	Code	#	by wave		
			1	2	3
No	0	4856	1275	2384	1197
Yes	1	28	6	8	14

In which country were you born? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
Germany	0	4640	1207	2278	1155
Yugoslavia	120	0	0	0	0
Albania	121	0	0	0	0
Bosnia and Herzegovina	122	5	3	2	0
Andorra	123	0	0	0	0
Belgium	124	1	1	0	0
Bulgaria	125	1	1	0	0
Denmark	126	0	0	0	0
Estonia	127	0	0	0	0
Finland	128	0	0	0	0
France	129	4	3	1	0
Croatia	130	2	0	1	1
... 206 values omitted ...					
US dependent territories in Australia, Oceania, Antarctica	591	0	0	0	0
Norwegian dependent territories in Australia, Oceania, Antarctica	593	0	0	0	0
Australian dependent territories in Australia, Oceania, Antarctica	594	0	0	0	0
British dependent territories in Australia, Oceania, Antarctica	595	0	0	0	0
French dependent territories in Australia, Oceania, Antarctica	598	0	0	0	0
at sea	994	0	0	0	0
unknown foreign countries	996	0	0	0	0
Kurdish areas	9005	0	0	0	0
<i>foreign country, but not codeable</i>	-20	2	1	0	1
<i>Germany and another country, not codeable</i>	-21	2	0	1	1
<i>Unspecific missing</i>	-90	9	1	7	1
<i>Implausible value</i>	-95	1	0	1	0

t80a\_g2R Country of birth itself (categorized)

184:76

In which country were you born? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
Germany	1	4640	1207	2278	1155
Italy	2	0	0	0	0
Poland	3	5	2	2	1
Romania	4	2	1	1	0
Turkey	5	15	4	5	6
Former Yugoslavia	6	16	5	7	4
Former Soviet Union	7	95	34	42	19
Central and South America, Caribbean	8	7	0	4	3
Northern and Western Europe	9	33	11	16	6
North America	10	8	0	8	0
Oceania/Polynesia	11	0	0	0	0
Other Middle East and North Africa	12	7	2	3	2
Other Africa	13	6	2	3	1
Other Asia	14	25	8	9	8
Other Central and Eastern Europe	15	6	1	4	1
Other Southern Europe	16	5	2	1	2
Other	17	0	0	0	0
<i>foreign country, but not codeable</i>	-20	2	1	0	1
<i>Germany and another country, not codeable</i>	-21	2	0	1	1
<i>Unspecific missing</i>	-90	9	1	7	1
<i>Implausible value</i>	-95	1	0	1	0

t80a\_g2D Country of birth itself (categorized)

184:76

In which country were you born? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
not Germany	0	230	72	105	53
Germany	1	4640	1207	2278	1155
<i>foreign country, but not codeable</i>	-20	2	1	0	1
<i>Germany and another country, not codeable</i>	-21	2	0	1	1
<i>Unspecific missing</i>	-90	9	1	7	1
<i>Implausible value</i>	-95	1	0	1	0

t81 Move at age

184:77

If you were not born in Germany: at which age did you move to Germany? > I was «If you were younger than one year, please enter a 'zero' (0). Please align numbers to the right.»

Label	Code	#	by wave		
			1	2	3
	0	49	10	23	16
	1	24	5	14	5
	2	32	9	18	5
	3	29	8	18	3
	4	18	6	6	6
	5	21	9	7	5
	6	14	5	4	5
	7	7	4	2	1
	8	9	5	3	1
	9	7	3	4	0
	10	11	5	4	2
	11	4	1	1	2
	12	4	1	2	1
	13	2	0	2	0
	14	6	1	3	2
	15	5	1	2	2
	16	2	1	1	0
<i>Unspecific missing</i>	-90	4636	1205	2276	1155
<i>Implausible value</i>	-95	4	2	2	0

t82a\_g1 country of citizenship: number of indications

184:78

**What citizenship do you have? > German** «You can tick more than one box if you have more than one citizenship.»

Label	Code	#	by wave		
			1	2	3
	0	26	3	21	2
	1	4668	1230	2272	1166
	2	186	48	95	43
	3	3	0	3	0
<i>Don't know</i>	-98	1	0	1	0

t82a\_g2R country of citizenship 1

184:78

**What citizenship do you have? > German** «You can tick more than one box if you have more than one citizenship.»

Label	Code	#	by wave		
			1	2	3
deutsch	0	4677	1233	2298	1146
jugoslawisch	120	0	0	0	0
albanisch	121	0	0	0	0
bosnisch-herzegowinisch	122	6	3	1	2
andorranisch	123	0	0	0	0
belgisch	124	0	0	0	0
bulgarisch	125	0	0	0	0
dänisch	126	0	0	0	0
estnisch	127	1	0	0	1
finnisch	128	0	0	0	0
französisch	129	2	1	1	0
kroatisch	130	12	3	4	5
... 183 values omitted ...					
neuseeländisch	536	0	0	0	0
palauisch	537	0	0	0	0
papua-neuguineisch	538	0	0	0	0
tuvaluisch	540	0	0	0	0
tongaisch	541	0	0	0	0
samoanisch	543	0	0	0	0
marshallisch	544	0	0	0	0
mikronesisch	545	0	0	0	0
staatenlos	997	0	0	0	0
ungeklärt	998	0	0	0	0
kurdisch	9005	0	0	0	0
<i>Unspecific missing</i>	-90	27	3	22	2



t82a\_g2D country of citizenship 1 (aggregated)

184 : 78

**What citizenship do you have? > German** «You can tick more than one box if you have more than one citizenship.»

Label	Code	#	by wave		
			1	2	3
not German	0	180	45	72	63
German	1	4677	1233	2298	1146
<i>Unspecific missing</i>	-90	27	3	22	2

