

Questionnaires (SUF version)

NEPS Starting Cohort 5 — First-Year Students
From Higher Education to the Labor Market

Wave 17 — 17.0.0



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1 Overview

The documentation in this collection is based on the field version. For that, the field version has been supplemented by the variable names and the numeric values, which are also used in the data files. The field version can be found in the document “Startkohorte 5: Studierende (SC5), Welle 17, Erhebungsinstrumente (Feldversion)” (only available in German). For work with the data, it is recommended to prefer the SUF version over the field version. The material corresponds to version 17.0.0 of the Scientific Use File (SUF) for Starting Cohort 5 (SC5) (doi:10.5157/NEPS:SC5:17.0.0).

Figure 1 describes the possible components of the documented survey.

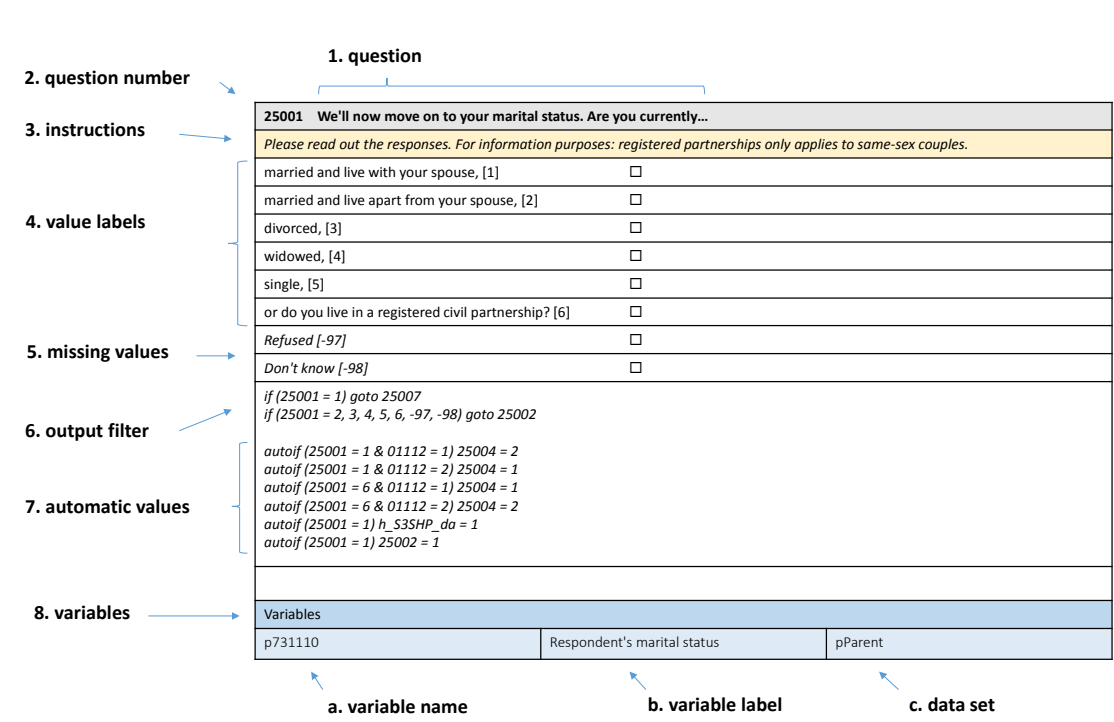


Figure 1: Reading aid for survey tools

If available, this information includes the following:

1. Questions (bold): Text, which is a) handed out in the form of PAPI or online surveys and b) read out during CATI or CAPI surveys by an interviewer (sometimes with variations depending on specific conditions).
2. Question numbers in the survey tool (bold)
3. Instructions (italic, shaded in yellow) are considered as a) guidelines for PAPI or online surveys and b) instructions for the interviewer for CATI or CAPI surveys, in order to ask the questions in a correct way and react appropriately to inquiries. These are not read out by the interviewer.
4. Values labels
5. Missing values (italic)

6. Output filters (*italic*)
7. Automatic values (*italic*): Under certain conditions, these are necessary, e.g. when coding auxiliary variables.
8. Variables
 - a) Variable name in SUF-data set (variable names indicated in brackets are not part of the SUF)
 - b) Variable label: This is a short form of the description of the item.
 - c) Data set, in which the variable(s) can be found.

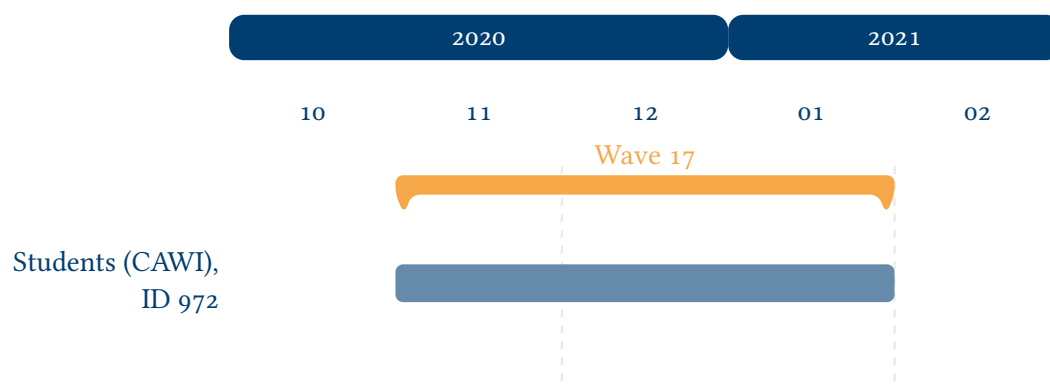


Figure 2: Survey of Starting Cohort 5 and ID of the survey instrument in wave 17

Figure 2 gives an overview over the field time for wave 17 and the IDs of the survey instruments (seventh online survey). In wave 17, respondents who are willing to participate in the panel and who participated in the first and at least one of the last three CATI surveys, who belong to the target population, and who have not withdrawn their willingness to participate in the panel in the meantime, were interviewed. The survey was conducted between November 2020 and January 2021.

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Students, CAWI (ID 972)

Preloads


[AUTO] Preload completed teacher education program (CAWI; as of 14th wave)		
no teacher education program completed [0]	<input type="checkbox"/>	
teacher education program completed [1]	<input type="checkbox"/>	

Variables		
tg60032	Preload: completed teaching degree course CAWI	pTargetCAWI

[AUTO] Preload: questions about school principal behavior received in pre-wave		
questions not received [0]	<input type="checkbox"/>	
questions received [1]	<input type="checkbox"/>	

Variables		
tg60033	Preload: questions about school principal behavior received in pre-wave	pTargetCAWI

Device type (E7)

ST_02 [AUTO] Online device use: window resolution (JavaScript)		
		
{survey aborted} [-91]	<input type="checkbox"/>	
if (tg59100 = 3, 4)		

Variables		
tg59110_g2	Online device use: horizontal window resolution	pTargetCAWI
tg59110_g3	Online device use: vertical window resolution	pTargetCAWI
tg59110_O	Online device use: window resolution (JavaScript)	pTargetCAWI

Status - employment

Preloads


[AUTO] Preload completed teacher education program (CAWI; as of 14th wave)		
no teacher education program completed [0]	<input type="checkbox"/>	
teacher education program completed [1]	<input type="checkbox"/>	

Variables		
tg60032	Preload: completed teaching degree course CAWI	pTargetCAWI

[AUTO] Preload: questions about school principal behavior received in pre-wave		
questions not received [0]	<input type="checkbox"/>	
questions received [1]	<input type="checkbox"/>	

Variables		
tg60033	Preload: questions about school principal behavior received in pre-wave	pTargetCAWI

Device type (E7)

ST_02 [AUTO] Online device use: window resolution (JavaScript)		
		
<hr/>		
{survey aborted} [-91]	<input type="checkbox"/>	
if (tg59100 = 3, 4)		

Variables		
tg59110_g2	Online device use: horizontal window resolution	pTargetCAWI
tg59110_g3	Online device use: vertical window resolution	pTargetCAWI
tg59110_O	Online device use: window resolution (JavaScript)	pTargetCAWI

Status - employment

ST_05 Are you currently employed?

This includes all kinds of employment as an employee or self-employed person (also jobs), but also employment of a training nature, such as a trainee program, a Referendariat or an internship.

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg51100	Employment	pTargetCAWI
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ST_06 [MF] Which of the following positions are you currently working in? I am currently ...

Please mark all that apply.

	not specified [0]	specified [1]
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1: employed (including jobs, self-employed, freelance)	<input type="checkbox"/>	<input type="checkbox"/>
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2: doing a Volontariat	<input type="checkbox"/>	<input type="checkbox"/>
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3: doing a Referendariat	<input type="checkbox"/>	<input type="checkbox"/>
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19: doing a vicariate	<input type="checkbox"/>	<input type="checkbox"/>
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20: doing a trainee program	<input type="checkbox"/>	<input type="checkbox"/>
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21: doing a probationary year / practical year	<input type="checkbox"/>	<input type="checkbox"/>
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4: doing an internship	<input type="checkbox"/>	<input type="checkbox"/>
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16: {-91 survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>
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17: {-97 refused}	<input type="checkbox"/>	<input type="checkbox"/>
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18: {-99 filtered}	<input type="checkbox"/>	<input type="checkbox"/>
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if (tg51100 = 1)

Variables

tg51101	Current activity: employed	pTargetCAWI
tg51102	Current activity: Volontariat	pTargetCAWI
tg51115	Current activity: Referendariat	pTargetCAWI
tg51116	Current activity: vicariate	pTargetCAWI
tg51117	Current activity: trainee program	pTargetCAWI
tg51118	Current activity: probationary year / practical year	pTargetCAWI
tg51103	Current activity: internship	pTargetCAWI

ST_07 Is this a teaching Referendariat [period as a trainee teacher]?

This means whether this Referendariat qualifies for a teaching position or the teaching profession. Also called preparatory service (for teachers or teaching positions).

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg51115 = 1)

Variables

tg60023	T-Referendariat: yes/no	pTargetCAWI
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Status - course of study**ST_08 Are you currently studying?**

This does not include participation in a doctoral degree course or enrollment as a doctoral student.

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg51001	Currently studying	pTargetCAWI
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ST_09 Did you interrupt, successfully complete, or drop out of the course of study you told us about over the phone in <h_zebePRE(label)>?

I've interrupted my study. [1] ☐

I have successfully completed my study [2] ☐

I've given up studying completely. [3] ☐

does not apply/still studying [-93] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if ((tg51001 = 2, -97) & (studaktPRE = 1))

Variables

tg51004	Course of studies dropped out/interrupted/completed	pTargetCAWI
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Condition: if (tg51004 = 2)

ST_10 What degree from an higher education institution have you obtained?

Condition: if (tg51004 = 1)

ST_10 Which degree do your current studies lead to or did the studies you have interrupted lead to next?Bachelor (not in teaching) [1] ☐Bachelor (in teaching) [5] ☐state examination (not in teaching) [2] ☐state examination (in teaching) [6] ☐Arts degree [3] ☐Ecclesiastical degree [7] ☐Master (not in teaching) [4] ☐Master (in teaching) [9] ☐diploma, Magister [8] ☐{survey aborted} [-91] ☐other qualification [-96] ☐refused [-97] ☐

if (tg51004 = 1, 2)

Variables

tg51005	Higher education degree obtained/aspired	pTargetCAWI
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ST_11 I am currently completing a ...	
course of study at a university of applied sciences [1]	<input type="checkbox"/>
course of study at a university (also pedagogical university, university of art/music, medical university, etc.) [2]	<input type="checkbox"/>
course of study at a administration and business academy [3]	<input type="checkbox"/>
course of study at a university for public administration [4]	<input type="checkbox"/>
course of study at a university of cooperative education, dual higher education institution [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
don't know [-98]	<input type="checkbox"/>
if (tg51001 = 1)	

Variables		
tg51003	Type of higher education institution	pTargetCAWI

ST_13 And is this a Master's degree program in teaching?	
<i>This means, for example, Master's degree programs with the option of becoming a teacher, a Master's degree program for the teaching degree or Master of Education.</i>	
yes [1]	<input type="checkbox"/>
no [2]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
don't know [-98]	<input type="checkbox"/>
if (tg51006 = 1)	

Variables		
tg51008	Teaching - Intention Master	pTargetCAWI

ST_14 Are you currently studying as part of a Master's degree program?		
yes [1]	<input type="checkbox"/>	
no [2]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if ((tg51001 = 1) OR (tg51004 = -93))		
Variables		
tg51002	currently in Master's degree program	pTargetCAWI

ST_15 Are you studying in a teacher degree program or with the aim of becoming a teacher?		
yes [1]	<input type="checkbox"/>	
no [2]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if ((tg51001 = 1) OR (tg51004 = -93))		
Variables		
tg60021	currently in a teaching degree course	pTargetCAWI

Status - doctorate

ST_16 In your last phone interview in <h_zebePRE(Label)>, you said that you were working on a doctorate at the time. Is that still correct?		
I am currently working on a doctorate. [1]	<input type="checkbox"/>	
I successfully completed my doctorate. [2]	<input type="checkbox"/>	
I interrupted the work on my doctorate. [3]	<input type="checkbox"/>	
I finished the work on my doctorate without graduating. [4]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if (promoaktPRE = 1)		
Variables		
tg51132	Doctorate: update status current CATI episode	pTargetCAWI

ST_17 In your last phone interview in <h_zebePRE(Label)>, you said that you had interrupted or dropped out of a doctoral program at that time. Is that still correct?	
I am currently working on a doctorate. [1]	<input type="checkbox"/>
I successfully completed my doctorate. [2]	<input type="checkbox"/>
I interrupted the work on my doctorate. [3]	<input type="checkbox"/>
I finished the work on my doctorate without graduating. [4]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (promoaktPRE = 2)	

Variables		
tg51133	Doctorate: update status dropped out/interrupted CATI episode	pTargetCAWI

Condition: if (tg51001 = 1)	
ST_18 In rare cases, e.g. in medical studies, it is possible to start working on a doctorate while still studying. Have you started a doctorate since your last telephone interview in <h_zebePRE(Label)>?	
Condition: if (tg51001 <> 1)	
ST_18 Have you started a doctorate since your last telephone interview in <h_zebePRE(Label)> ?	
<i>if (tg51001 = 1) We are also interested in doctoral projects that you have terminated in the meantime without graduation or that are currently interrupted. if (tg51001 <> 1) We are also interested in doctoral theses which you have completed successfully or without graduation in the meantime or which you have currently interrupted.</i>	
yes [1]	<input type="checkbox"/>
no [2]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (promoaktPRE = 0)	

Variables		
tg51130	Doctorate: new start	pTargetCAWI

ST_19 Please specify the current status of your doctoral thesis.I am currently working on a doctorate. [1] ☐I successfully completed my doctorate. [2] ☐I interrupted the work on my doctorate. [3] ☐I finished the work on my doctorate without graduating. [4] ☐{survey aborted} [-91] ☐refused [-97] ☐

if (tg51130 = 1)

Variables

tg51131	Doctorate: new start current status	pTargetCAWI
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Status - vocational training/further education**ST_20 Are you currently ...?**

	not specified [0]	specified [1]
1: doing a vocational training [INFO] company-based training (apprenticeship), school-based training (e.g. at a Berufsfachschule or Fachakademie, civil-service training for the clerical class	<input type="checkbox"/>	<input type="checkbox"/>

2: doing a retraining or further education (also training as a master crafts(wo)man/fore(wo)man)	<input type="checkbox"/>	<input type="checkbox"/>
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3: none of it	<input type="checkbox"/>	<input type="checkbox"/>
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4: {-91 survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>
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5: {-97 refused}	<input type="checkbox"/>	<input type="checkbox"/>
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we_out: if (tg51104 = 1 OR/& tg51108 = 1) OR taetbB_missing3 = 1


Variables

tg51104	Voc. train./further educ.: vocational training	pTargetCAWI
tg51108	Voc. train./further educ.: retraining, further education	pTargetCAWI

Status - other activities

ST_21 Are you also or exclusively doing any of the following activities? I am currently ...		
	not specified [0]	specified [1]
10: doing (voluntary) military service, voluntary social year, voluntary ecological year or European voluntary service, federal volunteers service	<input type="checkbox"/>	<input type="checkbox"/>
11: on parental leave	<input type="checkbox"/>	<input type="checkbox"/>
12: housewife/househusband	<input type="checkbox"/>	<input type="checkbox"/>
13: unemployed	<input type="checkbox"/>	<input type="checkbox"/>
14: ill	<input type="checkbox"/>	<input type="checkbox"/>
15: other, namely: [NCS: tg5110s]	<input type="checkbox"/>	<input type="checkbox"/>
3: none of it	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted}		
{refused}		
we_out: if ANY(tg51109, tg51110, tg51111, tg51112, tg51113, tg51114) = 1 OR taetsonst_missing3 = 1		

Variables		
tg51109	Other activities: volunt. military service/social year/fed. volunt. service	pTargetCAWI
tg51110	Other activities: parental leave	pTargetCAWI
tg51111	Other activities: housewife/househusband	pTargetCAWI
tg51112	Other activities: unemployed	pTargetCAWI
tg51113	Other activities: ill	pTargetCAWI
tg51114	Other activities: other, namely:	pTargetCAWI

ST_21 [NCS]		
		
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
we_in: tg5110s an tg51114		
Variables		
tg5110s_O	Current activity: other, open	pTargetCAWI

ST_22 Have you completed a teaching Referendariat or are you planning to start a teaching Referendariat?

A teaching Referendariat qualifies for a teaching profession. It is also called preparatory service (for teachers).

yes, I have completed a Referendariat [1] ☐

yes, I would like to start a Referendariat [2] ☐

no, neither [3] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if ((tg51001 = 2, -97) & (tg51004 <> -93) & (tg51115 = 0))

Variables

tg60024	T-Referendariat: already completed or intent to	pTargetCAWI
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ST_23 Are you currently employed as a teacher or would you like to become a teacher?