**What citizenship do you have? > German** «You can tick more than one box if you have more than one citizenship.»

Label	Code	#	by wave		
			1	2	3
deutsch	0	0	0	0	0
jugoslawisch	120	0	0	0	0
albanisch	121	0	0	0	0
bosnisch-herzegowinisch	122	1	0	1	0
andorranisch	123	0	0	0	0
belgisch	124	0	0	0	0
bulgarisch	125	1	1	0	0
dänisch	126	0	0	0	0
estnisch	127	0	0	0	0
finnisch	128	1	0	0	1
französisch	129	23	8	12	3
kroatisch	130	4	0	2	2
... 184 values omitted ...					
palauisch	537	0	0	0	0
papua-neuguineisch	538	0	0	0	0
tuvaluisch	540	0	0	0	0
tongaisch	541	0	0	0	0
samoanisch	543	0	0	0	0
marshallisch	544	0	0	0	0
mikronesisch	545	0	0	0	0
staatenlos	997	0	0	0	0
ungeklärt	998	0	0	0	0
kurdisch	9005	0	0	0	0
<i>Unspecific missing</i>	-90	27	3	22	2
<i>Does not apply</i>	-93	4668	1230	2272	1166

t82a\_g3D country of citizenship 2 (aggregated)

184:78

**What citizenship do you have? > German** «You can tick more than one box if you have more than one citizenship.»

Label	Code	#	by wave		
			1	2	3
not German	0	189	48	98	43
German	1	0	0	0	0
<i>Unspecific missing</i>	-90	27	3	22	2
<i>Does not apply</i>	-93	4668	1230	2272	1166

t82a\_g4R country of citizenship 3

184:78

**What citizenship do you have? > German** «You can tick more than one box if you have more than one citizenship.»

Label	Code	#	by wave		
			1	2	3
deutsch	0	0	0	0	0
jugoslawisch	120	0	0	0	0
albanisch	121	0	0	0	0
bosnisch-herzegowinisch	122	0	0	0	0
andorranisch	123	0	0	0	0
belgisch	124	0	0	0	0
bulgarisch	125	0	0	0	0
dänisch	126	0	0	0	0
estnisch	127	0	0	0	0
finnisch	128	0	0	0	0
französisch	129	0	0	0	0
kroatisch	130	0	0	0	0
... 184 values omitted ...					
palauisch	537	0	0	0	0
papua-neuguineisch	538	0	0	0	0
tuvaluisch	540	0	0	0	0
tongaisch	541	0	0	0	0
samoanisch	543	0	0	0	0
marshallisch	544	0	0	0	0
mikronesisch	545	0	0	0	0
staatenlos	997	0	0	0	0
ungeklärt	998	0	0	0	0
kurdisch	9005	0	0	0	0
<i>Unspecific missing</i>	-90	27	3	22	2
<i>Does not apply</i>	-93	4854	1278	2367	1209

t82a\_g4D country of citizenship 3 (aggregated)

184:78

**What citizenship do you have? > German** «You can tick more than one box if you have more than one citizenship.»

Label	Code	#	by wave		
			1	2	3
not German	0	3	0	3	0
German	1	0	0	0	0
<i>Unspecific missing</i>	-90	27	3	22	2
<i>Does not apply</i>	-93	4854	1278	2367	1209

t83a\_g1 mother tongue: number of indications

184:79

Now let's talk about your mother tongue: which language did you learn as a child in your family? ► German «You can also tick more than one box if you have learned more than one language in your family.»

Label	Code	#	by wave		
			1	2	3
	0	39	5	7	27
	1	4373	1154	2127	1092
	2	448	114	245	89
	3	20	7	10	3
4 and more	4	4	1	3	0

Now let's talk about your mother tongue: which language did you learn as a child in your family? ► German «You can also tick more than one box if you have learned more than one language in your family.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	1	0	1	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 461 values omitted ...					
[ypk] Yupik languages	1251611	0	0	0	0
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	1	0	1	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	39	5	7	27
<i>Implausible value</i>	-95	4	1	3	0

t83a\_g2D mother tongue 1 (aggregated)

184:79

Now let's talk about your mother tongue: which language did you learn as a child in your family? ► **German** «You can also tick more than one box if you have learned more than one language in your family.»

Label	Code	#	by wave		
			1	2	3
not German	0	338	103	181	54
German	1	4503	1172	2201	1130
<i>Unspecific missing</i>	-90	39	5	7	27
<i>Implausible value</i>	-95	4	1	3	0



Now let's talk about your mother tongue: which language did you learn as a child in your family? ► German «You can also tick more than one box if you have learned more than one language in your family.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	0	0	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 462 values omitted ...					
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	0	0	0	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	39	5	7	27
<i>Does not apply</i>	-93	4373	1154	2127	1092
<i>Implausible value</i>	-95	4	1	3	0

t83a\_g3D mother tongue 2 (aggregated)

184:79

Now let's talk about your mother tongue: which language did you learn as a child in your family? ► **German** «You can also tick more than one box if you have learned more than one language in your family.»

Label	Code	#	by wave		
			1	2	3
not German	0	363	93	186	84
German	1	105	28	69	8
<i>Unspecific missing</i>	-90	39	5	7	27
<i>Does not apply</i>	-93	4373	1154	2127	1092
<i>Implausible value</i>	-95	4	1	3	0

Now let's talk about your mother tongue: which language did you learn as a child in your family? ► German «You can also tick more than one box if you have learned more than one language in your family.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	0	0	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 462 values omitted ...					
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	0	0	0	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	39	5	7	27
<i>Does not apply</i>	-93	4821	1268	2372	1181
<i>Implausible value</i>	-95	4	1	3	0

t83a\_g4D mother tongue 3 (aggregated)

184:79

Now let's talk about your mother tongue: which language did you learn as a child in your family? ► **German** «You can also tick more than one box if you have learned more than one language in your family.»

Label	Code	#	by wave		
			1	2	3
not German	0	19	7	9	3
German	1	1	0	1	0
<i>Unspecific missing</i>	-90	39	5	7	27
<i>Does not apply</i>	-93	4821	1268	2372	1181
<i>Implausible value</i>	-95	4	1	3	0

t84a\_g1R Country of birth - mother

184:80

Now let's talk about the background of your family. In which country was your mother born?  
In which country was your father born? > Mother «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	0	4022	1053	1989	980
Yugoslavia	120	1	1	0	0
Albania	121	1	0	0	1
Bosnia and Herzegovina	122	13	4	6	3
Andorra	123	0	0	0	0
Belgium	124	1	1	0	0
Bulgaria	125	1	1	0	0
Denmark	126	0	0	0	0
Estonia	127	0	0	0	0
Finland	128	0	0	0	0
France	129	14	5	7	2
Croatia	130	21	3	13	5
... 207 values omitted ...					
Norwegian dependent territories in Australia, Oceania, Antarctica	593	0	0	0	0
Australian dependent territories in Australia, Oceania, Antarctica	594	0	0	0	0
British dependent territories in Australia, Oceania, Antarctica	595	0	0	0	0
French dependent territories in Australia, Oceania, Antarctica	598	0	0	0	0
at sea	994	0	0	0	0
unknown foreign countries	996	0	0	0	0
Kurdish areas	9005	2	0	2	0
<i>foreign country, not codeable</i>	-20	3	0	2	1
<i>Germany and another country, not codeable</i>	-21	5	3	0	2
<i>Unspecific missing</i>	-90	23	8	12	3
<i>Implausible value</i>	-95	1	0	1	0
<i>Don't know</i>	-98	3	1	2	0

t84a\_g2R country of birth mother (categorized)