By this we mean employment as a teacher in general or vocational schools. We do not mean employment as a teacher at music schools, adult education centers, in the field of tutoring or language courses.

yes, I work as a teacher [1] ☐

yes, but I have currently interrupted my employment as a teacher (e.g. due to parental leave) [4] ☐

yes, I would like to become a teacher [2] ☐

no, neither [3] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if((tg51001 = 2, -97) & (tg51004 <> -93) & (tg51115 = 0))

Variables

tg60025	Teaching: current or intention	pTargetCAWI
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ST_24 How long has this interruption already been going on? Please specify the duration in months.		
<i>Please enter only whole numbers between 0 and 99 or delete your entry.</i>		
_ _ months		
{survey aborted} [-91]		<input type="checkbox"/>
refused [-97]		<input type="checkbox"/>
Range: 0 - 99		
if (tg60025 = 4)		
Variables		
tg60051	T - prof. situation: duration of interruption of teaching prof. (CAWI)	pTargetCAWI

Auxiliary variables

[AUTO] Auxiliary variable: status course of study		
no study [0]		<input type="checkbox"/>
currently ongoing course of study [1]		<input type="checkbox"/>
currently interrupted course of study [2]		<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>
autoif (tg51001 = 2, -97) tg50006 = 0 autoif ((tg51001 = 1) OR (tg51004 = -93)) tg50006 = 1 autoif (tg51004 = 1) tg50006 = 2		
Variables		
tg50006	Auxiliary variable: status study	pTargetCAWI

This variable documents the field version of the instrument with regard to error correction and is documented in dataset B143_Korrekturversionen.dta. Error correction on 09.11.2020: order of the automatic fill instruction for tg50006 was not correct and had to be changed.		
Version before error correction [1]		<input type="checkbox"/>
Version after error correction [2]		<input type="checkbox"/>
Variables		
Version_tg50006	Version variable tg50006	pTargetCAWI

[AUTO]: Auxiliary variable: currently intended degree	
Bachelor (not in teaching) [1]	<input type="checkbox"/>
Bachelor (in teaching) [5]	<input type="checkbox"/>
state examination (not in teaching) [2]	<input type="checkbox"/>
state examination (in teaching) [6]	<input type="checkbox"/>
Arts degree [3]	<input type="checkbox"/>
Ecclesiastical degree [7]	<input type="checkbox"/>
Master (not in teaching) [4]	<input type="checkbox"/>
Master (in teaching) [9]	<input type="checkbox"/>
diploma, Magister [8]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
other qualification [-96]	<input type="checkbox"/>
no ongoing study episode [-20]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
<pre> autoif () tg50004 = absPRE autoif ((tg51002 = 1) & (tg60021 = 1)) tg50004 = 9 autoif ((tg51002 = 1) & (tg60021 = 2, -97)) tg50004 = 4 autoif (tg51004 = 2, 3) tg50004 = -20 autoif (tg51004 = 1) tg50004 = tg51005 </pre>	

Variables		
tg50004	Auxiliary variable: currently intended degree	pTargetCAWI

[AUTO] Auxiliary variable: highest degree	
no higher education qualification [0]	<input type="checkbox"/>
BA [1]	<input type="checkbox"/>
MA, Diploma, state examination [2]	<input type="checkbox"/>
Doctorate [3]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
<pre> autoif () tg50007 = studPRE autoif ((tg51004 = 2) & (tg51005 = 1, 5) & (studPRE <> 2, 3)) tg50007 = 1 autoif ((tg51004 = 2) & (tg51005 = 2, 6, 4, 9, 8) & (studPRE <> 3)) tg50007 = 2 autoif ((tg51131 = 2) OR (tg51132 = 2) OR (tg51133 = 2)) tg50007 = 3 </pre>	

Variables		
tg50007	Auxiliary variable: highest degree	pTargetCAWI

[AUTO] Auxiliary variable: employment status	
current course of study [0]	<input type="checkbox"/>
current employment [1]	<input type="checkbox"/>
current employment of a training nature [2]	<input type="checkbox"/>
other [3]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
autoif (tg51101 = 1) tg75100 = 1 autoif (tg51001 = 1) tg75100 = 0 autoif (tg51004 = -93) tg75100 = 0 autoif ((tg51102 = 1) OR (tg51115 = 1) OR (tg51116 = 1) OR (tg51117 = 1) OR (tg51118 = 1) OR (tg51103 = 1) OR (tg51109 = 1)) tg75100 = 2 autoif ((tg51110 = 1) & (tg51101 <> 1)) OR ((tg51111 = 1) & (tg51101 <> 1)) OR ((tg51114 = 1) & (tg51101 <> 1)) OR ((tg51112 = 1) OR (tg51113 = 1)) tg75100 = 3	

Variables		
tg75100	Auxiliary variable: employment status	pTargetCAWI

[AUTO] Auxiliary variable: status doctorate	
no doctorate [0]	<input type="checkbox"/>
currently ongoing doctorate [1]	<input type="checkbox"/>
currently interrupted doctorate [2]	<input type="checkbox"/>
terminated doctorate [3]	<input type="checkbox"/>
successfully completed doctorate [4]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
autoif ((tg51133 = 1) OR (tg51132 = 1) OR (tg51131 = 1) OR (tg51131 = -97)) tg70101 = 1 autoif ((tg51133 = 3) OR (tg51132 = 3) OR (tg51131 = 3)) tg70101 = 2 autoif ((tg51133 = 4) OR (tg51132 = 4) OR (tg51131 = 4)) tg70101 = 3 autoif ((tg51133 = 2) OR (tg51132 = 2) OR (tg51131 = 2) OR (promoaktPRE = 3)) tg70101 = 4 autoif (studPRE = 3) tg70101 = 4 autoif ((tg51132 = -97) OR (tg51133 = -97) OR (tg51130 = 2, -97)) tg70101 = 0	

Variables		
tg70101	Auxiliary variable: status doctorate	pTargetCAWI

[AUTO] Auxiliary variable: phase teacher training and employment (CAWI)		
no teaching reference or status unknown [0]	<input type="checkbox"/>	
first phase teacher training not yet completed [1]	<input type="checkbox"/>	
completed teaching degree course and intended Referendariat [period as a trainee teacher] or completed teaching degree course and intended employment as a teacher [2]	<input type="checkbox"/>	
ongoing teaching Referendariat [3]	<input type="checkbox"/>	
completed Referendariat [period as a trainee teacher] and employment as a teacher is intended [4]	<input type="checkbox"/>	
employment as a teacher [5]	<input type="checkbox"/>	
interrupted employment as a teacher (e.g. due to parental leave) [6]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
<p> <code>autoif () tg60012 = 0</code> <code>autoif ((tg60021 = 1) OR ((tg51004 = 1) & (tg51005 = 5, 6, 9)) OR ((tg51004 = 2) & (tg51005 = 1, 5) & (tg51008 = 1))) tg60012 = 1</code> <code>autoif ((tg60032 = 1 OR (tg51005 = 6,9 & tg51004 = 2)) & (tg60024 = 2 OR tg60025 = 2) & (tg60023 <> 1)) tg60012 = 2</code> <code>autoif (tg60023 = 1) tg60012 = 3</code> <code>autoif ((tg60024 = 1) & (tg60025 = 2)) tg60012 = 4</code> <code>autoif (tg60025 = 1) tg60012 = 5</code> <code>autoif (tg60025 = 4) tg60012 = 6</code> </p>		
Variables		
tg60012	Auxiliary variable: phase of teacher training and employment (CAWI)	pTargetCAWI


Update Progress of studies (E7)

Condition: if (tg50006 = 1)

STUD_2 We would like you to specify how your current course of study is organized.

Condition: if (tg50006 = 2)

STUD_2 We would like you to specify how your course of study, which you have interrupted, is organized.

in another way, namely: [NCS: tg5120s] [-96]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
<div>in semesters [1]</div> <div><input type="checkbox"/></div>	<div>in trimesters [2]</div> <div><input type="checkbox"/></div>
	<div>{survey aborted} [-91]</div> <div><input type="checkbox"/></div>
	<div>in another way, namely: [NCS: tg5120s] [-96]</div> <div><input type="checkbox"/></div>
	<div>refused [-97]</div> <div><input type="checkbox"/></div>
[NCS] 	
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
we_out: (tg51201 = 1, 2) OR (tg51201 = -96) we_in: tg5120s an tg51201	

Variables

tg51201	Study organization semester/trimester	pTargetCAWI
tg5120s_O	Study organization semester/trimester, open	pTargetCAWI

STUD_3 Have you changed your subject of study since <h_zebePRE(label)>?

yes [1]	<input type="checkbox"/>
no [2]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (studaktPRE = 1)	

Variables

tg51300	Change of subject since last survey	pTargetCAWI
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Condition: if (tg50006 = 1)

STUD_4 In which 1st subject are you enrolled and is it a major/core subject or a minor/supplementary subject?

Condition: if (tg50006 = 2)

STUD_4 In which 1st subject are you or were you enrolled before the interruption of your course of study and is it a major/core subject or a minor/supplementary subject?

Please select the applicable entry from the list. To do so, click or tap in/on the field next to the gray area with the arrow and enter the applicable entry. This will reduce the list to list entries that contain the string you entered. If you are a teaching degree course student, please select your first teaching subject.

List of subjects [9999]

☐

{survey aborted} [-91]

☐

not in list [-96]

☐

refused [-97]

☐

if ((studaktPRE = 2) OR (tg51300 = 1))

autoif (tg51311 = -91, -97, -99) tg51312 = tg51311

we_out: (tg51311 = list of subjects) OR (tg51311 = -96)

Variables

tg51311_g1R	Study area subject 1 (destatis 2010/11)	pTargetCAWI
tg51311_g2	Subject group subject 1 (destatis 2010/11)	pTargetCAWI
tg51311_g3R	ISCED-97 subject 1 (3-digit level)	pTargetCAWI
tg51311_g4R	ISCED-97 subject 1 (2-digit level)	pTargetCAWI
tg51311_g5	ISCED-97 subject 1 (1-digit level)	pTargetCAWI

STUD_4 [CO]

Minor subject/complementary subject [0]

☐

Major subject/core subject [1]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

Variables

tg51312	Subject 1 (major/minor subject)	pTargetCAWI
---------	---------------------------------	-------------

Condition: if (tg50006 = 1)

STUD_4 If applicable, please select your 2nd subject in which you are enrolled from the list. Please also specify whether it is a major/core subject or a minor/supplementary subject.

Condition: if (tg50006 = 2)

STUD_4 If applicable, please select your 2nd subject in which you are enrolled or were enrolled before you interrupted your course of study from the list. Please also specify whether it is a major/core subject or a minor/supplementary subject.

Please select the applicable entry from the list. To do so, click or tap in/on the field next to the gray area with the arrow and enter the applicable entry. This will reduce the list to list entries that contain the string you entered. If you are a teaching degree course student, please select your second teaching subject.

List of subjects [9999]

☐

no further subject [-93]

☐

{survey aborted} [-91]

☐

not in list [-96]

☐

refused [-97]

☐

autoif (tg51321 = -91, -93, -97, -99) tg51322 = tg51321

autoif (tg51321 = -91, -93, -99) tg51331 = tg51321)

we_out: (tg51312 = list of subjects) OR (tg51312 = -96)

Variables

tg51321_g1R	Study area subject 2 (destatis 2010/11)	pTargetCAWI
tg51321_g2	Subject group subject 2 (destatis 2010/11)	pTargetCAWI
tg51321_g3R	ISCED-97 subject 2 (3-digit level)	pTargetCAWI
tg51321_g4R	ISCED-97 subject 2 (2-digit level)	pTargetCAWI
tg51321_g5	ISCED-97 subject 2 (1-digit level)	pTargetCAWI

STUD_4 [CO]

Minor subject/complementary subject [0]

☐

Major subject/core subject [1]

☐

{no further subject} [-93]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

if neufach2 <> -93, -97

Variables

tg51322	Subject 2 (major/minor subject)	pTargetCAWI
---------	---------------------------------	-------------

Condition: if (tg50006 = 1)

STUD_4 If applicable, please select your 3rd subject in which you are enrolled from the list. Please also indicate whether it is a major/core subject or a minor/supplementary subject.

Condition: if (tg50006 = 2)

STUD_4 If applicable, please select your 3rd subject in which you are enrolled or were enrolled before you interrupted your studies from the list. Please also indicate whether it is a major/core subject or a minor/supplementary subject.

Please select the applicable entry from the list. Click or tap in/on the field next to the grey area with the arrow and enter the applicable entry. The list is reduced to list entries containing the character string you have entered. If you are doing a teaching degree course and do not have a third subject, you can select an additionally studied subject here (e.g. educational science, subject didactics, etc.).

List of subjects [9999]

☐

no further subject [-93]

☐

{Survey aborted} [-91]

☐

not in list [-96]

☐

refused [-97]

☐

autoif (tg51331 = -91, -93, -97, -99) tg51332 = tg51331

we_out: (tg51331_v2 = list of subjects) OR (tg51331 = -96)

Variables

tg51331_g1R	Study area subject 3 (destatis 2010/11)	pTargetCAWI
tg51331_g2	Subject group subject 3 (destatis 2010/11)	pTargetCAWI
tg51331_g3R	ISCED-97 subject 3 (3-digit level)	pTargetCAWI
tg51331_g4R	ISCED-97 subject 3 (2-digit level)	pTargetCAWI
tg51331_g5	ISCED-97 subject 3 (1-digit level)	pTargetCAWI

STUD_4 [CO]

Minor subject/complementary subject [0]

☐

Major subject/core subject [1]

☐

{no further subject} [-93]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

Variables


tg51332	Subject 3 (major/minor subject)	pTargetCAWI
---------	---------------------------------	-------------


STUD_5 Have you changed the leaving qualification since <h_zebePRE(Label)> (for example, from a Bachelor degree to a state examination)?	
yes [1]	<input type="checkbox"/>
no [2]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (studaktPRE = 1)	

Variables		
tg51400	Change Leaving qualification since last survey	pTargetCAWI

Condition: if (tg50006 = 1)	
STUD_6 Which degree do your current studies lead to next?	
Condition: if (tg50006 = 2)	
STUD_6 Which degree does your current studies lead to or did the studies you interrupted lead to next?	
Bachelor (not in teaching) [1]	<input type="checkbox"/>
Bachelor (in teaching) [5]	<input type="checkbox"/>
state examination (not in teaching) [2]	<input type="checkbox"/>
state examination (in teaching) [6]	<input type="checkbox"/>
Arts degree [3]	<input type="checkbox"/>
Ecclesiastical degree [7]	<input type="checkbox"/>
Master (not in teaching) [4]	<input type="checkbox"/>
Master (in teaching) [9]	<input type="checkbox"/>
diploma, Magister [8]	<input type="checkbox"/>
other qualification, namely: [NCS: tg5141s_O] [-96]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if ((studaktPRE = 1) & (tg51400 = 1) & (tg51002 <> 1)) OR ((studaktPRE = 2) & (tg51002 <> 1))	
autoif (tg51410 <> -91, -99) tg50004 = tg51410	
we_out: (tg51410 = 1, 2, 3, 4, 5, 6, 7, 8, 9) OR (tg51410 = -96)	

Variables		
tg51410	Intended degree	pTargetCAWI

STUD_6 [NCS]		
OPEN: 		
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
we_in: tg5141s an tg51410		
Variables		
tg5141s_O	Other intended degree after change, open	pTargetCAWI

Condition: if (tg50006 = 1)		
STUD_7 You have already stated that you are aiming for a teaching profession or a teaching degree in your current course of study. Please indicate now which teaching profession you are interested in (e.g. primary level, primary school and Hauptschule, Realschule, lower secondary level, Gymnasium, upper secondary level).		
Condition: if (tg50006 = 2)		
STUD_7 You have already stated that you are aiming for a teaching profession or a teaching degree in your current course of study or the course of study you have interrupted. Please indicate now which teaching profession you are interested in (e.g. primary level, primary school and Hauptschule, Realschule, lower secondary level, Gymnasium, upper secondary level).		
OPEN: 		
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if (((tg60021 = 1) & (studaktPRE = 2)) OR (tg51410 = 5, 6, 9) OR ((studaktPRE = 1) & (tg51400 = 1) & (tg51002 = 1) & (tg60021 = 1)))		
Variables		
tg51420_O	Type of intended teaching degree (open; CAWI)	pTargetCAWI
tg51420_g1	Type of intended teaching degree (aggregated; CAWI)	pTargetCAWI

STUD_8 Have you changed higher education institution since <h_zebePRE(Label)>?		
yes [1]	<input type="checkbox"/>	
no [2]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if (studaktPRE = 1)		
Variables		
tg51500	Change of higher education institution since last survey	pTargetCAWI

Condition: if (tg50006 = 1)

STUD_9 Is the higher education institution at which you are currently studying located in Germany?

Condition: if (tg50006 = 2)

STUD_9 Is the higher education institution at which you are currently studying or at which you studied before interrupting your studies located in Germany?

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg51500 = 1) OR (studaktPRE = 2)

Variables

tg51501	New higher education institution in Germany?	pTargetCAWI
---------	--	-------------

STUD_1 In which country is the university?

0

If the country is not listed, please enter the exact name in the input field.

Country List [999997] ☐

{Survey aborted} [-91] ☐

not in list [-96] ☐

refused [-97] ☐

if (tg51501 = 2)

we_out: (tg51510 = country list) OR (tg51510 = -96)

Variables

tg51510_g2	Country of the new higher education institution (categorized)	pTargetCAWI
tg51510_R	Country of the new higher education institution	pTargetCAWI

Condition: if (tg50006 = 1)

STUD_1 In which federal state is the higher education institution at which you are currently enrolled located?

Condition: if (tg50006 = 2)

STUD_1 In which federal state is the Higher education institution at which you are currently enrolled or were enrolled before temporarily discontinuing your degree course located?

Baden-Wuerttemberg [8]

☐

Bavaria [9]

☐

Berlin [11]

☐

Brandenburg [12]

☐

Bremen [4]

☐

Hamburg [2]

☐

Hesse [6]

☐

Mecklenburg-Western Pomerania [13]

☐

Lower Saxony [3]

☐

North Rhine-Westphalia [5]

☐

Rhineland-Palatinate [7]

☐

Saarland [10]

☐

Saxony [14]

☐

Saxony-Anhalt [15]

☐

Schleswig-Holstein [1]

☐

Thuringia [16]

☐

{Survey aborted} [-91]

☐

refused [-97]

☐

if (tg51501 = 1)

Variables

tg51511_R

Federal state of the new higher education institution

pTargetCAWI

Condition: if (tg50006 = 1)

STUD_1 Does your current degree course require your attendance or is it a distance learning degree?
3

Condition: if (tg50006 = 2)

STUD_1 Does your current degree course or the degree course you temporarily discontinued, require your attendance or is it a distance learning degree?
3

In the case of attendance studies, regular attendance at the higher education institution is expected during the semester.

Attendance studies [0] ☐

Distance learning degree course [1] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg51204	Distance learning degree course/attendance study	pTargetCAWI
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Condition: if (tg50006 = 1)

STUD_1 Are you currently studying in Germany?
3

Condition: if (tg50006 = 2)

STUD_1 Are you currently studying or were you studying in Germany before your studies were interrupted?
3

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if ((tg51500 <> 1) & (studaktPRE = 1)) OR (tg51501 = -97)

Variables

tg51007	currently in Germany	pTargetCAWI
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Condition: if (tg50006 = 1)

STUD_1 For how many semesters (including the current semester) have you been enrolled in
4 your current Master's degree program?

Condition: if (tg50006 = 2)

STUD_1 For how many semesters (including the current semester) have you been enrolled in
4 your current or interrupted Master's degree program?

Please enter only whole numbers or delete your entry.

|_|_| semesters

{survey aborted} [-91]

☐

refused [-97]

☐

Range: 0 - 20

if (tg51201 = 1)

if ((tg51002 = 1) OR ((tg50006 = 2) & (tg51005 = 4, 9)) & (tg51201=1))

autoif (tg51210 >= 2) h_ma = 1

autoif (tg51210 = 1) h_ma = 0

Variables

tg51210

Semesters Master's degree program

pTargetCAWI

Condition: if (tg50006 = 1)

STUD_1 For how many trimesters (including the current trimester) have you been enrolled in
5 your current Master's degree program?

Condition: if (tg50006 = 2)

STUD_1 For how many trimesters (including the current trimester) have you been enrolled in
5 your current or interrupted Master's degree program?

Please enter only whole numbers or delete your entry.

|_|_| trimesters

{survey aborted} [-91]

☐

refused [-97]

☐

Range: 0 - 99

if ((tg51002 = 1) OR ((tg50006 = 2) & (tg51005 = 4, 9)) & (tg51201=2))

autoif (tg51211 >= 2) h_ma = 1

autoif (tg51211 = 1) h_ma = 0

Variables

tg51211

Trimesters Master degree program

pTargetCAWI

Condition: if (tg50006 = 1)

STUD_1 For how many months (including the current month) have you been enrolled in your
6 current Master's degree program?

Condition: if (tg50006 = 2)

STUD_1 For how many months (including the current month) have you been enrolled in your
6 current or interrupted Master's degree program?

Please enter only whole numbers or delete your entry.

|__|__| months

{survey aborted} [-91]

☐

refused [-97]

☐

Range: 0 - 99

if (tg51201 <> 1, 2)

if ((tg51002 = 1) OR ((tg50006 = 2) & (tg51005 = 4, 9)) & (tg51201<>1,2))

autoif (tg51212 > 6) h_ma = 1

autoif (tg51212 = 1-6) h_ma = 0

Variables

tg51212

Months Master program

pTargetCAWI

Time budget (S2/E7)

STUD_1 Let's move on to another topic for a moment: time. In a typical week during lecture
7 time, how many hours do you spend on the following activities?

[NH# Please make a specification for each activity and round to full hours. Mark "no time spent/does not apply" if you do not spend time on a specific activity or if an activity does not apply to you. if (tg51204 = 1) Please consider virtual lectures, live e-learning seminars, etc. in addition to classroom courses under the heading "Attendance of courses". Please consider the preparation of study materials (study letters, study booklets) under the category "Self-study". Please enter only whole numbers from 0 to 99 or delete your entry!

Attendance of classes (lectures, seminars, exercises, __|__| hours per week
internships, etc.)

no time spent/does not apply [-93]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

Range: 0 - 99

Self-study (e.g. preparation/follow-up, presentations, __|__| hours per week
specialist literature, student study groups,
homework/final papers, exam preparation, also
refreshment courses)

no time spent/does not apply [-93]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

2 Students, CAWI (ID 972)

Range: 0 - 99	
Other study-related activities (e.g., borrowing books, consultation hours, getting to and from the higher education institution) __ __ hours per week	
no time spent/does not apply [-93]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
Range: 0 - 99	
Employment __ __ hours per week	
no time spent/does not apply [-93]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
Range: 0 - 99	
Household (cleaning, shopping, etc.) __ __ hours per week	
no time spent/does not apply [-93]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
Range: 0 - 99	
Childcare __ __ hours per week	
no time spent/does not apply [-93]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
Range: 0 - 99	
we_out: (t241011 = open) OR (t241011 = -93) we_out: (t241012 = open) OR (t241012 = -93) we_out: (t241013 = open) OR (t241013 = -93) we_out: (t241014 = open) OR (t241014 = -93) we_out: (t241015 = open) OR (t241015 = -93) we_out: (t241016 = open) OR (t241016 = -93)	

Variables		
t241011	Time budget semester: classes	pTargetCAWI
t241012	Time budget semester: self-study	pTargetCAWI
t241013	Time budget semester: other study-related efforts	pTargetCAWI
t241014	Time budget semester: employment	pTargetCAWI
t241015	Time budget semester: household	pTargetCAWI
t241016	Time budget semester: childcare	pTargetCAWI

STUD_1 And how many hours do you spend on the following activities in a typical week during 8 non-lecture period?

[NH# Please make a specification for each activity and round to full hours. Mark "no time spent/does not apply" if you do not spend time on a specific activity or if an activity does not apply to you. Please enter only whole numbers from 0 to 99 or delete your entry!

Course of study (attendance of classes, self-study, and other study-related activities) |__|__| hours per week

no time spent/does not apply [-93] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Range: 0 - 99

Employment |__|__| hours per week

no time spent/does not apply [-93] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Range: 0 - 99

Household (cleaning, shopping, etc.) |__|__| hours per week

no time spent/does not apply [-93] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Range: 0 - 99

Childcare |__|__| hours per week

no time spent/does not apply [-93] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Range: 0 - 99

we_out: (t241021 = open) OR (t241021 = -93) we_out: (t241022 = open) OR (t241022 = -93) we_out: (t241023 = open) OR (t241023 = -93) we_out: (t241024 = open) OR (t241024 = -93)

Variables

t241021	Time budget break: course of study	pTargetCAWI
t241022	Time budget break: employment	pTargetCAWI
t241024	Time budget break: household	pTargetCAWI
t241025	Time budget break: childcare	pTargetCAWI

Formal learning environment (E7/S2)

STUD_1 9 The following is about your experiences in your current course of study. If you are studying several subjects, they may be very different, e.g. in terms of content and/or organization of teaching. Therefore, please select the major or teaching subject to which you would like to refer your information in the next questions.

Please select the appropriate entry from the list. To do so, click or tap in/on the field next to the gray area with the arrow and enter the applicable entry. The list will be reduced to list entries that contain the string you entered.

List of subjects [9999]

☐

not in list [-96]

☐

refused [-97]

☐

we_out: (t242400 = list of subjects) OR reffachs

Variables

t242400_g1R	Study area reference subject learning environment (destatis 2010/11)	pTargetCAWI
t242400_g2	Subject group reference subject learning environment (destatis 2010/11)	pTargetCAWI
t242400_g3R	ISCED-97 reference subject learning environment (3-digit level)	pTargetCAWI
t242400_g4R	ISCED-97 reference subject learning environment (2-digit level)	pTargetCAWI
t242400_g5	ISCED-97 reference subject learning environment (1-digit level)	pTargetCAWI

STUD_2 [ITEMBAT] ((5)) To what extent is your degree program at your higher education institution characterized by ...

Please mark the applicable answer alternative.

{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	very little [1]	rather little [2]	partly [3]	rather high [4]	very high [5]	{survey aborted} [-91]	refused [- 97]
high performance standards/demands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
research relevance in teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
a close link between theory and practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
a close practical relevance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
a high examination load?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t245401	SSCO: high performance standards	pTargetCAWI
t246401	SSCO: research relevance	pTargetCAWI
t246413	SSCO: close link between theory-practice	pTargetCAWI
t246411	SSCO: close practical relevance	pTargetCAWI
t245403	SSCO: high examination load	pTargetCAWI

STUD_2 How do you generally assess the job market opportunities for graduates of your degree program in Germany?		
1		
very bad [1]	<input type="checkbox"/>	
rather bad [2]	<input type="checkbox"/>	
moderately [3]	<input type="checkbox"/>	
rather good [4]	<input type="checkbox"/>	
very good [5]	<input type="checkbox"/>	
I cannot assess [-98]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
Variables		
t242411	Labor market chances in general: Germany	pTargetCAWI

STUD_2 How do you assess the demands placed on students in your degree program? How important are the following aspects in your degree program?

Please mark the applicable answer alternative.

{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	very little importance [1]	little importance [2]	some importance [3]	great importance [4]	very great importance [5]	{survey aborted} [-91]	refused [-97]
think and work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
understand fundamental relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
critically compare and evaluate different theories and concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	very rarely [1]	rarely [2]	sometimes [3]	often [4]	very often [5]	{survey aborted} [-91]	refused [-97]
How often do lecturers address questions concerning ongoing research in their courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t245414	SSCO: emphasis on independent thinking	pTargetCAWI
t245411	SSCO: emphasis on understanding relationships	pTargetCAWI
t245413	SSCO: emphasis on critical theory comparison	pTargetCAWI
t246402	SSCO: lecturers address questions of ongoing research	pTargetCAWI

STUD_2 To what extent do the following statements describe the teaching in your degree program?

Please mark the answer on the scale that best matches your assessment.

{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	does not apply at all [1]	does rather not apply [2]	does partly apply [3]	does rather apply [4]	does completel y apply [5]	{survey aborted} [-91]	refused [- 97]
The lecturers present the material in an interesting way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
The lecturers teach students to enjoy the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
The lecturers manage to interest the students in the field/the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t244421	SSCO: lecturers present material interestingly	pTargetCAWI
t244422	SSCO: lecturers convey joy in the subject	pTargetCAWI
t244423	SSCO: lecturers interest students in subject matter	pTargetCAWI

STUD_2 Please estimate the number of courses in your current degree program to which the following statements apply.Please mark the applicable answer alternative.
Applies to ... courses.

no classroom courses attended [-93]	<input type="checkbox"/>							
{survey aborted} [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
	none [1]	few [2]	about half [3]	most [4]	all [5]	{survey aborted} [-91]	no classroom courses attended [-93]	refused [-97]
The lecturers encourage the active participation of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no classroom courses attended [-93]	<input type="checkbox"/>							
{survey aborted} [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							

The lecturers offer opportunities for discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>no classroom courses attended [-93]</i>			<input type="checkbox"/>					
<i>{survey aborted} [-91]</i>			<input type="checkbox"/>					
<i>refused [-97]</i>			<input type="checkbox"/>					
Following the arguments and thinking through the material is encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>no classroom courses attended [-93]</i>			<input type="checkbox"/>					
<i>{survey aborted} [-91]</i>			<input type="checkbox"/>					
<i>refused [-97]</i>			<input type="checkbox"/>					
The mixture of knowledge transfer and discussion is balanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>no classroom courses attended [-93]</i>			<input type="checkbox"/>					
<i>{survey aborted} [-91]</i>			<input type="checkbox"/>					
<i>refused [-97]</i>			<input type="checkbox"/>					
The lecturers introduce the application of research methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t245421	SSCO: lecturers encourage active student participation	pTargetCAWI
t245424	SSCO: lecturers enable discussions	pTargetCAWI
t245422	SSCO: encouragement to think	pTargetCAWI
t245423	SSCO: balanced mix of instruction and discussion	pTargetCAWI
t246403	SSCO: introduction into the application of research methods	pTargetCAWI

STUD_2 Please indicate to what extent your degree program promotes the following aspects.
5*Please mark the answer on the scale that best matches your assessment.*

{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	not promoted at all [1]	little promoted [2]	partly promoted [3]	strongly promoted [4]	very strongly promoted [5]	{survey aborted} [-91]	refused [- 97]
critical analysis of the course contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
Ability to conduct research independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
practical professional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t245412	SSCO: promoting critical engagement with study content	pTargetCAWI
t246404	SSCO: promotion of the ability to conduct independent research	pTargetCAWI
t246412	SSCO: promotion of practical professional skills	pTargetCAWI

**STUD_2 To what extent do the following statements correspond to what you typically
6 experience in your degree program?***Please mark the applicable answer alternative.*

{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	not true at all [1]	mostly not true [2]	partly true [3]	mostly true [4]	exactly true [5]	{survey aborted} [-91]	refused [- 97]
The lecturers address the difficulties students face during their course of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
In general, students support each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						

The lecturers are cooperative and open-minded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
It is common for students to work together for their studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
The lecturers take time to respond to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
The requirements of my course give the students enough time for other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Students stand up for each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t244403	SSCO: lecturers address study problems	pTargetCAWI
t244411	SSCO: students support each other	pTargetCAWI
t244402	SSCO: lecturers are cooperative	pTargetCAWI
t244413	SSCO: students work together	pTargetCAWI
t244401	SSCO: lecturers are responsive to students	pTargetCAWI
t245402	SSCO: study leaves enough free time	pTargetCAWI
t244412	SSCO: students act in solidarity	pTargetCAWI

Indicators for academic performance (E7)

STUD_2 Are points (credit points, ECTS points, credits) awarded in your degree program? 8		
yes [1]	<input type="checkbox"/>	
no [2]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
Variables		
tg52000	Performance evaluation according to ECTS?	pTargetCAWI

STUD_2 9 How many credit points (credit points, ECTS points, credits) do you have to earn including your thesis (e.g. bachelor thesis) for the next targeted degree in your current study program?

60 (typical for a 2-semester (Master's) degree program) [60] ☐

90 (typical for a 3-semester (Master's) degree program) [90] ☐

120 (typical for a 4-semester (Master's) degree program) [120] ☐

180 (typical for a 6-semester degree program) [180] ☐

210 (typical for a 7-semester degree program) [210] ☐

240 (typical for a 8-semester degree program) [240] ☐

270 (typical for a 9-semester degree program) [270] ☐

300 (typical for a 10-semester degree program) [300] ☐

{survey aborted} [-91] ☐

other number, namely: [NCS: tg5201s] [-96] ☐

refused [-97] ☐

don't know [-98] ☐

if (tg52000 = 1)

we_out: (tg52010 = 60, 90, 120, 180, 210, 240, 270, 300) OR (tg52010 = -96)

Variables

tg52010	ECTS points required for graduation	pTargetCAWI
---------	-------------------------------------	-------------

STUD_2 [NCS]
9

Please enter only whole numbers or delete your entry.

|_|_|_| credit points

{survey aborted} [-91] ☐

refused [-97] ☐

Range: 0 - 999

we_in: tg5201s an tg52010

Variables

tg5201s	ECTS points required for graduation open	pTargetCAWI
---------	--	-------------

STUD_3 How many semesters does your current degree program normally last?**0***Please enter only whole numbers or delete your entry.**The regular study period is the time specified in the examination regulations during which the degree can be obtained in full-time course of study.*

|_|_| semesters

{survey aborted} [-91]

☐

refused [-97]

☐

don't know [-98]

☐

Range: 0 - 99

if ((tg52010 = -96, -98, -97) & (tg51201 = 1))

we_out: (tg52012 = open) OR (tg52012 = -98)

Variables

tg52012

Standard study period Semesters

pTargetCAWI

STUD_3 How many trimesters does your current degree program normally last?**1***Please enter only whole numbers or delete your entry.**The regular study period is the time specified in the examination regulations during which the degree can be obtained in full-time course of study.*

|_|_| trimesters

{survey aborted} [-91]

☐

refused [-97]

☐

don't know [-98]

☐

Range: 0 - 99

if ((tg52010 = -96, -98, -97) & (tg51201 = 2))

we_out: (tg52013 = open) OR (tg52013 = -98)

Variables

tg52013

Standard study period Trimester

pTargetCAWI

STUD_3 How many years is the standard period of study in your current course of study?
2

Please enter only numbers (with comma if necessary) or delete your entry. The standard period of study is the time specified in the examination regulations in which the degree can be obtained when studying full-time.

|_|_|_| years (e.g. 3.5)

{survey aborted} [-91]

☐

refused [-97]

☐

don't know [-98]

☐

Range: 0 - 999

if ((tg52010 = -96, -98, -97) & (tg51201 <> 1, 2))

we_out: (tg52014 = open) OR (tg52014 = -98)

Variables

tg52014	Standard period of study Years	pTargetCAWI
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Condition: if (tg51201 = 1)

STUD_3 How many credit points (credits, ECTS points) in total have you received in your current course of study by the start of the winter semester 2020/2021?
3

Condition: if (tg51201 = 2)

STUD_3 How many credit points (credits, ECTS points) in total have you received in your current course of study by the start of the fall trimester 2020?
3

Condition: if (tg51201 <> 1, 2)

STUD_3 How many credit points (credits, ECTS points) in total have you received in your current course of study so far?
3

Please enter only whole numbers or delete your entry.

|_|_|_| credit points

{survey aborted} [-91]

☐

refused [-97]

☐

don't know [-98]

☐

Range: 0 - 999

if ((h_ma = 1,2) & (tg52000 = 1))

(tg52011 = open) OR (tg52011 = -98)

Variables

tg52011	ECTS points obtained so far	pTargetCAWI
---------	-----------------------------	-------------

Condition: if (tg51201 = 1)

STUD_3 It would help us if you could at least roughly assign the obtained credit points to one of the following categories. Total credit points obtained in the current course of study by the start of the winter semester 2020/2021:

Condition: if (tg51201 = 2)

STUD_3 It would help us if you could at least roughly assign the obtained credit points to one of the following categories. Total credit points obtained in the current course of study by the start of the fall trimester 2020:

Condition: if (tg51201 <> 1, 2)

STUD_3 It would help us if you could at least roughly assign the obtained credit points to one of the following categories. Total credit points obtained in the current course of study so far:

less than 30 [1]	<input type="checkbox"/>
30 to 59 [2]	<input type="checkbox"/>
60 to 89 [3]	<input type="checkbox"/>
90 to 119 [4]	<input type="checkbox"/>
120 to 149 [5]	<input type="checkbox"/>
150 to 179 [6]	<input type="checkbox"/>
180 or more [7]	<input type="checkbox"/>
can't say [-98]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

if (tg52011 = -98)

we_out: (tg52015 = 1, 2, 3, 4, 5, 6, 7) OR (tg52015 = -98)

Variables

tg52015	Approximate performance assessment according to ECTS?	pTargetCAWI
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STUD_3 What average grade have you been given for your academic achievements in your current degree program so far?

Please enter only whole numbers (with commas if necessary) or delete your entry.

Grade: |__|__|__| (e. g. 2.3)

{Survey aborted} [-91] ☐My academic achievements have not been assessed yet. [-29] ☐My academic achievements are/were evaluated according to a points system. [-28] ☐refused [-97] ☐don't know [-98] ☐

Range: 0 - 999

if ($h_ma = 1, 2$)

Variables

tg52020	Average grade for academic achievements so far	pTargetCAWI
---------	--	-------------

STUD_3 How many points on average have you been assessed with in your academic performance so far in your current course of study? (This does not refer to the performance/credit points (credits), but to the average number of points, if achievements are graded according to a point system).