184:80

Now let's talk about the background of your family. In which country was your mother born?  
In which country was your father born? > Mother «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	1	4022	1053	1989	980
Italy	2	18	6	7	5
Poland	3	83	26	32	25
Romania	4	92	22	41	29
Turkey	5	123	24	56	43
Former Yugoslavia	6	67	18	31	18
Former Soviet Union	7	173	46	87	40
Central and South America, Caribbean	8	21	5	10	6
Northern and Western Europe	9	52	15	24	13
North America	10	11	4	5	2
Oceania/Polynesia	11	2	0	1	1
Other Middle East and North Africa	12	28	7	16	5
Other Africa	13	16	5	7	4
Other Asia	14	89	24	39	26
Other Central and Eastern Europe	15	25	5	17	3
Other Southern Europe	16	28	9	14	5
Other	17	0	0	0	0
<i>foreign country, but not codeable</i>	-20	2	0	1	1
<i>Germany and another country, not codeable</i>	-21	5	3	0	2
<i>Unspecific missing</i>	-90	23	8	12	3
<i>Implausible value</i>	-95	1	0	1	0
<i>Don't know</i>	-98	3	1	2	0

t84a\_g2D country of birth - mother (categorized)

184:80

Now let's talk about the background of your family. In which country was your mother born?  
In which country was your father born? > Mother «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
not Germany	0	828	216	387	225
Germany	1	4022	1053	1989	980
<i>foreign country, but not codeable</i>	-20	2	0	1	1
<i>Germany and another country, not codeable</i>	-21	5	3	0	2
<i>Unspecific missing</i>	-90	23	8	12	3
<i>Implausible value</i>	-95	1	0	1	0
<i>Don't know</i>	-98	3	1	2	0

t84b\_g1R Country of birth - father

184:80

Now let's talk about the background of your family. In which country was your mother born?  
In which country was your father born? > Father «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	0	3950	1020	1951	979
Yugoslavia	120	1	0	1	0
Albania	121	2	1	0	1
Bosnia and Herzegovina	122	19	6	9	4
Andorra	123	0	0	0	0
Belgium	124	0	0	0	0
Bulgaria	125	0	0	0	0
Denmark	126	2	2	0	0
Estonia	127	0	0	0	0
Finland	128	2	0	2	0
France	129	17	5	9	3
Croatia	130	17	5	6	6
... 206 values omitted ...					
US dependent territories in Australia, Oceania, Antarctica	591	0	0	0	0
Norwegian dependent territories in Australia, Oceania, Antarctica	593	0	0	0	0
Australian dependent territories in Australia, Oceania, Antarctica	594	0	0	0	0
British dependent territories in Australia, Oceania, Antarctica	595	0	0	0	0
French dependent territories in Australia, Oceania, Antarctica	598	0	0	0	0
at sea	994	0	0	0	0
unknown foreign countries	996	0	0	0	0
Kurdish areas	9005	2	0	2	0
<i>foreign country, but not codeable</i>	-20	11	5	5	1
<i>Unspecific missing</i>	-90	44	16	24	4
<i>Implausible value</i>	-95	2	0	2	0
<i>Don't know</i>	-98	9	3	6	0



t84b\_g2R country of birth - father (categorized)

184:80

Now let's talk about the background of your family. In which country was your mother born?  
In which country was your father born? > Father «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	1	3950	1020	1951	979
Italy	2	44	14	20	10
Poland	3	82	26	35	21
Romania	4	78	19	40	19
Turkey	5	138	26	60	52
Former Yugoslavia	6	66	20	29	17
Former Soviet Union	7	159	44	82	33
Central and South America, Caribbean	8	19	4	10	5
Northern and Western Europe	9	65	20	35	10
North America	10	10	4	3	3
Oceania/Polynesia	11	3	1	1	1
Other Middle East and North Africa	12	40	10	19	11
Other Africa	13	20	6	8	6
Other Asia	14	83	27	35	21
Other Central and Eastern Europe	15	28	8	15	5
Other Southern Europe	16	36	8	15	13
Other	17	0	0	0	0
<i>foreign country, but not codeable</i>	-20	8	5	2	1
<i>Unspecific missing</i>	-90	44	16	24	4
<i>Implausible value</i>	-95	2	0	2	0
<i>Don't know</i>	-98	9	3	6	0

t84b\_g2D Country of birth - father (categorized)

184 : 80

Now let's talk about the background of your family. In which country was your mother born?  
 In which country was your father born? > Father «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
not Germany	0	871	237	407	227
Germany	1	3950	1020	1951	979
<i>Abroad, but not codeable</i>	-20	8	5	2	1
<i>Unspecific missing</i>	-90	44	16	24	4
<i>Implausible value</i>	-95	2	0	2	0
<i>Don't know</i>	-98	9	3	6	0

t85a\_g1R Country of birth of your maternal grandparents - maternal grandmother

184:81

Now let's talk about your grandparents: in which country were your mother's parents born?