Please enter only whole numbers (with comma if necessary) or delete your entry.

Points: |__|__|__|__| (e.g. 8.0)

{survey aborted} [-91] ☐refused [-97] ☐don't know [-98] ☐

Range: 0 - 9,999

if ($(h_ma = 1, 2) \& (tg52020 = -28)$)we_out: ($tg52021 = open$) OR ($tg52021 = -98$)

Variables

tg52021	Points for academic performance so far	pTargetCAWI
---------	--	-------------

STUD_3 If you think of your previous studies in your current course of study: To what extent does the number of courses you have completed so far (number of lectures/courses attended, number of successfully completed courses/examinations, credits received, etc.) comply with your study regulations?
I have completed

much less [1] ☐

slightly less [2] ☐

about the same [3] ☐

slightly more [4] ☐

many more [5] ☐

{survey aborted} [-91] ☐

I cannot assess [-93] ☐

refused [-97] ☐

if ($h_{ma} = 1, 2$)

Variables		
tg52030	Correspondence study workload with study regulations?	pTargetCAWI

STUD_3 How would you rate your academic performance so far in your current course of study compared to your fellow students? Overall, my academic performance is ...

much better [1] ☐

slightly better [2] ☐

just as well [3] ☐

slightly worse [4] ☐

much worse [5] ☐

I cannot assess [-93] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables		
tg52044	Evaluation of academic achievements compared to fellow students	pTargetCAWI

STUD_3 To what extent do the following statements apply to you and your course of study?
8*Please mark the applicable answer alternative.*

{survey aborted} [-91]	<input type="checkbox"/>					
refused [-97]	<input type="checkbox"/>					
	does not apply at all [1]	does rather not apply [2]	does rather apply [3]	does completel y apply [4]	{survey aborted} [-91]	refused [- 97]
My academic achievements are better than I had originally expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>					
refused [-97]	<input type="checkbox"/>					
Compared to others I am very successful in my studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>					
refused [-97]	<input type="checkbox"/>					
My performance expectations and standards have been fully met during my course of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>					
refused [-97]	<input type="checkbox"/>					
I will finish my studies as one of the best of my semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>					
refused [-97]	<input type="checkbox"/>					
I am satisfied with my academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>					
refused [-97]	<input type="checkbox"/>					
I belong to the best of my semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
tg53211	Academic performance: better than expected	pTargetCAWI
tg52041	Successful in studies compared to others	pTargetCAWI
tg53212	Academic performance: performance demands fulfilled	pTargetCAWI
tg52042	Graduation as one of the best	pTargetCAWI
tg53213	Academic performance: satisfied with performance	pTargetCAWI
tg52043	Belong to the best of my semester	pTargetCAWI

Professional competence: beliefs about teaching and learning (LAP)

LAP1_2 Now think about typical situations of teaching, regardless of whether you are currently a teacher, and indicate for each statement how much you agree with it.

The students learn best from a demonstrated example.

completely disagree [1]	<input type="checkbox"/>
mostly disagree [2]	<input type="checkbox"/>
rather disagree [3]	<input type="checkbox"/>
rather agree [4]	<input type="checkbox"/>
mostly agree [5]	<input type="checkbox"/>
completely agree [6]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
question does not apply/not in teaching [-93]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables

tg69111	T-beliefs (teaching/learning): transmission 1	pTargetCAWI
---------	---	-------------

LAP1_2 Now think about typical situations of teaching, regardless of whether you are currently a teacher, and indicate for each statement how much you agree with it.

Students learn best in class by finding ways to answer questions themselves.

completely disagree [1]	<input type="checkbox"/>
mostly disagree [2]	<input type="checkbox"/>
rather disagree [3]	<input type="checkbox"/>
rather agree [4]	<input type="checkbox"/>
mostly agree [5]	<input type="checkbox"/>
completely agree [6]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if tg69111 <> -93	

Variables

tg69121	T-beliefs (teaching/learning): construction 1	pTargetCAWI
---------	---	-------------

LAP1_2 Now think about typical situations of teaching, regardless of whether you are currently a teacher, and indicate for each statement how much you agree with it.

Most students need to be shown a number of examples of how to complete tasks.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if tg69111 <> -93

Variables

tg69112	T-beliefs (teaching/learning): transmission 2	pTargetCAWI
---------	---	-------------

LAP1_2 Now think about typical situations of teaching, regardless of whether you are currently a teacher, and indicate for each statement how much you agree with it.

It is important for a student to discover for themselves how to work on tasks.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if tg69111 <> -93

Variables

tg69122	T-beliefs (teaching/learning): construction 2	pTargetCAWI
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LAP1_2 Now think about typical situations of teaching, regardless of whether you are currently a teacher, and indicate for each statement how much you agree with it.

Students learn best by demonstrating sample exercises.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if tg69111 <> -93

Variables

tg69113	T-beliefs (teaching/learning): transmission 3	pTargetCAWI
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LAP1_2 Now think about typical situations of teaching, regardless of whether you are currently a teacher, and indicate for each statement how much you agree with it.

Students should be allowed to think of their own ways of working on tasks before the teacher demonstrates how to answer them.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if tg69111 <> -93

Variables

tg69123	T-beliefs (teaching/learning): construction 3	pTargetCAWI
---------	---	-------------

LAP1_2 Now think about typical situations of teaching, regardless of whether you are currently a teacher, and indicate for each statement how much you agree with it.

Students learn best from presentations and explanations given by their teachers.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if tg69111 <> -93

Variables

tg69114	T-beliefs (teaching/learning): transmission 4	pTargetCAWI
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LAP1_2 Now think about typical situations of teaching, regardless of whether you are currently a teacher, and indicate for each statement how much you agree with it.

During class, teaching goals are best achieved when students find their own methods to complete tasks.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if tg69111 <> -93

Variables

tg69124	T-beliefs (teaching/learning): construction 4	pTargetCAWI
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Professional competence: professional self-concept (LAP)

Here are some statements on how you assess yourself when it comes to different skills that could be important for your (later) career as a teacher. Please indicate how you assess yourself in the individual areas.

	does not apply at all [1]	does rather not apply [2]	does rather apply [3]	does completel y apply [4]	{survey aborted} [-91]	refused [- 97]
{survey aborted} [-91]						
refused [-97]						
The content of my teaching or study subjects do not cause me any difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]						
refused [-97]						
I am good with children and young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]						
refused [-97]						
It is easy for me to assess the tasks in which other people have difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]						
refused [-97]						
I think that I am particularly good at my class subjects or academic subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]						
refused [-97]						
I am good at connecting with even "difficult" children and young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]						
refused [-97]						
I notice quickly when others are having problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]						
refused [-97]						
As far as my subjects are concerned, I am quite fit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]						
refused [-97]						
I'm good at motivating children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]						

refused [-97]	<input type="checkbox"/>
I'm good at assessing other people.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Variables		
tg63011	Professional self-concept teacher: subject 1	pTargetCAWI
tg63021	Professional self-concept teacher: education 1	pTargetCAWI
tg63031	Professional self-concept teacher: diagnosis 1	pTargetCAWI
tg63012	Professional self-concept teacher: subject 2	pTargetCAWI
tg63022	Professional self-concept teacher: education 2	pTargetCAWI
tg63032	Professional self-concept teacher: diagnosis 2	pTargetCAWI
tg63013	Professional self-concept teacher: subject 3	pTargetCAWI
tg63023	Professional self-concept teacher: education 3	pTargetCAWI
tg63033	Professional self-concept teacher: diagnosis 3	pTargetCAWI

Professional competence: beliefs about inclusion (LAP)

LAP1_4 The following statements generally refer to inclusive teaching. Please indicate for each statement how much you agree with it. Joint teaching of children and young people with and without disabilities can meet the needs of all children and young people by appropriate methods.	
completely disagree [1]	<input type="checkbox"/>
mostly disagree [2]	<input type="checkbox"/>
rather disagree [3]	<input type="checkbox"/>
rather agree [4]	<input type="checkbox"/>
mostly agree [5]	<input type="checkbox"/>
completely agree [6]	<input type="checkbox"/>
{Survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg69211	T - beliefs (inclusion): teaching structure 1	pTargetCAWI

LAP1_4 The following statements refer to inclusive education in general. For each statement, please specify how much you agree with it. Inclusion of students with disabilities in regular classes can be beneficial for students without disabilities.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69221

T - beliefs (inclusion): teaching effects 1

pTargetCAWI

LAP1_4 The following statements generally refer to inclusive teaching. Please indicate for each statement how much you agree with it. If children and young people with a mental developmental delay attend a regular class, the quality of education for children and young people without disabilities suffers.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69212

T - beliefs (inclusion): teaching structure 2

pTargetCAWI

LAP1_4 The following statements generally refer to inclusive teaching. Please indicate for each statement how much you agree with it.
Students with disabilities have higher rates of learning growth if they are taught in regular classes.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69222	T - beliefs (inclusion): teaching effects 2	pTargetCAWI
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LAP1_4 The following statements generally refer to inclusive teaching. Please indicate for each statement how much you agree with it.
The performance level cannot be kept as high in integration/inclusion classes as in classes attended only by children and young people without disabilities.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69213	T - beliefs (inclusion): teaching structure 3	pTargetCAWI
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LAP1_4 The following statements generally refer to inclusive teaching. Please indicate for each statement how much you agree with it.
Students with disabilities should be given every opportunity to participate in normal class life.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69223

T - beliefs (inclusion): teaching effects 3

pTargetCAWI

Professional competence: cultural beliefs (LAP)

LAP1_5 Below you will find some statements on the role, cultural diversity plays at school and in school work. Here as well, we would ask you to state for each statement how much you agree with it.
During teacher training, the handling of cultural diversity should be dealt with in the seminars.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69311

T - beliefs (culture): multiculturality 1

pTargetCAWI

LAP1_5 Below you will find some statements on the role, cultural diversity plays at school and in school work. Here as well, we would ask you to state for each statement how much you agree with it.
In conflicts between students of different origins, the students should be encouraged to find common ground and thus resolve the dispute.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69321	T - beliefs (culture): egalitarianism 1	pTargetCAWI
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LAP1_5 Below you will find some statements on the role, cultural diversity plays at school and in school work. Here as well, we would ask you to state for each statement how much you agree with it.
The traditional values of families with a migrant background often stand in the way of their children's success at school.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69331	T - beliefs (culture): assimilation 1	pTargetCAWI
---------	---------------------------------------	-------------

LAP1_5 Below you will find some statements on the role, cultural diversity plays at school and in school work. Here as well, we would ask you to state for each statement how much you agree with it.
It is important for children and young people to learn that other cultures can also have different values.

completely disagree [1]	<input type="checkbox"/>
mostly disagree [2]	<input type="checkbox"/>
rather disagree [3]	<input type="checkbox"/>
rather agree [4]	<input type="checkbox"/>
mostly agree [5]	<input type="checkbox"/>
completely agree [6]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg69312	T - beliefs (culture): multiculturalism 2	pTargetCAWI

LAP1_5 Below you will find some statements on the role, cultural diversity plays at school and in school work. Here as well, we would ask you to state for each statement how much you agree with it.
In class, it is important that students of different cultural backgrounds recognize similarities.

completely disagree [1]	<input type="checkbox"/>
mostly disagree [2]	<input type="checkbox"/>
rather disagree [3]	<input type="checkbox"/>
rather agree [4]	<input type="checkbox"/>
mostly agree [5]	<input type="checkbox"/>
completely agree [6]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg69322	T - beliefs (culture): egalitarianism 2	pTargetCAWI

LAP1_5 Below you will find some statements on the role, cultural diversity plays at school and in school work. Here as well, we would ask you to state for each statement how much you agree with it.
Many conflicts with students with a migrant background arise because their families hold on to the traditions of their countries of origin.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69332	T - beliefs (culture): assimilation 2	pTargetCAWI
---------	---------------------------------------	-------------

LAP1_5 Below you will find some statements on the role, cultural diversity plays at school and in school work. Here as well, we would ask you to state for each statement how much you agree with it.
In the context of teaching, it is also important to deal with differences between different cultures.

completely disagree [1] ☐

mostly disagree [2] ☐

rather disagree [3] ☐

rather agree [4] ☐

mostly agree [5] ☐

completely agree [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69313	T - beliefs (culture): multiculturalism 3	pTargetCAWI
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LAP1_5 Below you will find some statements on the role, cultural diversity plays at school and in school work. Here as well, we would ask you to state for each statement how much you agree with it.
One goal of the school should be to promote commonalities between children and young people of different cultural backgrounds.

completely disagree [1]	<input type="checkbox"/>
mostly disagree [2]	<input type="checkbox"/>
rather disagree [3]	<input type="checkbox"/>
rather agree [4]	<input type="checkbox"/>
mostly agree [5]	<input type="checkbox"/>
completely agree [6]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg69323	T - beliefs (culture): egalitarianism 3	pTargetCAWI

LAP1_5 Below you will find some statements on the role, cultural diversity plays at school and in school work. Here as well, we would ask you to state for each statement how much you agree with it.
Students with a migrant background often have difficulties at school because they do not want to adapt to German culture.

completely disagree [1]	<input type="checkbox"/>
mostly disagree [2]	<input type="checkbox"/>
rather disagree [3]	<input type="checkbox"/>
rather agree [4]	<input type="checkbox"/>
mostly agree [5]	<input type="checkbox"/>
completely agree [6]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg69333	T - beliefs (culture): assimilation 3	pTargetCAWI

Professional competence: enthusiasm for teaching (LAP)

LAP1_6 Now it's about experiences you have already had as a (prospective) teacher. Please indicate to what extent each statement applies to you personally.
I teach with enthusiasm.

does not apply at all [1] ☐

does not apply for the most part [2] ☐

does rather not apply [3] ☐

does rather apply [4] ☐

does mainly apply [5] ☐

does completely apply [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69411

T - motivational orientation: enthusiasm 1

pTargetCAWI

LAP1_6 Now it's about experiences you have already had as a (prospective) teacher. Please indicate to what extent each statement applies to you personally.
Teaching is one of my favourite activities.

does not apply at all [1] ☐

does not apply for the most part [2] ☐

does rather not apply [3] ☐

does rather apply [4] ☐

does mainly apply [5] ☐

does completely apply [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69412

T - motivational orientation: enthusiasm 2

pTargetCAWI

LAP1_6 Now it's about experiences you have already had as a (prospective) teacher. Please indicate to what extent each statement applies to you personally.
I always enjoy teaching the students something.

does not apply at all [1] ☐

does not apply for the most part [2] ☐

does rather not apply [3] ☐

does rather apply [4] ☐

does mainly apply [5] ☐

does completely apply [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69413

T - motivational orientation: enthusiasm 3

pTargetCAWI

LAP1_6 Now let's move on to experiences you have already had as a (prospective) teacher. For each statement, please indicate to what extent it applies to you personally. I enjoy teaching.

does not apply at all [1] ☐

does not apply for the most part [2] ☐

does rather not apply [3] ☐

does rather apply [4] ☐

does mainly apply [5] ☐

does completely apply [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69414

T - motivational orientation: enthusiasm 4

pTargetCAWI

Professional competence: self-efficacy in terms of inclusive teaching (LAP)

LAP1_7 The following statements refer again generally to inclusive teaching. Please indicate to what extent each statement applies to you personally.
I am sure that even with the greatest differences in performance, I can provide appropriate learning opportunities for every child and teenager.

does not apply at all [1] ☐

does not apply for the most part [2] ☐

does rather not apply [3] ☐

does rather apply [4] ☐

does mainly apply [5] ☐

does completely apply [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69421	T - motivational orientation: self-efficacy inclusive teaching 1	pTargetCAWI
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LAP1_7 The following statements refer again generally to inclusive teaching. Please indicate to what extent each statement applies to you personally.
I can design lessons in such a way that students with learning disabilities can also participate successfully in the lessons.

does not apply at all [1] ☐

does not apply for the most part [2] ☐

does rather not apply [3] ☐

does rather apply [4] ☐

does mainly apply [5] ☐

does completely apply [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69422	T - motivational orientation: self-efficacy inclusive teaching 2	pTargetCAWI
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LAP1_7 The following statements refer again generally to inclusive teaching. Please indicate to what extent each statement applies to you personally. I know that I can prepare a teaching topic in such a diverse way that children and young people in need of support in the field of mental development can also actively participate in the lessons.	
does not apply at all [1]	<input type="checkbox"/>
does not apply for the most part [2]	<input type="checkbox"/>
does rather not apply [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does mainly apply [5]	<input type="checkbox"/>
does completely apply [6]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg69423	T - motivational orientation: self-efficacy inclusive teaching 3	pTargetCAWI

LAP1_7 The following statements refer again generally to inclusive teaching. Please indicate to what extent each statement applies to you personally. I am confident that I can organize lessons in such a way that even children and teenagers with mental developmental delays can reach their goals at their own learning pace.	
does not apply at all [1]	<input type="checkbox"/>
does not apply for the most part [2]	<input type="checkbox"/>
does rather not apply [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does mainly apply [5]	<input type="checkbox"/>
does completely apply [6]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg69424	T - motivational orientation: self-efficacy inclusive teaching 4	pTargetCAWI

Professional competence: self-efficacy in terms of students with migrant backgrounds (LAP)

LAP1_8 Now it's all about teaching in culturally heterogeneous classes. For each statement, we ask you to state to what extent this applies to you personally.
I am confident that I can address the various concerns of students with migrant background.

does not apply at all [1] ☐

does not apply for the most part [2] ☐

does rather not apply [3] ☐

does rather apply [4] ☐

does mainly apply [5] ☐

does completely apply [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69431	T - motivational orientation: self-efficacy migrant background 1	pTargetCAWI
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LAP1_8 Now it is about teaching in culturally heterogeneous classes in general. Again, we would like you to state for each statement to what extent it applies to you personally. I am sure that I can demand and support students with a migrant background sufficiently.

does not apply at all [1] ☐

does not apply for the most part [2] ☐

does rather not apply [3] ☐

does rather apply [4] ☐

does mainly apply [5] ☐

does completely apply [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69432	T - motivational orientation: self-efficacy migrant background 2	pTargetCAWI
---------	--	-------------

LAP1_8 Now it's all about teaching in culturally heterogeneous classes. For each statement, we ask you to state to what extent this applies to you personally.
I am confident that I can adapt my lessons to the needs of students with migrant background.

does not apply at all [1] ☐

does not apply for the most part [2] ☐

does rather not apply [3] ☐

does rather apply [4] ☐

does mainly apply [5] ☐

does completely apply [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg69433	T - motivational orientation: self-efficacy migrant background 3	pTargetCAWI
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Professional experiences (learning opportunities and experiences) (LAP)

Condition: if (tg60012 = 1, 2, 3, 4)

LAP1_9 How often (so far) have you had the opportunity to learn the following things in your teacher training? Develop specific methods to teach students with emotional or behavioral problems.

Condition: if (tg60012 = 5, 6)

LAP1_9 How often (so far) have you had the opportunity to learn the following things in your teacher training and occupation? Develop specific methods to teach students with emotional or behavioral problems.

never [1] ☐

very rarely [2] ☐

rarely [3] ☐

sometimes [4] ☐

often [5] ☐

very often [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg60111	T - professional experiences (learning opport.): emotional/social support needs	pTargetCAWI
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Condition: if (tg60012 = 1, 2, 3, 4)

LAP1_9 How often (so far) have you had the opportunity to learn the following things in your teacher training? Develop specific methods and content to teach students with learning difficulties

Condition: if (tg60012 = 5, 6)

LAP1_9 How often (so far) have you had the opportunity to learn the following things in your teacher training and occupation? Develop specific methods and content to teach students with learning difficulties

never [1] ☐

very rarely [2] ☐

rarely [3] ☐

sometimes [4] ☐

often [5] ☐

very often [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg60112	T - professional experiences (learning opportunity): learning difficulties	pTargetCAWI
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Condition: if (tg60012 = 1, 2, 3, 4)

LAP1_9 How often (so far) have you had the opportunity to learn the following things in your teacher training? Meet the needs of students with physical disabilities.

Condition: if (tg60012 = 5, 6)

LAP1_9 How often (so far) have you had the opportunity to learn the following things in your teacher training and occupation? Meet the needs of students with physical disabilities.

never [1] ☐

very rarely [2] ☐

rarely [3] ☐

sometimes [4] ☐

often [5] ☐

very often [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg60113	T - professional experiences (learning opportunity): physical support needs	pTargetCAWI
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Condition: if (tg60012 = 1, 2, 3, 4)

LAP1_9 How often (so far) have you had the opportunity to learn the following things in your teacher training? Meet the needs of students with mental disabilities.

Condition: if (tg60012 = 5, 6)

LAP1_9 How often (so far) have you had the opportunity to learn the following things in your teacher training and occupation? Meet the needs of students with mental disabilities.

never [1] ☐

very rarely [2] ☐

rarely [3] ☐

sometimes [4] ☐

often [5] ☐

very often [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg60114	T - professional experiences (learning opportunity): mental special needs	pTargetCAWI
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Condition: if (tg60012 = 1, 2, 3, 4)

LAP1_9 How often (so far) have you had the opportunity to learn the following things in your teacher training? Develop specific methods and content to teach students with diverse cultural backgrounds

Condition: if (tg60012 = 5, 6)

LAP1_9 How often (so far) have you had the opportunity to learn the following things in your teacher training and occupation? Develop specific methods and content to teach students with diverse cultural backgrounds

never [1] ☐

very rarely [2] ☐

rarely [3] ☐

sometimes [4] ☐

often [5] ☐

very often [6] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg60115	T - professional experiences (learning opportunity): cultural origin	pTargetCAWI
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T - Professional experiences (experience)

Condition: if (tg60012 = 1, 2)

LAP1_1 In the following we would like to ask you some questions about your previous experiences with diversity at school.

Condition: if (tg60012 = 3, 4, 5)

LAP1_1 In the following we would like to ask you some questions about your previous experiences with diversity at school and about your professional situation.

Do you have experience in teaching students with special needs?

very little [1] ☐

rather little [2] ☐

rather much [3] ☐

very much [4] ☐

{survey aborted} [-91] ☐

does not apply/no experience [-93] ☐

refused [-97] ☐

if (tg60012 > 0)

Variables

tg60121	T - professional experiences (experience): teaching special needs	pTargetCAWI
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Condition: if (tg60012 = 1, 2)

LAP1_1 In the following we would like to ask you some questions about your experiences with diversity in school so far.

Condition: if (tg60012 = 3, 4, 5)

LAP1_1 In the following we would like to ask you some questions about your experiences with diversity in schools so far and about your professional situation.

Do you have experience in teaching students with a migrant background?

very little [1] ☐

rather little [2] ☐

rather much [3] ☐

very much [4] ☐

does not apply/no experience [-93] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg60012 > 0)

Variables

tg60122	T - professional experiences (experience): teaching migrant background	pTargetCAWI
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Professional experiences: focuses of support (LAP)

LAP1_1 [MF] Students with special educational needs may have different focuses of support.
1 Please indicate which focuses of support you have already made experience with.

Please mark all that apply.

	not specified [0]	specified [1]
Focus vision	<input type="checkbox"/>	<input type="checkbox"/>
Focus learning	<input type="checkbox"/>	<input type="checkbox"/>
Focus autism	<input type="checkbox"/>	<input type="checkbox"/>
Focus language	<input type="checkbox"/>	<input type="checkbox"/>
Focus mental development	<input type="checkbox"/>	<input type="checkbox"/>
Focus physical and motor development	<input type="checkbox"/>	<input type="checkbox"/>
Focus hearing	<input type="checkbox"/>	<input type="checkbox"/>
Focus emotional and social development	<input type="checkbox"/>	<input type="checkbox"/>
none of it	<input type="checkbox"/>	<input type="checkbox"/>
{-91 survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>
{-97 refused}	<input type="checkbox"/>	<input type="checkbox"/>
{-99 filtered}	<input type="checkbox"/>	<input type="checkbox"/>
we_out: ((tg60131=1) OR (tg60132=1) OR (tg60133=1) OR (tg60134=1) OR (tg60135=1) OR (tg60136=1) OR (tg60137=1) OR (tg60138=1)) OR (tg60139=1)		

Variables		
tg60131	T - professional experience (main focus): vision	pTargetCAWI
tg60132	T - professional experience (main focus): learning	pTargetCAWI
tg60133	T - professional experience (main focus): autism	pTargetCAWI
tg60134	T - professional experience (main focus): language	pTargetCAWI
tg60135	T - professional experience (main focus): mental development	pTargetCAWI
tg60136	T - professional experience (main focus): physical and motor development	pTargetCAWI
tg60137	T - professional experience (main focus): hearing	pTargetCAWI
tg60138	T - professional experience (main focus): emotional and social development	pTargetCAWI

Auxiliary variables

[AUTO] Auxiliary variable: phase teacher training and employment (CAWI), update	
no teaching reference or status unknown [0]	<input type="checkbox"/>
first phase teacher training not yet completed [1]	<input type="checkbox"/>
completed teaching degree course and intended Referendariat [period as a trainee teacher] or completed teaching degree course and intended employment as a teacher [2]	<input type="checkbox"/>
ongoing teaching Referendariat [3]	<input type="checkbox"/>
completed Referendariat [period as a trainee teacher] and employment as a teacher is intended [4]	<input type="checkbox"/>
employment as a teacher [5]	<input type="checkbox"/>
interrupted employment as a teacher (e.g. due to parental leave) [6]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
$\text{autoif } () \text{ tg60017} = \text{tg60012}$ $\text{autoif } (\text{tg69111} = -93) \text{ tg60017} = 0$	

Variables		
tg60017	Auxiliary variable: phase teacher education and employment (CAWI), update	pTargetCAWI

Preloads

[AUTO] Preload: teacher students oversample	
Basic sample [0]	<input type="checkbox"/>
Enhancement sample [1]	<input type="checkbox"/>

Variables		
tg60030	Preload: teacher students oversample	pTargetCAWI

Context current employment

ET_2 What is your current professional activity? If you have several professional activities, please refer to your main job.

Please describe the activity as precisely as possible (e.g. not "teacher", but "Gymnasium history teacher"; or "mechanical engineer" instead of "engineer")



{survey aborted} [-91]

☐

does not apply [-93]

☐

refused [-97]

☐

if (tg75100 = 1)

Variables

tg76001_g1	Professional title (KldB 1988)	pTargetCAWI
tg76001_g2	Professional title (KldB 2010)	pTargetCAWI
tg76001_g3	Professional title (ISCO-88)	pTargetCAWI
tg76001_g4	Professional title (ISCO-08)	pTargetCAWI
tg76001_g5	Professional title (ISEI-88)	pTargetCAWI
tg76001_g6	Professional title (SIOPS-88)	pTargetCAWI
tg76001_g7	Professional title (MPS)	pTargetCAWI
tg76001_g8	Professional title (EGP)	pTargetCAWI
tg76001_g9	Professional title (BLK)	pTargetCAWI
tg76001_g15	Professional title (CAMSIS)	pTargetCAWI
tg76001_g14	Professional title (ISEI-08)	pTargetCAWI
tg76001_g16	Professional title (SIOPS-08)	pTargetCAWI
tg76001_O	Professional title	pTargetCAWI

ET_3 In which professional position are you currently employed?*If you have several jobs, please refer to your main job.*Worker [1] ☐Employee (also in public service) [2] ☐Civil servant (also judge) [3] ☐Regular/professional soldier [4] ☐Self-employed [5] ☐Assisting family member [6] ☐Freelancer [7] ☐{survey aborted} [-91] ☐refused [-97] ☐

if (tg76001 <> -93)

Variables

tg76011	Professional position	pTargetCAWI
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Condition: if (tg76011 = 1)

ET_4 What exactly is your professional position?

Condition: if (tg76011 = 2)

ET_4 What kind of job is it exactly?

Condition: if (tg76011 = 3)

ET_4 In which civil service category are you there exactly?

Condition: if (tg76011 = 4)

ET_4 What rank do you hold as a regular or professional soldier?

unskilled worker [10]	<input type="checkbox"/>
skilled worker, semi-skilled worker [11]	<input type="checkbox"/>
skilled worker, journeyman/journeywoman [12]	<input type="checkbox"/>
supervisor, group leader, brigadier [13]	<input type="checkbox"/>
Master craftsman/craftswoman, construction foreman/forewoman [14]	<input type="checkbox"/>
low-skill occupation, e.g. salesperson [20]	<input type="checkbox"/>
qualified occupation, e.g. clerk, technical drawer [21]	<input type="checkbox"/>
highly qualified occupation or management position, e.g. engineer, scientific employee, head of department [22]	<input type="checkbox"/>
occupation with extensive management tasks, e.g., director, CEO, member of the executive board [23]	<input type="checkbox"/>
industrial/plant foreman/forewoman [24]	<input type="checkbox"/>
in subclerical class (up to and including "Oberamtsmeister") [30]	<input type="checkbox"/>
in clerical class, from assistant up to and including chief secretary or senior public official [31]	<input type="checkbox"/>
in executive class, from inspector up to and including senior administration official and school teacher at elementary school, Hauptschule or Realschule [32]	<input type="checkbox"/>
in administrative class, including judge, e.g. teacher from educational councillor upwards, senior government official [33]	<input type="checkbox"/>
military team rank [40]	<input type="checkbox"/>
non-commissioned officer, e.g. staff NCO, sergeant, staff sergeant [41]	<input type="checkbox"/>
simple officer up to and including captain [42]	<input type="checkbox"/>
staff officer from major also general or admiral [43]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
<p>if (tg76011 = 1, 2, 3, 4)</p> <p>--fc: if (tg76011 = 1) 10: unskilled worker 11: skilled worker, semi-skilled worker 12: skilled worker, journeyman/journeywoman 13: supervisor, group leader, brigadier 14: master craftsman/craftswoman, construction foreman/forewoman --fc: if (tg76011 = 2) 20: low-skill occupation, e.g. salesperson 21: qualified occupation, e.g. clerk, technical drawer 22: highly qualified occupation or management position, e.g. engineer, scientific employee, head of department 23: occupation with extensive management tasks, e.g., director, CEO, member of the executive board 24: industrial/plant foreman/forewoman --fc: if (tg76011 = 3) 30: in subclerical class (up to and including "Oberamtsmeister") 31: in clerical class, from assistant up to and including chief secretary or senior public official 32: in executive class, from inspector up to and including senior administration official and school teacher at elementary school, Hauptschule or Realschule 33: in administrative class, including judge, e.g. teacher from educational councillor upwards, senior government official --fc: if (tg76011 = 4) 40: military team rank 41: non-commissioned officer, e.g. staff NCO, sergeant, staff sergeant 42: simple officer up to and including captain 43: staff officer from major also general or admiral</p>	

Variables		
tg76012	Exact professional position	pTargetCAWI

ET_5 Are you employed in the public service?		
yes [1]	<input type="checkbox"/>	
no [2]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if (tg76011 = 1, 2, 3, 4)		
Variables		
tg76013	Public service	pTargetCAWI

ET_6 Are you self-employed in a freelance profession, e.g. a doctor, lawyer, architect, self-employed farmer or another self-employed person or entrepreneur?		
self-employed person in a freelance profession, e.g. physician, lawyer, architect [1]	<input type="checkbox"/>	
self-employed farmer [2]	<input type="checkbox"/>	
other self-employed persons or entrepreneurs [3]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if (tg76011 = 5)		
Variables		
tg76016	Area of self-employment	pTargetCAWI

ET_7 Do you hold a management position?		
yes [1]	<input type="checkbox"/>	
no [2]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if (tg76011 = 5) OR (tg76012 <> 23, -97, -99)		
Variables		
tg76014	Management position	pTargetCAWI

ET_8 How many employees report to you?

"Report to you" means that you have management responsibility for these people.

no employee [0] ☐

1-2 employees [1] ☐

3-9 employees [2] ☐

10 and more employees [3] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg76014 = 1) OR (tg76012 = 23)

Variables

tg76015	Management position: number of employees	pTargetCAWI
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ET_9 In which sector or industry branch do you work?

{Survey aborted} [-91] ☐

refused [-97] ☐

if (tg76001 <> -93)

Variables

tg76040_g1	Industry branch	pTargetCAWI
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ET_10 How many persons, including yourself, are employed in your company?1 to less than 5 [1] ☐5 to less than 10 [2] ☐10 to less than 20 [3] ☐20 to less than 50 [4] ☐50 to less than 100 [5] ☐100 to less than 200 [6] ☐200 to less than 250 [7] ☐250 to less than 500 [8] ☐500 to less than 1,000 [9] ☐1,000 to less than 2,000 [10] ☐2,000 and more [11] ☐{survey aborted} [-91] ☐refused [-97] ☐

if (tg76001 <> -93)

Variables

tg76041	Company size	pTargetCAWI
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ET_11 Are you currently working full-time or part-time?Full-time [1] ☐Part-time [2] ☐{survey aborted} [-91] ☐refused [-97] ☐

if (tg75100 = 1)

Variables

tg76020	Working hours today	pTargetCAWI
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ET_12 How many hours per week is your contractually agreed working time in this job?

A mistake seems to have been made while filling in the question. Please enter only numbers between 0 and 90 hours with two decimal places or delete your entry. If no contractually agreed working time is specified or if longer periods of intensive work alternate with periods of few/no working hours, please estimate the average working time of an average working week. Teachers are asked to refer to the total working time, not to the teaching load.

|_|_| hours per week

no fixed working hours [95]

☐

more than 90 hours per week [94]

☐

{Survey aborted} [-91]

☐

refused [-97]

☐

Range: 0 - 90

if (tg75100 = 1)

Variables

tg76021

Current contractual weekly working time

pTargetCAWI

ET_13 Are you temporarily or permanently employed?

Probationary and training period does not count as temporarily.

temporarily [1]

☐

permanently [2]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

if (tg76011 = 1, 2, 3, 4, -97)

Variables

tg76022

Fixed-term employment

pTargetCAWI

ET_14

What was your net income for your work last month? Please enter the amount you received after deduction of taxes and social security contributions. If you had special payments in the last month, e.g. holiday pay or back payments, please do not count them. However, if you have been paid overtime, please include this in your calculation.

A mistake seems to have been made while filling in the question. Please enter only whole numbers or delete your entry. If you do not know the exact monthly amount of your net income, please estimate it.

euros

{survey aborted} [-91]

☐

refused [-97]

☐

Range: 0 - 99,999,999

if (tg75100 = 1)

Variables

tg76030	Net income or profit after tax	pTargetCAWI
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Job and professional satisfaction (E7/S5)

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of the type and the content of your occupation? In terms of the type and the content of your occupation? [Meaning the content of your occupation, the type of work tasks you do, e.g., how boring, exciting, according to your skills.]

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job. This refers to the content of your occupation, the type of your work tasks, e.g. how boring, exciting, according to your skills.

In terms of the type and content of your occupation?

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables		
tg77010	Job satisfaction: type and content of the job	pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of opportunities to contribute your own ideas?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job.

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables

tg77011	Job satisfaction: possibility to bring in own ideas	pTargetCAWI
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ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of your working conditions?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job. This refers to the spatial and physical conditions in which you work (e.g. technical equipment, work equipment, machines, work space, environment, noise, temperature, etc.).

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables		
tg77040	Job satisfaction: working conditions and equipment	pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of your working time regulations?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job. This refers to the company working time models for the location and duration of your working time (e.g. fixed working hours, flextime, shift work, overtime/compensation, trust-based working hours, etc.).

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
does not apply/self-employment [-92]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables

tg77041	Job satisfaction: working time arrangements	pTargetCAWI
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ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of your income?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job.

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables		
tg77020	Job satisfaction: income	pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of your development opportunities?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job. This refers to your personal advancement within the company (e.g., your current and future opportunities for advancement, further education, or taking on more responsible tasks).

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
does not apply/self-employment [-92]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables		
tg77030	Job satisfaction: development opportunities	pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of opportunities to apply your skills?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job.

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables		
tg77012	Job satisfaction: application of own skills	pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of opportunities to balance family and career?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job. This refers to conditions that can make reconciliation possible/difficult, such as flexible/fixed organization of working hours, home office, team building or group work, temporary reduction of working hours/release from work/special holiday or even company kindergartens.

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables		
tg77042	Job satisfaction: reconciliation of family and work	pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of your work-life balance?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job. This refers to a balanced relationship between work and private life, which can be promoted/complicated by certain conditions (e.g. weekend work, overtime, courses on time/stress/conflict management, good/bad personnel management).

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables		
tg77043	Job satisfaction: work-life balance	pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of the possibility to make your own decisions?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job.

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables		
tg77013	Job satisfaction: decision-making independence	pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of your colleagues?

0 completely dissatisfied [0] ☐

1 [1] ☐

2 [2] ☐

3 [3] ☐

4 [4] ☐

5 [5] ☐

6 [6] ☐

7 [7] ☐

8 [8] ☐

9 [9] ☐

10 completely satisfied [10] ☐

does not apply/self-employment [-92] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg75100 = 1)

Variables

tg77050

Job satisfaction: colleagues

pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of your direct superior?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job.

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
does not apply/self-employment [-92]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables		
tg77060	Job satisfaction: direct supervisor	pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of the organization and management of your company?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job.