► **Maternal grandmother** «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	0	3760	978	1870	912
Yugoslavia	120	12	6	3	3
Albania	121	1	0	0	1
Bosnia and Herzegovina	122	16	5	8	3
Andorra	123	0	0	0	0
Belgium	124	0	0	0	0
Bulgaria	125	2	0	2	0
Denmark	126	3	2	0	1
Estonia	127	0	0	0	0
Finland	128	0	0	0	0
France	129	17	8	7	2
Croatia	130	29	6	16	7
... 207 values omitted ...					
Norwegian dependent territories in Australia, Oceania, Antarctica	593	0	0	0	0
Australian dependent territories in Australia, Oceania, Antarctica	594	0	0	0	0
British dependent territories in Australia, Oceania, Antarctica	595	0	0	0	0
French dependent territories in Australia, Oceania, Antarctica	598	0	0	0	0
at sea	994	0	0	0	0
unknown foreign countries	996	0	0	0	0
Kurdish areas	9005	2	0	2	0
<i>foreign country, not codeable</i>	-20	7	0	6	1
<i>Germany and another country, not codeable</i>	-21	4	2	0	2
<i>Unspecific missing</i>	-90	32	8	17	7
<i>Implausible value</i>	-95	2	0	2	0
<i>Don't know</i>	-98	64	16	27	21

t85a\_g2R country of birth of your maternal grandparents - the mother (categorized) 184:81

Now let's talk about your grandparents: in which country were your mother's parents born?

► **Maternal grandmother** «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	1	3760	978	1870	912
Italy	2	29	10	11	8
Poland	3	126	38	56	32
Romania	4	90	23	40	27
Turkey	5	128	23	57	48
Former Yugoslavia	6	100	32	46	22
Former Soviet Union	7	167	43	87	37
Central and South America, Caribbean	8	23	4	11	8
Northern and Western Europe	9	63	22	26	15
North America	10	3	1	2	0
Oceania/Polynesia	11	1	0	1	0
Other Middle East and North Africa	12	28	7	17	4
Other Africa	13	14	4	7	3
Other Asia	14	92	24	41	27
Other Central and Eastern Europe	15	116	34	55	27
Other Southern Europe	16	39	12	17	10
Other	17	0	0	0	0
<i>foreign country, but not codeable</i>	-20	3	0	2	1
<i>Germany and another country, not codeable</i>	-21	4	2	0	2
<i>Unspecific missing</i>	-90	32	8	17	7
<i>Implausible value</i>	-95	2	0	2	0
<i>Don't know</i>	-98	64	16	27	21

t85a\_g2D Country of birth of your maternal grandparents - mother  
(grouped)

184 : 81

Now let's talk about your grandparents: in which country were your mother's parents born?

▷ **Maternal grandmother** «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
not Germany	0	1019	277	474	268
Germany	1	3760	978	1870	912
<i>Abroad, but not codeable</i>	-20	3	0	2	1
<i>Germany and another country, not codeable</i>	-21	4	2	0	2
<i>Unspecific missing</i>	-90	32	8	17	7
<i>Implausible value</i>	-95	2	0	2	0
<i>Don't know</i>	-98	64	16	27	21

t85b\_g1R country of birth of your maternal grandparents - the father

184 : 81

Now let's talk about your grandparents: in which country were your mother's parents born?

► Maternal grandfather «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	0	3680	971	1817	892
Yugoslavia	120	12	5	4	3
Albania	121	1	0	0	1
Bosnia and Herzegovina	122	17	5	8	4
Andorra	123	0	0	0	0
Belgium	124	1	0	1	0
Bulgaria	125	4	1	3	0
Denmark	126	0	0	0	0
Estonia	127	0	0	0	0
Finland	128	0	0	0	0
France	129	16	4	10	2
Croatia	130	26	5	16	5
... 207 values omitted ...					
Norwegian dependent territories in Australia, Oceania, Antarctica	593	0	0	0	0
Australian dependent territories in Australia, Oceania, Antarctica	594	0	0	0	0
British dependent territories in Australia, Oceania, Antarctica	595	0	0	0	0
French dependent territories in Australia, Oceania, Antarctica	598	0	0	0	0
at sea	994	0	0	0	0
unknown foreign countries	996	0	0	0	0
Kurdish areas	9005	2	0	2	0
<i>foreign country, but not codeable</i>	-20	13	4	6	3
<i>Germany and another country, not codeable</i>	-21	5	1	1	3
<i>Unspecific missing</i>	-90	64	14	38	12
<i>Implausible value</i>	-95	2	0	2	0
<i>Don't know</i>	-98	99	27	45	27

t85b\_g2R country of birth of your maternal grandparents - the father  
(categorized)

184:81

Now let's talk about your grandparents: in which country were your mother's parents born?

▷ **Maternal grandfather** «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	1	3680	971	1817	892
Italy	2	46	12	19	15
Poland	3	113	34	47	32
Romania	4	90	22	44	24
Turkey	5	122	22	53	47
Former Yugoslavia	6	91	27	43	21
Former Soviet Union	7	165	43	84	38
Central and South America, Caribbean	8	24	6	12	6
Northern and Western Europe	9	75	18	39	18
North America	10	12	4	7	1
Oceania/Polynesia	11	0	0	0	0
Other Middle East and North Africa	12	35	8	19	8
Other Africa	13	13	3	6	4
Other Asia	14	87	23	38	26
Other Central and Eastern Europe	15	109	33	55	21
Other Southern Europe	16	46	11	20	15
Other	17	0	0	0	0
<i>foreign country, but not codeable</i>	-20	6	2	3	1
<i>Germany and another country, not codeable</i>	-21	5	1	1	3
<i>Unspecific missing</i>	-90	64	14	38	12
<i>Implausible value</i>	-95	2	0	2	0
<i>Don't know</i>	-98	99	27	45	27

t85b\_g2D Country of birth of your maternal grandparents - father  
(grouped)

184 : 81

Now let's talk about your grandparents: in which country were your mother's parents born?