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
does not apply/self-employment [-92]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables		
tg77070	Job satisfaction: company organization and management	pTargetCAWI

ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? In terms of your job security?

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job. This refers to the chances of continued employment with your current employer or the risks of leaving due to dismissal or non-renewal of a fixed-term employment contract.

0 completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
10 completely satisfied [10]	<input type="checkbox"/>
does not apply/self-employment [-92]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (tg75100 = 1)	

Variables

tg77044	Job satisfaction: employment security	pTargetCAWI
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ET_15 Next, we would like to ask you some questions about your current satisfaction with different aspects of your employment. How satisfied are you with your employment? All in all, how satisfied are you with your employment?		
<i>Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between. If you have several jobs at the same time, please refer to your main job.</i>		
0 completely dissatisfied [0]	<input type="checkbox"/>	
1 [1]	<input type="checkbox"/>	
2 [2]	<input type="checkbox"/>	
3 [3]	<input type="checkbox"/>	
4 [4]	<input type="checkbox"/>	
5 [5]	<input type="checkbox"/>	
6 [6]	<input type="checkbox"/>	
7 [7]	<input type="checkbox"/>	
8 [8]	<input type="checkbox"/>	
9 [9]	<input type="checkbox"/>	
10 completely satisfied [10]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if (tg75100 = 1)		
Variables		
tg77080	Job satisfaction: employment overall	pTargetCAWI

Professional adequacy (E7/S5)

ET_16 The next question is to what extent you are employed according to your qualifications. Do you work in a position where ... ?

a higher education institution degree has no significance [1] ☐

a higher education institution degree is not normal, but advantageous [2] ☐

a higher education institution degree is normal [3] ☐

a higher education institution degree is mandatory (e.g. physician, pharmacist, teacher) [4] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if ((tg75100 = 1) & (tg50007 = 1, 2, 3))

Variables

tg78010	Formal qualifications	pTargetCAWI
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ET_17 To what extent does your employment correspond to your higher education qualification? In terms of professional position

to a very small extent [1] ☐

to a small extent [2] ☐

to a fair extent [3] ☐

to a high extent [4] ☐

to a very high extent [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐
Variables

tg78011	Professional adequacy: positional adequacy	pTargetCAWI
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ET_17 To what extent does your employment correspond to your higher education qualification?	
In terms of level of the work tasks	
to a very small extent [1]	<input type="checkbox"/>
to a small extent [2]	<input type="checkbox"/>
to a fair extent [3]	<input type="checkbox"/>
to a high extent [4]	<input type="checkbox"/>
to a very high extent [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78012	Professional adequacy: level adequacy	pTargetCAWI

ET_17 To what extent does your employment correspond to your higher education qualification?	
In terms of professional qualification (field of study)	
to a very small extent [1]	<input type="checkbox"/>
to a small extent [2]	<input type="checkbox"/>
to a fair extent [3]	<input type="checkbox"/>
to a high extent [4]	<input type="checkbox"/>
to a very high extent [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78013	Professional adequacy: subject-specific adequacy	pTargetCAWI

ET_18 Which level of qualifications do you think is best suited to your job?No higher education institution degree is required [1] ☐Bachelor [2] ☐Master, Diploma, state examination, Magister [3] ☐Doctorate [4] ☐{survey aborted} [-91] ☐refused [-97] ☐

if ((tg75100 = 1) & (tg50007 = 1, 2, 3))

Variables

tg78014	Assessment graduation level	pTargetCAWI
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Workplace requirements**ET_19 To what extent do the following statements apply to you? In my main job ... I have to identify possible difficulties before they occur.**

... I have to identify possible difficulties before they occur.

does not apply at all [1] ☐does rather not apply [2] ☐does partly apply [3] ☐does rather apply [4] ☐does completely apply [5] ☐{survey aborted} [-91] ☐refused [-97] ☐**Variables**

tg78121	Dynamics 2-1: anticipate difficulties	pTargetCAWI
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ET_19 To what extent do the following statements apply to you? In my main job ... I find new solutions for problems.	
... I find new solutions for problems.	
does not apply at all [1]	<input type="checkbox"/>
does rather not apply [2]	<input type="checkbox"/>
does partly apply [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does completely apply [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78201	Innovation 1: find new solutions for problems	pTargetCAWI

ET_19 To what extent do the following statements apply to you? In my main job ... I have to work on new tasks, which I first have to think about and familiarize myself with.	
... I have to work on new tasks, which I first have to think about and familiarize myself with.	
does not apply at all [1]	<input type="checkbox"/>
does rather not apply [2]	<input type="checkbox"/>
does partly apply [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does completely apply [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78122	Dynamics 2-2: work on new tasks	pTargetCAWI

ET_19 To what extent do the following statements apply to you? In my main job ... I am innovative.

... I am innovative.

does not apply at all [1] ☐does rather not apply [2] ☐does partly apply [3] ☐does rather apply [4] ☐does completely apply [5] ☐{survey aborted} [-91] ☐refused [-97] ☐**Variables**

tg78202	Innovation 2: be innovative	pTargetCAWI
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ET_19 To what extent do the following statements apply to you? In my main job ... I have to make important decisions whose consequences are uncertain.

... I have to make important decisions whose consequences are uncertain.

does not apply at all [1] ☐does rather not apply [2] ☐does partly apply [3] ☐does rather apply [4] ☐does completely apply [5] ☐{survey aborted} [-91] ☐refused [-97] ☐**Variables**

tg78123	Dynamics 2-3: decisions under uncertainty	pTargetCAWI
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ET_19 To what extent do the following statements apply to you? In my main job unusual ideas or problem solutions are required.	
... unusual ideas or problem solutions are required.	
does not apply at all [1]	<input type="checkbox"/>
does rather not apply [2]	<input type="checkbox"/>
does partly apply [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does completely apply [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78203	Innovation 3: unusual ideas required	pTargetCAWI

ET_20 How often do you encounter the following requirements in your work? In my main job I have to react to unforeseen situations.	
... I have to react to unforeseen situations.	
never [1]	<input type="checkbox"/>
less than once a month [2]	<input type="checkbox"/>
at least once a month but less than once a week [3]	<input type="checkbox"/>
at least once a week, but not daily [4]	<input type="checkbox"/>
daily [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78111	Dynamics 1-1: unforeseen situations	pTargetCAWI

ET_20 How often do you encounter the following requirements in your work? In my main job ... I have to solve problems for which there is no clear solution.

... I have to solve problems for which there is no clear solution.

never [1]	<input type="checkbox"/>
less than once a month [2]	<input type="checkbox"/>
at least once a month but less than once a week [3]	<input type="checkbox"/>
at least once a week, but not daily [4]	<input type="checkbox"/>
daily [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78113	Dynamics 1-3: solving problems without a clear solution	pTargetCAWI

ET_20 How often do you encounter the following requirements in your work? In my main job ... I have to react spontaneously to new information.

... I have to react spontaneously to new information.

never [1]	<input type="checkbox"/>
less than once a month [2]	<input type="checkbox"/>
at least once a month but less than once a week [3]	<input type="checkbox"/>
at least once a week, but not daily [4]	<input type="checkbox"/>
daily [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78112	Dynamics 1-2: spontaneous reaction to new information	pTargetCAWI

ET_21 To what extent do the following statements apply to your main job? I have to keep track of a lot of information in my work.

I have to keep track of a lot of information in my work.

does not apply at all [1] ☐

does rather not apply [2] ☐

partly applies [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg78131	Variety 1: keep track of a lot of information	pTargetCAWI
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ET_21 To what extent do the following statements apply to your main job? I have a lot of freedom in the way I do my work.

I have a lot of freedom in the way I do my work.

does not apply at all [1] ☐

does rather not apply [2] ☐

partly applies [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg78311	Autonomy 1-1: a lot of freedom in terms of how to do the work	pTargetCAWI
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ET_21 To what extent do the following statements apply to your main job? I find new working methods, procedures or tools.

I find new working methods, procedures or tools.

does not apply at all [1] ☐does rather not apply [2] ☐partly applies [3] ☐does rather apply [4] ☐does completely apply [5] ☐{survey aborted} [-91] ☐refused [-97] ☐**Variables**

tg78204	Innovation 4: find new working methods/tools	pTargetCAWI
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ET_21 To what extent do the following statements apply to your main job? I can have a say in the goals of my work, that is, what I have to achieve in my work.

I can have a say in the goals of my work, that is, what I have to achieve in my work.

does not apply at all [1] ☐does rather not apply [2] ☐partly applies [3] ☐does rather apply [4] ☐does completely apply [5] ☐{survey aborted} [-91] ☐refused [-97] ☐**Variables**

tg78321	Autonomy 2-1: participation in setting the goals of the work	pTargetCAWI
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ET_21 To what extent do the following statements apply to your main job? I can decide for myself in which order I do my work.	
I can decide for myself in which order I do my work.	
does not apply at all [1]	<input type="checkbox"/>
does rather not apply [2]	<input type="checkbox"/>
partly applies [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does completely apply [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78331	Autonomy 3-1: decision about order possible	pTargetCAWI

ET_21 To what extent do the following statements apply to your main job? In my job I have to take care of many things at once.	
In my job I have to take care of many things at once.	
does not apply at all [1]	<input type="checkbox"/>
does rather not apply [2]	<input type="checkbox"/>
partly applies [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does completely apply [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78132	Variety 2: take care of many things at once	pTargetCAWI

ET_22 To what extent do the following statements apply to your main job? In my job I often have the choice between different approaches.

In my job I often have the choice between different approaches.

does not apply at all [1] ☐

does rather not apply [2] ☐

partly applies [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg78312	Autonomy 1-2: choice between approaches possible	pTargetCAWI
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ET_22 To what extent do the following statements apply to your main job? I have impact on the amount of work I have to manage.

I have impact on the amount of work I have to manage.

does not apply at all [1] ☐

does rather not apply [2] ☐

partly applies [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg78322	Autonomy 2-2: impact on the amount of work	pTargetCAWI
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ET_22 To what extent do the following statements apply to your main job? I am free in the temporal arrangement of my work.	
I am free in the temporal arrangement of my work.	
does not apply at all [1]	<input type="checkbox"/>
does rather not apply [2]	<input type="checkbox"/>
partly applies [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does completely apply [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78332	Autonomy 3-2: freedom in the arrangement of work	pTargetCAWI

ET_22 To what extent do the following statements apply to your main job? I process a lot of information in my job.	
I process a lot of information in my job.	
does not apply at all [1]	<input type="checkbox"/>
does rather not apply [2]	<input type="checkbox"/>
partly applies [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does completely apply [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78133	Variety 3: process a lot of information	pTargetCAWI

ET_22 To what extent do the following statements apply to your main job? I can decide for myself by which means I reach my goal.

I can decide for myself by which means I reach my goal.

does not apply at all [1] ☐does rather not apply [2] ☐partly applies [3] ☐does rather apply [4] ☐does completely apply [5] ☐{survey aborted} [-91] ☐refused [-97] ☐**Variables**

tg78313	Autonomy 1-3: freedom to decide on how to achieve the goals	pTargetCAWI
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ET_22 To what extent do the following statements apply to your main job? I can set my own priorities.

I can set my own priorities.

does not apply at all [1] ☐does rather not apply [2] ☐partly applies [3] ☐does rather apply [4] ☐does completely apply [5] ☐{survey aborted} [-91] ☐refused [-97] ☐**Variables**

tg78323	Autonomy 2-3: setting of work priorities possible	pTargetCAWI
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ET_22 To what extent do the following statements apply to your main job? I can plan my work the way I want.	
I can plan my work the way I want.	
does not apply at all [1]	<input type="checkbox"/>
does rather not apply [2]	<input type="checkbox"/>
partly applies [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does completely apply [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78333	Autonomy 3-3: freedom in work planning	pTargetCAWI

ET_23 To what extent are you involved in the following tasks in your main job? Reading of scientific literature/journals	
Reading of scientific literature/journals	
not at all [1]	<input type="checkbox"/>
hardly [2]	<input type="checkbox"/>
moderately [3]	<input type="checkbox"/>
intensively [4]	<input type="checkbox"/>
very intensively [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78411	Scientific reference 1-1: reading of scientific literature	pTargetCAWI

ET_23 To what extent are you involved in the following tasks in your main job? Work in research or development*This refers to basic research and applied research/development.*

Work in research or development

not at all [1] ☐hardly [2] ☐moderately [3] ☐intensively [4] ☐very intensively [5] ☐{survey aborted} [-91] ☐refused [-97] ☐

Variables

tg78421 Scientific reference 2-1: work in research/development pTargetCAWI

ET_23 To what extent are you involved in the following tasks in your main job? Implementation of scientific findings in innovative processes/applications/products

Implementation of scientific findings in innovative processes/applications/products

not at all [1] ☐hardly [2] ☐moderately [3] ☐intensively [4] ☐very intensively [5] ☐{survey aborted} [-91] ☐refused [-97] ☐

Variables

tg78412 Scientific reference 1-2: implementation of scientific findings pTargetCAWI

ET_23 To what extent are you involved in the following tasks in your main job? Conception of research or development projects	
Conception of research or development projects	
not at all [1]	<input type="checkbox"/>
hardly [2]	<input type="checkbox"/>
moderately [3]	<input type="checkbox"/>
intensively [4]	<input type="checkbox"/>
very intensively [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78422	Scientific reference 2-2: conception of research projects	pTargetCAWI

ET_23 To what extent are you involved in the following tasks in your main job? Application of scientific methods, procedures or techniques	
Application of scientific methods, procedures or techniques	
not at all [1]	<input type="checkbox"/>
hardly [2]	<input type="checkbox"/>
moderately [3]	<input type="checkbox"/>
intensively [4]	<input type="checkbox"/>
very intensively [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78413	Scientific reference 1-3: application of scientific methods	pTargetCAWI

ET_23 To what extent are you involved in the following tasks in your main job? Participation in research/development related decisions.	
Participation in research/development-related decisions	
not at all [1]	<input type="checkbox"/>
hardly [2]	<input type="checkbox"/>
moderately [3]	<input type="checkbox"/>
intensively [4]	<input type="checkbox"/>
very intensively [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
tg78423	Scientific reference 2-3: participation in research decisions	pTargetCAWI

Transition to Master's degree program (S2/E7)

UE_02 When you think back to the start of your Master's degree program, how well did you feel prepared for the Master's degree program in terms of the following aspects?

Please mark the answer on the scale that best matches your assessment.

{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	very bad [1]	rather bad [2]	moderate ly [3]	rather good [4]	very good [5]	{survey aborted} [-91]	refused [- 97]
basic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
special expertis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
theories and concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
practical job-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
scientific approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t29170a	Preparation Master's degree program: basic knowledge	pTargetCAWI
t29170b	Preparation Master's degree program: special expertis	pTargetCAWI
t29170c	Preparation Master's degree program: theories and concepts	pTargetCAWI
t29170d	Preparation Master's degree program: research methods	pTargetCAWI
t29170e	Preparation Master's degree program: practical job-related knowledge	pTargetCAWI
t29170f	Preparation Master's degree program: scientific approach	pTargetCAWI

UE_02 And to what extent do the following statements apply to you?

Please mark the answer on the scale that best matches your assessment.


{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	does not apply at all [1]	does rather not apply [2]	does partly apply [3]	does rather apply [4]	does completel y apply [5]	{survey aborted} [-91]	refused [- 97]
My previous studies prepared me well for the Master's degree program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
Overall, I was well prepared for my Master's degree program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t29171a	Preparation Master's degree program: previous study	pTargetCAWI
t29171b	Preparation Master's degree program: in general	pTargetCAWI

UE_03 Did you have to fulfill the following admission requirements for the Master's program?

{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
	yes [1]	no [2]	{survey aborted} [-91]	refused [-97]	don't know [- 98]
Degree with a minimum grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
Subject-specific entrance examination/aptitude test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
Foreign language exam or corresponding proofs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				

Admission interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
don't know [-98]		<input type="checkbox"/>			
Degree in a specific subject/specific field of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
don't know [-98]		<input type="checkbox"/>			
Degree from a specific type of higher education institution (e.g. university instead of university of applied sciences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
don't know [-98]		<input type="checkbox"/>			
formal performance records (certain certificates, modules, credit points, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
don't know [-98]		<input type="checkbox"/>			
Professional background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
don't know [-98]		<input type="checkbox"/>			
Relevant practical experience/internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
don't know [-98]		<input type="checkbox"/>			
Letter of recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
don't know [-98]		<input type="checkbox"/>			
Motivation statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			

refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
Work sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
Other, namely: [NCS: t29172n]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[NCS]					
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
we_in: t29172n an t29172m					

Variables		
t29172a	Admission Master's program: minimum grade	pTargetCAWI
t29172b	Admission Master's program: entrance examination	pTargetCAWI
t29172c	Admission Master's program: foreign language proof	pTargetCAWI
t29172d	Admission Master's program: admission interview	pTargetCAWI
t29172e	Admission Master's program: degree field of study	pTargetCAWI
t29172f	Admission Master's program: type of higher education institution	pTargetCAWI
t29172g	Admission Master's program: formal performance records	pTargetCAWI
t29172h	Admission Master's program: professional background	pTargetCAWI
t29172i	Admission Master's program: practical experience	pTargetCAWI
t29172j	Admission Master's program: letter of recommendation	pTargetCAWI
t29172k	Admission Master's program: motivation statement	pTargetCAWI
t29172l	Admission Master's program: work sample	pTargetCAWI
t29172m	Admission Master's program: other	pTargetCAWI
t29172n_O	Admission Master's program: other open	pTargetCAWI

UE_04	Was it possible for you to start your Master's degree in your desired course of study?
yes [1]	<input type="checkbox"/>
no [2]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (h_ma = 0, 1)	
Variables	
t29173a	Desired course of study Master
	pTargetCAWI

UE_05 What was your desired course of study?

{survey aborted} [-91] ☐

refused [-97] ☐

if (t29173a = 2)

Variables

t29173b_g1R	Study area desired course of study Master (destatis 2010/11)	pTargetCAWI
t29173b_g2	Subject group desired course of study Master (destatis 2010/11)	pTargetCAWI
t29173b_g3R	ISCED-97 desired course of study Master (3-digit)	pTargetCAWI
t29173b_g4R	ISCED-97 desired course of study Master (2-digit)	pTargetCAWI
t29173b_g5	ISCED-97 desired course of study Master (1-digit)	pTargetCAWI
t29173b_O	Desired course of study Master open	pTargetCAWI

UE_06 Was it possible for you to start your Master's degree at the higher education institution of your choice?

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (h_ma = 0,1)

Variables

t29173c	Desired higher education institution Master	pTargetCAWI
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UE_07 Is the higher education institution of your choice located in Germany?