▷ **Maternal grandfather** «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
not Germany	0	1028	266	486	276
Germany	1	3680	971	1817	892
<i>Abroad, but not codeable</i>	-20	6	2	3	1
<i>Germany and another country, not codeable</i>	-21	5	1	1	3
<i>Unspecific missing</i>	-90	64	14	38	12
<i>Implausible value</i>	-95	2	0	2	0
<i>Don't know</i>	-98	99	27	45	27



t86a\_g1R Country of birth of your paternal grandparents - paternal grandmother

184 : 82

Now let's talk about your other grandparents: in which country were your father's parents born? ► **Paternal grandmother** «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	0	3699	976	1823	900
Yugoslavia	120	9	6	2	1
Albania	121	1	1	0	0
Bosnia and Herzegovina	122	23	8	12	3
Andorra	123	0	0	0	0
Belgium	124	1	0	1	0
Bulgaria	125	0	0	0	0
Denmark	126	3	1	1	1
Estonia	127	1	0	0	1
Finland	128	2	0	2	0
France	129	21	4	13	4
Croatia	130	25	5	10	10
... 206 values omitted ...					
US dependent territories in Australia, Oceania, Antarctica	591	0	0	0	0
Norwegian dependent territories in Australia, Oceania, Antarctica	593	0	0	0	0
Australian dependent territories in Australia, Oceania, Antarctica	594	0	0	0	0
British dependent territories in Australia, Oceania, Antarctica	595	0	0	0	0
French dependent territories in Australia, Oceania, Antarctica	598	0	0	0	0
at sea	994	0	0	0	0
unknown foreign countries	996	0	0	0	0
Kurdish areas	9005	4	0	3	1
<i>foreign country, not codeable</i>	-20	12	3	6	3
<i>Unspecific missing</i>	-90	55	16	29	10
<i>Implausible value</i>	-95	4	1	0	3
<i>Don't know</i>	-98	111	22	55	34

t86a\_g2R country of birth of your paternal grandparents - the mother  
(categorized)

184:82

Now let's talk about your other grandparents: in which country were your father's parents born? ► **Paternal grandmother** «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	1	3699	976	1823	900
Italy	2	51	15	22	14
Poland	3	118	34	57	27
Romania	4	78	19	40	19
Turkey	5	140	27	62	51
Former Yugoslavia	6	95	30	43	22
Former Soviet Union	7	147	35	79	33
Central and South America, Caribbean	8	15	2	9	4
Northern and Western Europe	9	81	17	42	22
North America	10	6	1	2	3
Oceania/Polynesia	11	3	1	1	1
Other Middle East and North Africa	12	42	11	19	12
Other Africa	13	15	6	6	3
Other Asia	14	82	29	34	19
Other Central and Eastern Europe	15	89	25	45	19
Other Southern Europe	16	45	11	21	13
Other	17	0	0	0	0
<i>foreign country, but not codeable</i>	-20	8	3	3	2
<i>Unspecific missing</i>	-90	55	16	29	10
<i>Implausible value</i>	-95	4	1	0	3
<i>Don't know</i>	-98	111	22	55	34

t86a\_g2D Country of birth of your paternal grandparents - mother  
(grouped)

184 : 82

Now let's talk about your other grandparents: in which country were your father's parents born? ► **Paternal grandmother** «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
not Germany	0	1007	263	482	262
Germany	1	3699	976	1823	900
<i>Abroad, but not codeable</i>	-20	8	3	3	2
<i>Unspecific missing</i>	-90	55	16	29	10
<i>Implausible value</i>	-95	4	1	0	3
<i>Don't know</i>	-98	111	22	55	34

t86b\_g1R Country of birth of your paternal grandparents - paternal grandfather

184 : 82

Now let's talk about your other grandparents: in which country were your father's parents born? ► **Paternal grandfather** «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	0	3640	960	1789	891
Yugoslavia	120	6	3	3	0
Albania	121	1	1	0	0
Bosnia and Herzegovina	122	19	6	10	3
Andorra	123	0	0	0	0
Belgium	124	1	0	0	1
Bulgaria	125	1	1	0	0
Denmark	126	1	1	0	0
Estonia	127	1	1	0	0
Finland	128	0	0	0	0
France	129	22	6	11	5
Croatia	130	25	5	10	10
... 206 values omitted ...					
US dependent territories in Australia, Oceania, Antarctica	591	0	0	0	0
Norwegian dependent territories in Australia, Oceania, Antarctica	593	0	0	0	0
Australian dependent territories in Australia, Oceania, Antarctica	594	0	0	0	0
British dependent territories in Australia, Oceania, Antarctica	595	0	0	0	0
French dependent territories in Australia, Oceania, Antarctica	598	0	0	0	0
at sea	994	0	0	0	0
unknown foreign countries	996	0	0	0	0
Kurdish areas	9005	4	0	3	1
<i>foreign country, but not codeable</i>	-20	13	6	4	3
<i>Unspecific missing</i>	-90	59	17	30	12
<i>Implausible value</i>	-95	2	1	0	1
<i>Don't know</i>	-98	140	35	65	40

t86b\_g2R country of birth of your paternal grandparents - the father  
(categorized)

184:82

Now let's talk about your other grandparents: in which country were your father's parents born? ► **Paternal grandfather** «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
Germany	1	3640	960	1789	891
Italy	2	64	16	30	18
Poland	3	117	29	63	25
Romania	4	79	20	41	18
Turkey	5	142	26	62	54
Former Yugoslavia	6	90	24	43	23
Former Soviet Union	7	153	37	82	34
Central and South America, Caribbean	8	14	2	8	4
Northern and Western Europe	9	78	23	39	16
North America	10	9	2	4	3
Oceania/Polynesia	11	3	1	1	1
Other Middle East and North Africa	12	45	11	22	12
Other Africa	13	15	5	7	3
Other Asia	14	79	25	34	20
Other Central and Eastern Europe	15	98	27	50	21
Other Southern Europe	16	47	14	20	13
Other	17	0	0	0	0
<i>foreign country, but not codeable</i>	-20	10	6	2	2
<i>Unspecific missing</i>	-90	59	17	30	12
<i>Implausible value</i>	-95	2	1	0	1
<i>Don't know</i>	-98	140	35	65	40

t86b\_g2D Country of birth of your paternal grandparents - father  
(grouped)

64 : 86

Now let's talk about your other grandparents: in which country were your father's parents born? ► [Father of your father] «Please tick an answer in each column.»

Label	Code	#	by wave		
			1	2	3
not Germany	0	1033	262	506	265
Germany	1	3640	960	1789	891
<i>Abroad, but not codeable</i>	-20	10	6	2	2
<i>Unspecific missing</i>	-90	59	17	30	12
<i>Implausible value</i>	-95	2	1	0	1
<i>Don't know</i>	-98	140	35	65	40

Please estimate how many of the people at your place of residence or in your neighborhood have the same immigrant background as you, i.e. the people themselves or their parents have immigrated from the same country of origin to Germany? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
None	1	315	84	158	73
Almost none	2	812	226	386	200
Less than half	3	365	96	153	116
Approximately half	4	92	15	49	28
More than half	5	103	12	48	43
Almost all	6	154	15	82	57
All	7	18	2	10	6
<i>Unspecific missing</i>	-90	3022	831	1503	688
<i>Implausible value</i>	-95	3	0	3	0

**How is your situation at the moment: for how long do you think you will be living in Germany?** «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
I will stay here forever.	1	974	221	474	279
I will leave Germany again within the next three years.	2	50	11	22	17
I do not yet know when but I will certainly leave Germany again at some point.	3	269	58	120	91
Don't know	4	0	0	0	0
<i>Unspecific missing</i>	-90	2988	829	1486	673
<i>Implausible value</i>	-95	4	2	0	2
<i>Don't know</i>	-98	599	160	290	149



t89a\_g1 mother tongue of mother: number of indications

184 : 85

Now let's talk about your mother's mother tongue: which language did your mother learn as a child in her family? > German «You can also tick more than one box if your mother has learned more than one language in her family.»

Label	Code	#	by wave		
			1	2	3
	0	207	47	46	114
	1	4443	1163	2221	1059
	2	206	66	105	35
	3	23	4	16	3
4 and more	4	3	1	2	0
<i>Don't know</i>	-98	2	0	2	0

Now let's talk about your mother's mother tongue: which language did your mother learn as a child in her family? > German «You can also tick more than one box if your mother has learned more than one language in her family.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	1	1	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 461 values omitted ...					
[ypk] Yupik languages	1251611	0	0	0	0
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	1	0	1	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	209	47	48	114
<i>Implausible value</i>	-95	3	1	2	0

t89a\_g2D mother tongue of mother 1 (aggregated)

184 : 85

Now let's talk about your mother's mother tongue: which language did your mother learn as a child in her family? > German «You can also tick more than one box if your mother has learned more than one language in her family.»

Label	Code	#	by wave		
			1	2	3
not German	0	587	162	312	113
German	1	4085	1071	2030	984
<i>Unspecific missing</i>	-90	209	47	48	114
<i>Implausible value</i>	-95	3	1	2	0

Now let's talk about your mother's mother tongue: which language did your mother learn as a child in her family? > German «You can also tick more than one box if your mother has learned more than one language in her family.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	0	0	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 462 values omitted ...					
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	0	0	0	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	209	47	48	114
<i>Does not apply</i>	-93	4443	1163	2221	1059
<i>Implausible value</i>	-95	3	1	2	0

t89a\_g3D mother tongue of mother 2 (aggregated)

184 : 85

Now let's talk about your mother's mother tongue: which language did your mother learn as a child in her family? > **German** «You can also tick more than one box if your mother has learned more than one language in her family.»

Label	Code	#	by wave		
			1	2	3
not German	0	202	61	103	38
German	1	27	9	18	0
<i>Unspecific missing</i>	-90	209	47	48	114
<i>Does not apply</i>	-93	4443	1163	2221	1059
<i>Implausible value</i>	-95	3	1	2	0

Now let's talk about your mother's mother tongue: which language did your mother learn as a child in her family? > German «You can also tick more than one box if your mother has learned more than one language in her family.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	0	0	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 462 values omitted ...					
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	0	0	0	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	209	47	48	114
<i>Does not apply</i>	-93	4649	1229	2326	1094
<i>Implausible value</i>	-95	3	1	2	0

t89a\_g4D mother tongue of mother 3 (aggregated)

184 : 85

Now let's talk about your mother's mother tongue: which language did your mother learn as a child in her family? > **German** «You can also tick more than one box if your mother has learned more than one language in her family.»

Label	Code	#	by wave		
			1	2	3
not German	0	21	3	15	3
German	1	2	1	1	0
<i>Unspecific missing</i>	-90	209	47	48	114
<i>Does not apply</i>	-93	4649	1229	2326	1094
<i>Implausible value</i>	-95	3	1	2	0

t90a\_g1 mother tongue of father: number of indications

184:86

Now let's talk about your father's mother tongue: which language did your father learn as a child in his family? > German «You can also tick more than one box if your father has learned more than one language in his family.»

Label	Code	#	by wave		
			1	2	3
	0	189	48	48	93
	1	4446	1173	2199	1074
	2	221	55	123	43
	3	15	2	12	1
4 and more	4	3	1	2	0
<i>Don't know</i>	-98	10	2	8	0



Now let's talk about your father's mother tongue: which language did your father learn as a child in his family? ► German «You can also tick more than one box if your father has learned more than one language in his family.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	0	0	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 461 values omitted ...					
[ypk] Yupik languages	1251611	0	0	0	0
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	1	0	1	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	1	0	1	0
<i>Unspecific missing</i>	-90	199	50	56	93
<i>Implausible value</i>	-95	3	1	2	0

t90a\_g2D mother tongue of father 1 (aggregated)

184:86

Now let's talk about your father's mother tongue: which language did your father learn as a child in his family? > **German** «You can also tick more than one box if your father has learned more than one language in his family.»

Label	Code	#	by wave		
			1	2	3
not German	0	613	179	305	129
German	1	4069	1051	2029	989
<i>Unspecific missing</i>	-90	199	50	56	93
<i>Implausible value</i>	-95	3	1	2	0

Now let's talk about your father's mother tongue: which language did your father learn as a child in his family? > German «You can also tick more than one box if your father has learned more than one language in his family.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	0	0	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 462 values omitted ...					
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	0	0	0	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	199	50	56	93
<i>Does not apply</i>	-93	4446	1173	2199	1074
<i>Implausible value</i>	-95	3	1	2	0

t90a\_g3D mother tongue of father 2 (aggregated)

184 : 86

Now let's talk about your father's mother tongue: which language did your father learn as a child in his family? > **German** «You can also tick more than one box if your father has learned more than one language in his family.»

Label	Code	#	by wave		
			1	2	3
not German	0	216	52	120	44
German	1	20	5	15	0
<i>Unspecific missing</i>	-90	199	50	56	93
<i>Does not apply</i>	-93	4446	1173	2199	1074
<i>Implausible value</i>	-95	3	1	2	0

Now let's talk about your father's mother tongue: which language did your father learn as a child in his family? ► German «You can also tick more than one box if your father has learned more than one language in his family.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	0	0	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 462 values omitted ...					
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	0	0	0	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	199	50	56	93
<i>Does not apply</i>	-93	4667	1228	2322	1117
<i>Implausible value</i>	-95	3	1	2	0

t90a\_g4D mother tongue of father 3 (aggregated)

184 : 86

Now let's talk about your father's mother tongue: which language did your father learn as a child in his family? > **German** «You can also tick more than one box if your father has learned more than one language in his family.»