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if t29173c = 2

Variables

t29173d	Desired higher education institution in Germany?	pTargetCAWI
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UE_08 In which country is the higher education institution of your choice located?

Please select the appropriate entry from the list. Click or tap in/on the field next to the gray area with the arrow and enter the appropriate entry. The list is reduced to list entries containing the character string you have entered. If the country is not listed, please enter the exact name in the input field.

Country List [999997]

☐

{Survey aborted} [-91]

☐

not in list [-96]

☐

refused [-97]

☐

if (t29173d = 2)

we_out: (t29173e = country list) OR (t29173e = -96)

Variables

t29173e_g2	Country of desired higher education institution (categorized)	pTargetCAWI
t29173e_R	Country of desired higher education institution (destatis)	pTargetCAWI

UE_08 [NCS]

{survey aborted} [-91]

☐

refused [-97]

☐


we_in: t29173f an t29173e

Variables

t29173f_O	other country of the desired higher education institution	pTargetCAWI
-----------	---	-------------

UE_09 In which federal state is the higher education institution of your choice located?	
Baden-Wuerttemberg [8]	<input type="checkbox"/>
Bavaria [9]	<input type="checkbox"/>
Berlin [11]	<input type="checkbox"/>
Brandenburg [12]	<input type="checkbox"/>
Bremen [4]	<input type="checkbox"/>
Hamburg [2]	<input type="checkbox"/>
Hesse [6]	<input type="checkbox"/>
Mecklenburg-Western Pomerania [13]	<input type="checkbox"/>
Lower Saxony [3]	<input type="checkbox"/>
North Rhine-Westphalia [5]	<input type="checkbox"/>
Rhineland-Palatinate [7]	<input type="checkbox"/>
Saarland [10]	<input type="checkbox"/>
Saxony [14]	<input type="checkbox"/>
Saxony-Anhalt [15]	<input type="checkbox"/>
Schleswig-Holstein [1]	<input type="checkbox"/>
Thuringia [16]	<input type="checkbox"/>
{Survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
don't know [-98]	<input type="checkbox"/>
if (t29173d = 1)	

Variables		
t29173g_R	Federal state of the desired higher education institution	pTargetCAWI

UE_10		
other, namely: 		
{survey aborted} [-91] <input type="checkbox"/>		
refused [-97] <input type="checkbox"/>		
we_in: t29173i an t29173h		
Variables		
t29173i_O	Desired higher education institution Master open	pTargetCAWI

UE_11 What do your parents, partner, and friends think of your Master's degree program?								
<i>Please mark the answer on the scale that best matches your assessment.</i>								
I cannot assess/doesn't apply to me [-93]	<input type="checkbox"/>							
{survey aborted} [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
	does not apply at all [1]	does rather not apply [2]	does partly apply [3]	does rather apply [4]	does complete ly apply [5]	{survey aborted} [-91]	I cannot assess/d oesn't apply to me [-93]	refused [-97]
It is very important to my parents that I complete a Master's program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot assess/doesn't apply to me [-93]	<input type="checkbox"/>							
{survey aborted} [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
It is very important to my partner that I complete a Master's program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot assess/doesn't apply to me [-93]	<input type="checkbox"/>							
{survey aborted} [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
It is very important to my friends that I complete a Master's program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot assess/doesn't apply to me [-93]	<input type="checkbox"/>							
{survey aborted} [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
My parents think that I have chosen a good course of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot assess/doesn't apply to me [-93]	<input type="checkbox"/>							
{survey aborted} [-91]	<input type="checkbox"/>							

refused [-97]	<input type="checkbox"/>
My partner thinks that I have chosen a good course of study.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I cannot assess/doesn't apply to me [-93]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
My friends think that I have chosen a good course of study.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
if (h_ma = 0, 1)	

Variables		
t29174a	Assessment Master's program: parents	pTargetCAWI
t29174b	Assessment Master's program: partner	pTargetCAWI
t29174c	Assessment Master's program: friends	pTargetCAWI
t29174d	Assessment Master degree course: parents	pTargetCAWI
t29174e	Assessment Master degree course: partner	pTargetCAWI
t29174f	Assessment Master degree course: friends	pTargetCAWI

Transitions to employment (S2/E7)

UE_13	Have you made a serious effort to find a job for the time after completing your (Bachelor's) degree program?	
yes [1]	<input type="checkbox"/>	
no [2]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if (h_ma = 0, 1)		

Variables		
t291800	Job search after (Bachelor's) degree	pTargetCAWI

UE_14 [MF] Why did you not make any serious effort to find a job for the period after you completed your (Bachelor's) degree program?*Please mark all that apply.*

	not specified [0]	specified [1]
I did another degree course or started a vocational training program.	<input type="checkbox"/>	<input type="checkbox"/>
I have continued the job that I had already carried out before the end of my study	<input type="checkbox"/>	<input type="checkbox"/>
I was offered a job and accepted it immediately.	<input type="checkbox"/>	<input type="checkbox"/>
I have started my own business.	<input type="checkbox"/>	<input type="checkbox"/>
I only have looked for an internship.	<input type="checkbox"/>	<input type="checkbox"/>
I have concentrated on family obligations.	<input type="checkbox"/>	<input type="checkbox"/>
other reasons, namely: [NCS: t29180h]	<input type="checkbox"/>	<input type="checkbox"/>
{-91 survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>
{-97 refused}	<input type="checkbox"/>	<input type="checkbox"/>
{-99 filtered}	<input type="checkbox"/>	<input type="checkbox"/>
<i>if (t291800 = 2)</i>		

Variables

t29180a	Reasons no job search after Bachelor(degree): further training	pTargetCAWI
t29180b	Reasons no job search after Bachelor(degree): continuing job	pTargetCAWI
t29180c	Reasons no job search after Bachelor(degree): offer accepted	pTargetCAWI
t29180d	Reasons no job search after Bachelor(degree): self-employment	pTargetCAWI
t29180e	Reasons no job search after Bachelor(degree): search for internship position	pTargetCAWI
t29180f	Reasons no job search after Bachelor(degree): family obligations	pTargetCAWI
t29180g	Reasons no job search after Bachelor(degree): other reasons	pTargetCAWI

UE_14 [NCS]

{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
<i>--we_in: t29180h an t29180g</i>	

Variables

t29180h_O	Reasons no job search after (Bachelor's) degree open	pTargetCAWI
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Condition: if ($h_ma = 0, 1$)

UE_15 When did you start making a serious effort to find a job for the period after completing your (Bachelor) studies?

Condition: if ($tg50006 = 0$)

UE_15 When did you start making a serious effort to find a job for the period after completing your studies?

before completion of the (Bachelor's) course of study,
namely: / before completion of the course of study,
namely: [1] ☐

approximately at the time of completion of the (Bachelor's)
course of study / approximately at the time of completion
of the course of study [2] ☐

after completion of the (Bachelor's) course of study,
namely: / after completion of the course of study, namely
[3] ☐

not yet / was not necessary [4] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if ($tg50006 = 0$) OR ($(h_ma = 0, 1) \& (t291800 = 1)$)

1: if ($h_ma = 0, 1$) before completion of the (Bachelor's) course of study, namely: [NCS: t29181a] 1: if ($tg50006 = 0$) before completion of the course of study, namely: [NCS: t29181a] 2: if ($h_ma = 0, 1$) approximately at the time of completion of the (Bachelor's) course of study 2: if ($tg50006 = 0$) approximately at the time of completion of the course of study 3: if ($h_ma = 0, 1$) after completion of the (Bachelor's) course of study, namely: [NCS: t29181b] 3: if ($tg50006 = 0$) after completion of the course of study, namely: [NCS: t29181b] 4: if ($tg50006 = 0$) not yet/was not necessary

Variables

t291810	Job search	pTargetCAWI
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UE_15 [NCS]

A mistake seems to have been made while filling in the question. Please enter only whole numbers or delete your entry.

|_|_|_|_|_|_|_| approx....months
earlier

{survey aborted} [-91] ☐

refused [-97] ☐

we_in: t29181a an ($t291810 = 1$)

Variables

t29181a	Job search months before graduation/completion of studies	pTargetCAWI
---------	---	-------------

UE_16 [MF] Why have you not yet started making a serious effort to find a job?*Please mark all that apply.*

	not specified [0]	specified [1]
I have started a vocational training.	<input type="checkbox"/>	<input type="checkbox"/>
I will continue my studies or start a vocational training in the near future.	<input type="checkbox"/>	<input type="checkbox"/>
I have started a Referendariat.	<input type="checkbox"/>	<input type="checkbox"/>
I have continued to work in a job that I had already done before I finished my studies.	<input type="checkbox"/>	<input type="checkbox"/>
I was offered a job and accepted it immediately.	<input type="checkbox"/>	<input type="checkbox"/>
I have started my own business.	<input type="checkbox"/>	<input type="checkbox"/>
I have only looked for an internship.	<input type="checkbox"/>	<input type="checkbox"/>
I have concentrated on family obligations.	<input type="checkbox"/>	<input type="checkbox"/>
other reasons, namely: [NCS: t29182i]	<input type="checkbox"/>	<input type="checkbox"/>
{-91 survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>
{-97 refused}	<input type="checkbox"/>	<input type="checkbox"/>
{-99 filtered}	<input type="checkbox"/>	<input type="checkbox"/>
<i>if (t291810 = 4)</i>		

Variables		
t29182a	Reasons no job search after completion of study: started vocational training	pTargetCAWI
t29182b	Reasons no job search after completion of study: further study	pTargetCAWI
t29182c	Reasons no job search after completion of study: continuing job	pTargetCAWI
t29182d	Reasons no job search after completion of study: job accepted	pTargetCAWI
t29182e	Reasons no job search after completion of study: self-employment	pTargetCAWI
t29182f	Reasons no job search after completion of study: search for internship	pTargetCAWI
t29182g	Reasons no job search after completion of study: family obligations	pTargetCAWI
t29182h	Reasons no job search after completion of study: other reasons	pTargetCAWI
t29182j	Reasons no job search after completion of study: started Referendariat	pTargetCAWI

UE_16 [NCS]



{survey aborted} [-91]

☐

refused [-97]

☐

we_in: t29182i an stesun

Variables

t29182i_O

Reasons no job search after completion of study open

pTargetCAWI

Condition: if (h_ma = 0, 1)

UE_17 How often did you apply for a job after completing your (Bachelor) studies?

Condition: if (tg50006 = 0)

UE_17 How often did you apply for a job after completing your studies?

A mistake seems to have been made while filling in the question. Please enter only whole numbers or delete your entry. If you cannot give an exact number, please estimate it.

|_|_|_| Number

{survey aborted} [-91]

☐

never [-93]

☐

refused [-97]

☐

Range: 0 - 999

if (t291810 = 1, 2, 3)

we_out: (t29183a = open) OR (t29183a = -93)

Variables

t29183a

Number applications

pTargetCAWI

UE_17 How many job interviews or other assessment procedures (e.g. tests, assessment centers) have you been invited to?

A mistake seems to have been made while filling in the question. Please enter only whole numbers or delete your entry. If you have received several invitations within one application (e.g. to an interview and an assessment center), please count them as one invitation. If you cannot give an exact number, please estimate the number.

|_|_|_|

none [-93] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Range: 0 - 99

if (t291810 = 1, 2, 3)

we_out: (t29183b = open) OR (t29183b = -93)

Variables

t29183b	Number interviews/assessment procedures	pTargetCAWI
---------	---	-------------

UE_17 And how many job offers have you received, whether you accepted them or not?

If you cannot give an exact number, please estimate it. [if Error: A mistake seems to have been made while filling in the question(s) marked in red. Please enter only whole numbers or delete your entry].

|_|_|_|

none [-93] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Range: 0 - 99

if (t291810 = 1, 2, 3)

we_out: (t29183c = open) OR (t29183c = -93)

Variables

t29183c	Number job offers	pTargetCAWI
---------	-------------------	-------------

UE_18 [MF] What difficulties have you encountered so far in your job search - regardless of its success?


Please mark all that apply.

	not specified [0]	specified [1]
There are relatively few positions available for my field.	<input type="checkbox"/>	<input type="checkbox"/>
For my field of study, mainly internships or Volontariat positions [traineeship] are offered	<input type="checkbox"/>	<input type="checkbox"/>
Graduates with a different major are usually wanted.	<input type="checkbox"/>	<input type="checkbox"/>

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Often a different degree is required (e.g. university degree instead of degree from a university of applied sciences, Master's degree instead of Bachelor's degree).	<input type="checkbox"/>	<input type="checkbox"/>
A degree is required, which I do not have.	<input type="checkbox"/>	<input type="checkbox"/>
Special knowledge is required that I do not have (e.g. EDP, foreign languages)	<input type="checkbox"/>	<input type="checkbox"/>
Applicants with work experience are predominantly wanted.	<input type="checkbox"/>	<input type="checkbox"/>
Offered job did not match my salary expectations	<input type="checkbox"/>	<input type="checkbox"/>
Offered jobs did not match my expectations about working hours and/or working conditions	<input type="checkbox"/>	<input type="checkbox"/>
Offered jobs were too far away.	<input type="checkbox"/>	<input type="checkbox"/>
Offered jobs did not match my expectations in terms of content	<input type="checkbox"/>	<input type="checkbox"/>
Reconciling family/partnership and work was difficult.	<input type="checkbox"/>	<input type="checkbox"/>
other difficulties, namely: [NCS: t29184n]	<input type="checkbox"/>	<input type="checkbox"/>
I have not had any difficulties in finding a job so far.	<input type="checkbox"/>	<input type="checkbox"/>
{-91 survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>
{-97 refused}	<input type="checkbox"/>	<input type="checkbox"/>
{-99 filtered}	<input type="checkbox"/>	<input type="checkbox"/>
<p>if (t291810 = 1, 2, 3)</p> <p>t29184a 1: There are relatively few positions available for my field. t29184b 2: For my field of study, mainly internships or Volontariat positions [traineeship] are offered. t29184c 3: if ((tg50006 = 0) & (tg50007 <> 0)) Graduates with a different major are usually wanted. t29184d 4: if ((tg50006 = 0) & (tg50007 <> 0)) Often a different degree is required (e.g. university degree instead of degree from a university of applied sciences, Master's degree instead of Bachelor's degree). t29184e 5: if ((tg50006 = 0) & (tg50007 = 0)) A degree is required, which I do not have. t29184f 6: Special knowledge is required that I do not have (e.g. EDP, foreign languages). t29184g 7: Applicants with work experience are predominantly wanted. t29184h 8: Offered job did not match my salary expectations. t29184i 9: Offered jobs did not match my expectations about working hours and/or working conditions. t29184j 10: Offered jobs were too far away. t29184k11: Offered jobs did not match my expectations in terms of content. t29184l 12: Reconciling family/partnership and work was difficult. t29184m 13: other difficulties, namely: [NCS: t29184n] t29184o 14: I have not had any difficulties in finding a job so far.</p>		
Variables		

t29184a	Difficulties job search: few jobs specialization	pTargetCAWI
t29184b	Difficulties job search: internship and Volontariat specialization	pTargetCAWI
t29184c	Difficulties job search: other major required	pTargetCAWI
t29184d	Difficulties job search: another degree required	pTargetCAWI
t29184e	Difficulties job search: degree not available	pTargetCAWI
t29184f	Difficulties job search: other skills required	pTargetCAWI
t29184g	Difficulties job search: work experience required	pTargetCAWI
t29184h	Difficulties job search: did not meet salary expectations	pTargetCAWI
t29184i	Difficulties job search: expectations about working hours, working conditions	pTargetCAWI
t29184j	Difficulties job search: jobs too far away	pTargetCAWI
t29184k	Difficulties job search: content expectations	pTargetCAWI
t29184l	Difficulties job search: difficult reconciliation with family	pTargetCAWI
t29184m	Difficulties job search: other	pTargetCAWI
t29184o	Difficulties job search: no problems	pTargetCAWI

UE_18 [NCS]		
		
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
we_in: t29184n an t29184m		
Variables		
t29184n_O	other problems, open	pTargetCAWI

UE_19 What do your parents, partner, and friends think about you not pursuing a Master's degree?

Please mark the answer on the scale that best matches your assessment.

I cannot assess/doesn't apply to me [-93]

☐

{survey aborted} [-91]

☐

refused [-97]

☐does not
apply at
all [1]does
rather
not apply
[2]does
partly
apply [3]does
rather
apply [4]does
complete
ly apply
[5]{survey
aborted}
[-91]I cannot
assess/d
oesn't
apply to
me [-93]refused
[-97]My parents would have preferred that
I complete a Master's degree
program.☐☐☐☐☐☐☐☐

I cannot assess/doesn't apply to me [-93]

☐

{survey aborted} [-91]

☐

refused [-97]

☐My partner would have preferred that
I complete a Master's degree
program.☐☐☐☐☐☐☐☐

I cannot assess/doesn't apply to me [-93]

☐

{survey aborted} [-91]

☐

refused [-97]

☐My friends would have preferred that
I complete a Master's degree
program.☐☐☐☐☐☐☐☐

if (tg51006 = 2)

Variables

t29185a Assessment no Master's program: parents

pTargetCAWI

t29185b Assessment no Master's program: partner

pTargetCAWI

t29185c Assessment no Master's program: friends

pTargetCAWI

Transitions to Master's degree program and employment (S2/E7)

Condition: if (h_ma = 0, 1) & (t291800 <> 1)

UE_20 In the following, we would like to know how helpful information from the individuals and media listed below was for your decision to pursue a Master's degree program and for your academic planning.

Condition: if (h_ma = 0, 1) & (t291800 = 1))

UE_20 How helpful was the information you received from the individuals and media listed below for your decision to pursue a Master's degree program and for your academic planning?

Condition: if (tg50006 = 0)

UE_20 How helpful was the information you received from the people and media listed below for your career decision and planning?

Please mark the answer on the scale that best matches your assessment.

not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	not helpful at all [1]	rather not helpful [2]	rather helpful [3]	very helpful [4]	{survey aborted} [-91]	not used/not offered [- 93]	refused [- 97]
Family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
Students in Master's program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
Lecturers at the higher education institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
Professionals employed in my fields of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
Special information material about career and study choices (flyers, brochures, books and magazines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						

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Media in general (newspapers, magazines, internet, television, radio)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Variables

t29186a	Usefulness information source family members	pTargetCAWI
t29186b	Usefulness information source friends	pTargetCAWI
t29186c	Usefulness information source students in Master's program	pTargetCAWI
t29186d	Usefulness information source lecturers	pTargetCAWI
t29186e	Usefulness information source professionals	pTargetCAWI
t29186f	Usefulness information source advice literature	pTargetCAWI
t29186g	Usefulness information source media in general	pTargetCAWI

Condition: if (h_ma = 0, 1)


UE_21 And how helpful was the information you received from the institutions listed below and other sources for your decision to take up a Master's degree program and for your study planning?