Label	Code	#	by wave		
			1	2	3
not German	0	13	1	11	1
German	1	2	1	1	0
<i>Unspecific missing</i>	-90	199	50	56	93
<i>Does not apply</i>	-93	4667	1228	2322	1117
<i>Implausible value</i>	-95	3	1	2	0

t91\_g1 other languages: number of indications

184:87

**You have learned a language other than German as a child in your family: which language?**  
«Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
	0	3994	1063	1966	965
	1	874	213	418	243
	2	14	4	8	2
	3	2	1	0	1

**You have learned a language other than German as a child in your family: which language?**  
 «Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	0	0	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 460 values omitted ...					
[yor] Yoruba	1251518	0	0	0	0
[ypk] Yupik languages	1251611	0	0	0	0
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	1	0	1	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	3994	1063	1966	965



t91\_g2D other language 1 (aggregated)

184:87

**You have learned a language other than German as a child in your family: which language?**  
 «Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
not German	0	869	212	414	243
German	1	21	6	12	3
<i>Unspecific missing</i>	-90	3994	1063	1966	965

**You have learned a language other than German as a child in your family: which language?**  
 «Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	0	0	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 461 values omitted ...					
[ypk] Yupik languages	1251611	0	0	0	0
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	0	0	0	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	3994	1063	1966	965
<i>Does not apply</i>	-93	874	213	418	243

t91\_g3D other language 2 (aggregated)

184 : 87

**You have learned a language other than German as a child in your family: which language?**  
 «Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
not German	0	16	5	8	3
German	1	0	0	0	0
<i>Unspecific missing</i>	-90	3994	1063	1966	965
<i>Does not apply</i>	-93	874	213	418	243

**You have learned a language other than German as a child in your family: which language?**  
 «Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
[aar] Afar	1010118	0	0	0	0
[abk] Abkhazian	1010211	0	0	0	0
[ace] Achinese	1010305	0	0	0	0
[ach] Acoli	1010308	0	0	0	0
[ada] Adangme	1010401	0	0	0	0
[ady] Adyghe; Adygei	1010425	0	0	0	0
[afa] Afro-Asiatic languages	1010601	0	0	0	0
[afh] Afrihili	1010608	0	0	0	0
[afr] Afrikaans	1010618	0	0	0	0
[ain] Ainu	1010914	0	0	0	0
[aka] Akan	1011101	0	0	0	0
[akk] Akkadian	1011111	0	0	0	0
... 461 values omitted ...					
[ypk] Yupik languages	1251611	0	0	0	0
[zap] Zapotec	1260116	0	0	0	0
[zbl] Blissymbols; Blissymbolics; Bliss	1260212	0	0	0	0
[zen] Zenaga	1260514	0	0	0	0
[zha] Zhuang; Chuang	1260801	0	0	0	0
[znd] Zande languages	1261404	0	0	0	0
[zul] Zulu	1262112	0	0	0	0
[zun] Zuni	1262114	0	0	0	0
[zxx] No linguistic content; Not applicable	1262424	0	0	0	0
[zza] Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	1262601	0	0	0	0
<i>Unspecific missing</i>	-90	3994	1063	1966	965
<i>Does not apply</i>	-93	888	217	426	245

t91\_g4D other language 3 (aggregated)

184 : 87

**You have learned a language other than German as a child in your family: which language?**  
 «Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best. Please indicate in printed letters.»

Label	Code	#	by wave		
			1	2	3
not German	0	2	1	0	1
German	1	0	0	0	0
<i>Unspecific missing</i>	-90	3994	1063	1966	965
<i>Does not apply</i>	-93	888	217	426	245

How good is your knowledge of the other language? > a) Writing «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very poor	1	99	35	41	23
Rather poor	2	252	57	123	72
Rather good	3	320	64	160	96
Very well	4	242	63	124	55
Not at all	5	87	21	47	19
<i>Unspecific missing</i>	-90	3882	1040	1896	946
<i>Implausible value</i>	-95	2	1	1	0

How good is your knowledge of the other language? > b) Reading «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very poor	1	50	17	20	13
Rather poor	2	146	43	62	41
Rather good	3	353	76	182	95
Very well	4	383	92	187	104
Not at all	5	62	11	40	11
<i>Unspecific missing</i>	-90	3887	1042	1899	946
<i>Implausible value</i>	-95	3	0	2	1

How good is your knowledge of the other language? > c) Speaking «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very poor	1	23	9	12	2
Rather poor	2	134	37	62	35
Rather good	3	360	76	172	112
Very well	4	454	116	226	112
Not at all	5	23	1	20	2
<i>Unspecific missing</i>	-90	3889	1042	1899	948
<i>Implausible value</i>	-95	1	0	1	0



How good is your knowledge of the other language? > d) Understanding «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very poor	1	9	3	5	1
Rather poor	2	36	12	15	9
Rather good	3	238	49	123	66
Very well	4	692	173	331	188
Not at all	5	19	1	17	1
<i>Unspecific missing</i>	-90	3889	1043	1900	946
<i>Implausible value</i>	-95	1	0	1	0

Which language ... > a) ... do you speak with your mother? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Only German	1	610	163	322	125
Mostly German, sometimes the other language	2	277	62	134	81
Mostly the other language, sometimes German	3	238	62	114	62
Only the other language	4	128	37	54	37
Does not apply to me	5	25	2	20	3
<i>Unspecific missing</i>	-90	3600	953	1744	903
<i>Implausible value</i>	-95	6	2	4	0

Which language ... > b) ... do you speak with your father? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Only German	1	624	155	341	128
Mostly German, sometimes the other language	2	242	55	111	76
Mostly the other language, sometimes German	3	214	56	99	59
Only the other language	4	129	39	53	37
Does not apply to me	5	59	12	40	7
<i>Unspecific missing</i>	-90	3611	962	1745	904
<i>Implausible value</i>	-95	5	2	3	0

Which language ... > c) ... do you speak with your siblings? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Only German	1	725	177	386	162
Mostly German, sometimes the other language	2	303	76	140	87
Mostly the other language, sometimes German	3	62	18	28	16
Only the other language	4	20	4	11	5
Does not apply to me	5	147	40	72	35
<i>Unspecific missing</i>	-90	3621	964	1751	906
<i>Implausible value</i>	-95	6	2	4	0

Which language ... > d) ... do you speak with your best friend? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Only German	1	1065	267	542	256
Mostly German, sometimes the other language	2	149	35	74	40
Mostly the other language, sometimes German	3	33	12	12	9
Only the other language	4	13	3	6	4
Does not apply to me	5	14	0	13	1
<i>Unspecific missing</i>	-90	3603	961	1742	900
<i>Implausible value</i>	-95	7	3	3	1

Which language ... > e) ... do you speak with your classmates at school? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Only German	1	1144	282	577	285
Mostly German, sometimes the other language	2	97	28	48	21
Mostly the other language, sometimes German	3	6	1	3	2
Only the other language	4	5	3	2	0
Does not apply to me	5	13	0	13	0
<i>Unspecific missing</i>	-90	3612	964	1746	902
<i>Implausible value</i>	-95	7	3	3	1

Which language ... > f) ... do your parents speak among themselves? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Only German	1	581	142	311	128
Mostly German, sometimes the other language	2	120	24	59	37
Mostly the other language, sometimes German	3	201	56	95	50
Only the other language	4	307	77	145	85
Does not apply to me	5	52	13	33	6
<i>Unspecific missing</i>	-90	3618	967	1747	904
<i>Implausible value</i>	-95	5	2	2	1

In which language ... > a) ... do you read books outside of school? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
only German	1	635	166	318	151
mostly German, sometimes the other language	2	478	130	237	111
mostly the other language, sometimes German	3	57	12	31	14
only the other language	4	6	0	4	2
is not the case for me	5	78	9	43	26
<i>Unspecific missing</i>	-90	3622	962	1756	904
<i>Implausible value</i>	-95	8	2	3	3



In which language ... > b) ... do you read newspapers? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
only German	1	832	220	416	196
mostly German, sometimes the other language	2	286	72	152	62
mostly the other language, sometimes German	3	44	11	17	16
only the other language	4	3	0	3	0
is not the case for me	5	81	11	43	27
<i>Unspecific missing</i>	-90	3632	965	1760	907
<i>Implausible value</i>	-95	6	2	1	3

In which language ... > c) ... do you surf the internet? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
only German	1	578	155	276	147
mostly German, sometimes the other language	2	545	140	279	126
mostly the other language, sometimes German	3	96	17	55	24
only the other language	4	6	1	4	1
is not the case for me	5	17	1	13	3
<i>Unspecific missing</i>	-90	3637	965	1764	908
<i>Implausible value</i>	-95	5	2	1	2

In which language ... > d) ... do you read news online? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
only German	1	626	166	306	154
mostly German, sometimes the other language	2	493	127	250	116
mostly the other language, sometimes German	3	73	15	42	16
only the other language	4	5	1	2	2
is not the case for me	5	41	5	24	12
<i>Unspecific missing</i>	-90	3641	965	1767	909
<i>Implausible value</i>	-95	5	2	1	2

In which language ... > e) ... do you write text messages and e-mails? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
only German	1	633	168	311	154
mostly German, sometimes the other language	2	552	135	282	135
mostly the other language, sometimes German	3	36	8	19	9
only the other language	4	2	0	2	0
is not the case for me	5	15	1	12	2
<i>Unspecific missing</i>	-90	3642	967	1765	910
<i>Implausible value</i>	-95	4	2	1	1

In which language ... > f) ... do you watch programs on TV? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
only German	1	469	118	236	115
mostly German, sometimes the other language	2	616	165	305	146
mostly the other language, sometimes German	3	98	22	50	26
only the other language	4	17	3	9	5
is not the case for me	5	37	4	24	9
<i>Unspecific missing</i>	-90	3641	967	1765	909
<i>Implausible value</i>	-95	6	2	3	1

In which language ... > g) ... do you watch videos, DVDs and Blu-Ray-Discs? «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
only German	1	479	129	223	127
mostly German, sometimes the other language	2	598	148	310	140
mostly the other language, sometimes German	3	118	32	64	22
only the other language	4	17	2	12	3
is not the case for me	5	25	1	14	10
<i>Unspecific missing</i>	-90	3640	966	1766	908
<i>Implausible value</i>	-95	7	3	3	1

How good is your knowledge of the German language? > a) Writing «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very poor	1	7	2	5	0
Rather poor	2	42	5	26	11
Rather good	3	267	68	130	69
Very well	4	961	238	495	228
Not at all	5	2	0	2	0
<i>Unspecific missing</i>	-90	3601	968	1731	902
<i>Implausible value</i>	-95	4	0	3	1

How good is your knowledge of the German language? > b) Reading «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very poor	1	8	2	6	0
Rather poor	2	12	1	8	3
Rather good	3	115	29	55	31
Very well	4	1133	280	579	274
Not at all	5	0	0	0	0
<i>Unspecific missing</i>	-90	3613	969	1742	902
<i>Implausible value</i>	-95	3	0	2	1



How good is your knowledge of the German language? > c) Speaking «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very poor	1	5	2	3	0
Rather poor	2	7	0	3	4
Rather good	3	162	38	82	42
Very well	4	1095	273	559	263
Not at all	5	0	0	0	0
<i>Unspecific missing</i>	-90	3612	968	1743	901
<i>Implausible value</i>	-95	3	0	2	1

t95d Knowledge of German - understanding

184:91

How good is your knowledge of the German language? > d) Understanding «Please tick a box in each line.»

Label	Code	#	by wave		
			1	2	3
Very poor	1	5	2	3	0
Rather poor	2	7	1	4	2
Rather good	3	85	17	41	27
Very well	4	1168	293	597	278
Not at all	5	2	0	1	1
<i>Unspecific missing</i>	-90	3614	968	1744	902
<i>Implausible value</i>	-95	3	0	2	1

At which age did you start learning German? «Please tick only one answer.»

Label	Code	#	by wave		
			1	2	3
0-2 years	1	919	211	492	216
3-5 years	2	248	63	116	69
6-9 years	3	48	23	13	12
10-15 years	4	34	8	19	7
older than 15 years	5	3	2	1	0
<i>Unspecific missing</i>	-90	3630	974	1749	907
<i>Implausible value</i>	-95	2	0	2	0