Condition: if (tg50006 = 0)

UE_21 And how helpful for your professional decision and planning were information received from the institutions listed below and from other sources?

Please mark the answer on the scale that best matches your assessment.

not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	not helpful at all [1]	rather not helpful [2]	rather helpful [3]	very helpful [4]	{survey aborted} [-91]	not used/not offered [-93]	refused [-97]
Employment agency, job information center (BIZ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
Companies, public authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
Trade and professional associations, trade unions, chambers of commerce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not used/not offered [-93]	<input type="checkbox"/>						
{survey aborted} [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
Higher education institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

not used/not offered [-93]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
[NCS: t29186m]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
OPEN: namely:	
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
we_in: t29186m an t29186l	

Variables		
t29186h	Usefulness information source job agencies	pTargetCAWI
t29186i	Usefulness information source companies	pTargetCAWI
t29186j	Usefulness information source professional associations	pTargetCAWI
t29186k	Usefulness information source higher education institutions	pTargetCAWI
t29186l	Usefulness other sources of information	pTargetCAWI
t29186m_O	other sources of information, open	pTargetCAWI

UE_22 Which of the following information and qualification opportunities were offered at your higher education institution to facilitate career start or transition to a Master's degree program?					
<i>Please mark the applicable answer in each line. if (h_ma = 0, 1) If you changed higher education institutions after your (Bachelor's) degree program, please think of both higher education institutions for your statements.</i>					
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
	offered [1]	not offered [2]	{survey aborted} [-91]	refused [-97]	don't know [-98]
Offers for the acquisition of special additional qualifications (e.g. EDP, foreign language skills, project management, business skills for humanities scholars and social scientists)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
Courses/events on "soft skills" (e.g. rhetoric, presentation skills, social skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				

refused [-97]		<input type="checkbox"/>				
don't know [-98]		<input type="checkbox"/>				
Courses/workshops on application strategies	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>				
refused [-97]		<input type="checkbox"/>				
don't know [-98]		<input type="checkbox"/>				
Professional practice workshops	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>				
refused [-97]		<input type="checkbox"/>				
don't know [-98]		<input type="checkbox"/>				
Offers that specifically support women in the transition from university to work (e.g. mentoring programs for women)	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>				
refused [-97]		<input type="checkbox"/>				
don't know [-98]		<input type="checkbox"/>				
Offers that specifically support women in their scientific careers	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>				
refused [-97]		<input type="checkbox"/>				
don't know [-98]		<input type="checkbox"/>				
Opportunity to carry out research projects as part of your studies	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>				
refused [-97]		<input type="checkbox"/>				
don't know [-98]		<input type="checkbox"/>				
Lectures, taught by lecturers with practical experience	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
if (tg50006 = 0) & (tg50007 > 0)) OR (h_ma = 0, 1)						
Variables						

t29187a	Info.- & quali. possib. offer: specific additional qualifications	pTargetCAWI
t29187b	Info.- & quali. possib. offer: soft skills	pTargetCAWI
t29187c	Info.- & quali. possib. offer: courses application strategies	pTargetCAWI
t29187d	Info.- & quali. possib. offer: professional workshops	pTargetCAWI
t29187e	Info.- & quali. possib. offer: offers women transition	pTargetCAWI
t29187f	Info.- & quali. possib. offer: offers women scientific career	pTargetCAWI
t29187g	Info.- & quali. possib. offer: research projects higher education instit.	pTargetCAWI
t29187h	Info.- & quali. possib. offer: lecturers from practice	pTargetCAWI

UE_23 Which of the information and qualification opportunities offered to facilitate career start or transition to a Master's degree program did you use?				
Please mark the applicable response in each line.				
{survey aborted} [-91]		<input type="checkbox"/>		
refused [-97]		<input type="checkbox"/>		
	used [1]	not used [2]	{survey aborted} [-91]	refused [-97]
Offers for the acquisition of special additional qualifications (e.g. EDP, foreign language skills, project management, business skills for humanities scholars and social scientists)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>		
refused [-97]		<input type="checkbox"/>		
Courses/events on "soft skills" (e.g. rhetoric, presentation skills, social skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>		
refused [-97]		<input type="checkbox"/>		
Courses/workshops on application strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>		
refused [-97]		<input type="checkbox"/>		
Professional practice workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>		
refused [-97]		<input type="checkbox"/>		
Offers that specifically support women in the transition from university to work (e.g. mentoring programs for women)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>		
refused [-97]		<input type="checkbox"/>		

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Offers that specifically support women in their scientific careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>		
refused [-97]		<input type="checkbox"/>		
Opportunity to carry out research projects as part of your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>		
refused [-97]		<input type="checkbox"/>		
Lectures, taught by lecturers with practical experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
if (ANY (t29187a, t29187b, t29187c, t29187d, t29187e, t29187f, t29187g, t29187h = 1))				

Variables		
t29188a	Info.- & quali. possib. use: specific additional qualifications	pTargetCAWI
t29188b	Info.- & quali. possib. use: soft skills	pTargetCAWI
t29188c	Info.- & quali. possib. use: courses application strategies	pTargetCAWI
t29188d	Info.- & quali. possib. use: professional workshops	pTargetCAWI
t29188e	Info.- & quali. possib. use: offers women transition	pTargetCAWI
t29188f	Info.- & quali. possib. use: offers women scientific career	pTargetCAWI
t29188g	Info.- & quali. possib. use: research projects higher education instit.	pTargetCAWI
t29188h	Info.- & quali. possib. use: lecturers from practice	pTargetCAWI

UE_24 How would you rate the quality of the information and qualification opportunities you use?							
Please mark the answer on the scale that best matches your assessment.							
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
	very bad [1]	rather bad [2]	moderate ly [3]	rather good [4]	very good [5]	{survey aborted} [-91]	refused [-97]
Offers for the acquisition of special additional qualifications (e.g. EDP, foreign language skills, project management, business skills for humanities scholars and social scientists)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Courses/events on "soft skills" (e.g. rhetoric, presentation skills, social skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					

Courses/workshops on application strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Professional practice workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Offers that specifically support women in the transition from university to work (e.g. mentoring programs for women)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Offers that specifically support women in their scientific careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Opportunity to carry out research projects as part of your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Lectures, taught by lecturers with practical experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
if (ANY (t29188a, t29188b, t29188c, t29188d, t29188e, t29188f, t29188g, t29188h = 1))							


Variables		
t29189a	Inform. and qualif. opport. quality: specific additional qualifications	pTargetCAWI
t29189b	Inform. and qualif. opport. quality: soft skills	pTargetCAWI
t29189c	Inform. and qualif. opport. quality: courses application strategies	pTargetCAWI
t29189d	Inform. and qualif. opport. quality: professional workshops	pTargetCAWI
t29189e	Inform. and qualif. opport. quality: offers women transition	pTargetCAWI
t29189f	Inform. and qualif. opport. quality: offers women scientific career	pTargetCAWI
t29189g	Inform. and qualif. opport. quality: research projects higher education inst.	pTargetCAWI
t29189h	Inform. and qualif. opport. quality: lecturers from practice	pTargetCAWI

UE_25 And what other information and qualification opportunities were offered at your higher education institution in order to facilitate the career start or the transition to the Master's degree program?

Please mark the applicable response in each line.

if (h_ma = 0, 1) If you have changed higher education institutions after completing your (Bachelor's) degree program, please remember to include both higher education institutions in your statements.

{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
	offered [1]	not offered [2]	{survey aborted} [-91]	refused [-97]	don't know [-98]
Exchange of experiences with former students (alumni)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
Individual career advice/coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
Career networking fairs/company presentations/job speed dating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
Vacancies/job market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
Information events on the topic of career entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
	offered [1]	not offered [2]	{survey aborted} [-91]	don't know [-98]	
Information events on the Master's degree program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
don't know [-98]	<input type="checkbox"/>				
	offered [1]	not offered [2]	{survey aborted} [-91]	refused [-97]	don't know [-98]
Events/consulting for business start-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
don't know [-98]	<input type="checkbox"/>
	<div> <div>offered [1]</div> <div>not offered [2]</div> <div>{survey aborted} [-91]</div> <div>refused [-97]</div> <div>don't know [-98]</div> </div>
other information and qualification possibilities [NCS: t29175i]	<div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>
namely: 	
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if ((tg50006 = 0) & (tg50007 > 0)) OR (h_ma = 0, 1) we_in: t29175i an t29175h	

Variables		
t29175a	Inform. and qualif. opport. offer: alumni	pTargetCAWI
t29175b	Inform. and qualif. opport. offer: coaching	pTargetCAWI
t29175c	Inform. and qualif. opport. offer: company contact fairs	pTargetCAWI
t29175d	Inform. and qualif. opport. offer: vacancies/job market	pTargetCAWI
t29175e	Inform. and qualif. opport. offer: information event career start	pTargetCAWI
t29175f	Inform. and qualif. opport. offer: info event Master	pTargetCAWI
t29175g	Inform. and qualif. opport. offer: business start-up	pTargetCAWI
t29175h	Inform. and qualif. opport. offer: other	pTargetCAWI
t29175i_O	other information and qualification possibilities, open	pTargetCAWI

UE_26 Which of the information and qualification opportunities offered to facilitate career start or transition to a Master's degree program did you use?				
<i>Please mark the applicable response in each line.</i>				
{survey aborted} [-91]	<input type="checkbox"/>			
refused [-97]	<input type="checkbox"/>			
	used [1]	not used [2]	{survey aborted} [-91]	refused [-97]
Exchange of experiences with former students (alumni)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>			
refused [-97]	<input type="checkbox"/>			
Individual career advice/coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>			
refused [-97]	<input type="checkbox"/>			
Career networking fairs/company presentations/job speed dating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
Vacancies/job market	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
Information events on the topic of career entry	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
Information events on the Master's degree program	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
Events/consulting for business start-ups	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
other: < t29175i (TEXT OVERLAY)>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
if (ANY (t29175a, t29175b, t29175c, t29175d, t29175e, t29175f, t29175g, t29175h = 1))					

Variables		
t29176a	Inform. and qualif. opport. use: alumni	pTargetCAWI
t29176b	Inform. and qualif. opport. use: coaching	pTargetCAWI
t29176c	Inform. and qualif. opport. use: company contact fairs	pTargetCAWI
t29176d	Inform. and qualif. opport. use: vacancies/job market	pTargetCAWI
t29176e	Inform. and qualif. opport. use: information event career start	pTargetCAWI
t29176f	Inform. and qualif. opport. use: info event Master	pTargetCAWI
t29176g	Inform. and qualif. opport. use: business start-up	pTargetCAWI
t29176h	Inform. and qualif. opport. use: other	pTargetCAWI

UE 27 How do you rate the quality of the information and qualification opportunities you use?							
Please mark the answer on the scale that best matches your assessment.							
{survey aborted} [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
	very bad [1]	rather bad [2]	moderate ly [3]	rather good [4]	very good [5]	{survey aborted} [-91]	refused [- 97]
Exchange of experiences with former students (alumni)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>					

refused [-97]			<input type="checkbox"/>					
Individual career advice/coaching	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]			<input type="checkbox"/>					
refused [-97]			<input type="checkbox"/>					
Career networking fairs/company presentations/job speed dating	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]			<input type="checkbox"/>					
refused [-97]			<input type="checkbox"/>					
Vacancies/job market	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]			<input type="checkbox"/>					
refused [-97]			<input type="checkbox"/>					
Information events on the topic of career entry	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]			<input type="checkbox"/>					
refused [-97]			<input type="checkbox"/>					
Information events on the Master's degree program	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]			<input type="checkbox"/>					
refused [-97]			<input type="checkbox"/>					
Events/consulting for business start-ups	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]			<input type="checkbox"/>					
refused [-97]			<input type="checkbox"/>					
other: < t29175h (TEXT OVERLAY) >	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
if (ANY (t29176a, t29176b, t29176c, t29176d, t29176e, t29176f, t29176g, t29176h = 1))								

Variables		
t29177a	Inform. and qualif. opport. quality: alumni	pTargetCAWI
t29177b	Inform. and qualif. opport. quality: coaching	pTargetCAWI
t29177c	Inform. and qualif. opport. quality: company contact fairs	pTargetCAWI
t29177d	Inform. and qualif. opport. quality: vacancies/job market	pTargetCAWI
t29177e	Inform. and qualif. opport. quality: information event career start	pTargetCAWI
t29177f	Inform. and qualif. opport. quality: information event Masters degree	pTargetCAWI
t29177g	Inform. and qualif. opport. quality: business start-up	pTargetCAWI
t29177h	Inform. and qualif. opport. quality: other	pTargetCAWI

Preloads

[AUTO] Preload: doctorate context	
no doctoral episode [0]	<input type="checkbox"/>
within the framework of a third-party funded position as research assistant at a higher education institution [1]	<input type="checkbox"/>
within the framework of a budget funded position as research assistant at a higher education institution [2]	<input type="checkbox"/>
as a research assistant at a non-university research institution [3]	<input type="checkbox"/>
in a structured doctorate program (e. g. graduate school) [4]	<input type="checkbox"/>
in the context of a scholarship program [10]	<input type="checkbox"/>
in the private sector (e.g. industrial research and development) [6]	<input type="checkbox"/>
while studying at the higher education institution [7]	<input type="checkbox"/>
without institutional integration, as a freelance doctoral student [8]	<input type="checkbox"/>
no entry in CATI [-21]	<input type="checkbox"/>
more than one context/open entry [-20]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
don't know [-98]	<input type="checkbox"/>

Variables		
tg70001	Preload: doctorate context	pTargetCAWI

[AUTO] Preload: Doctoral subject	
List of subjects PRE [999999999]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
don't know [-98]	<input type="checkbox"/>

Variables		
tg70002_g1R	Preload: study areas doctorate subject (destatis 2010/11)	pTargetCAWI
tg70002_g2	Preload: subject group doctorate subject (destatis 2010/11)	pTargetCAWI
tg70002_g3R	Preload: ISCED-97 doctorate subject (3-digit level)	pTargetCAWI
tg70002_g4R	Preload: ISCED-97 doctorate subject (2-digit level)	pTargetCAWI
tg70002_g5	Preload: ISCED-97 doctorate subject (1-digit level)	pTargetCAWI

Doctorate context (E7)

Condition: if (tg70101 = 1)

PM_02 In which subject are you doing your doctorate?

Condition: if (tg70101 = 2, 3, 4)

PM_02 In which subject did you do your doctorate?

Please select the applicable entry from the list. To do so, click or tap in/on the field next to the gray area with the arrow and enter the applicable entry. This will reduce the list to list entries that contain the string you entered.

List of subjects [9999]

☐

{survey aborted} [-91]

☐

not in list [-96]

☐

refused [-97]

☐

if (tg70003 = 0)

autoif (tg71111 > 100000) h_pmfach = 1

we_out: (tg71111 = list of subjects) OR (tg71111 = -96)

Variables

tg71111_g1R	Study area doctorate subject (destatis 2010/11)	pTargetCAWI
tg71111_g2	Subject group doctorate subject (destatis 2010/11)	pTargetCAWI
tg71111_g3R	ISCED-97 doctorate subject (3-digit level)	pTargetCAWI
tg71111_g4R	ISCED-97 doctorate subject (2-digit level)	pTargetCAWI
tg71111_g5	ISCED-97 doctorate subject (1-digit level)	pTargetCAWI

Condition: if (tg70101 = 1)

PM_03 Are you still doing your doctorate in the subject you told us about in the last phone interview in <h_zebePRE(Label)>?

Condition: if (tg70101 = 2, 3, 4)

PM_03 Did you do your doctorate in the subject you told us about in the last phone interview in <h_zebePRE(Label)>?

yes [1]

☐

no [2]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

if (tg70003 = 1)

Variables

tg71121	Doctorate subject - update (yes/no)	pTargetCAWI
---------	-------------------------------------	-------------

Condition: if (tg70101 = 1)

PM_04 In which subject are you currently doing your doctorate?

Condition: if (tg70101 = 2, 3, 4)

PM_04 In which subject did you do your doctorate?

Please select the appropriate entry from the list. Click or tap in/on the field next to the gray area with the arrow and enter the appropriate entry. The list is reduced to list entries containing the character string you have entered.

List of subjects [9999]

☐

{Survey aborted} [-91]

☐

not in list [-96]

☐

refused [-97]

☐

if (tg71121 = 2, -97)

autoif (tg71122 > 100000) h_pmfach = 1

we_out: (tg71122 = list of subjects) OR (tg71122 = -96)

Variables

tg71122_g1R	Study area doctorate subject - updated (destatis 2010/11)	pTargetCAWI
tg71122_g2	Subject group doctorate subject - updated (destatis 2010/11)	pTargetCAWI
tg71122_g3R	ISCED-97 doctorate subject - updated (3-digit level)	pTargetCAWI
tg71122_g4R	ISCED-97 doctorate subject - updated (2-digit level)	pTargetCAWI
tg71122_g5	ISCED-97 doctorate subject - updated (1-digit level)	pTargetCAWI

Condition: if (tg70101 = 1)

**PM_05 A doctorate can take place in different institutional contexts.
Please indicate, in what context you are currently working on your doctorate.**

Condition: if (tg70101 = 2, 3, 4)

**PM_05 A doctorate can take place in different institutional contexts.
Please indicate, in what context you are currently working on your doctorate.**

Please choose only one answer.

within the framework of a third-party funded position as
research assistant at a higher education institution [1] ☐

within the framework of a budget funded position as
research assistant at a higher education institution [2] ☐

as a research assistant at a non-university research
institution [3] ☐

in a structured doctorate program (e. g. graduate school)
[4] ☐

in the context of a scholarship program [10] ☐

in the private sector (e.g. industrial research and
development) [6] ☐

while studying at the higher education institution [7] ☐

without institutional integration, as a freelance doctoral
student [8] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg70001 = 0, -20, -21, -97, -98)

Variables

tg71211	Doctorate context	pTargetCAWI
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Condition: if (tg70101 = 1)

**PM_06 In your last telephone interview, you also stated that you are doing your doctorate in
<tg70001(Label)>. Does this currently still apply?**

Condition: if (tg70101 = 2, 3)

**PM_06 In your last telephone interview, you also stated that you have done your doctorate in
<tg70001(Label)>. Related to your entire doctoral phase: Did this mainly apply?**

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg70001 > 0)

Variables

tg71221	Doctorate context - update (yes/no)	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_07 Please specify the main setting in which you are currently doing your doctorate.

Condition: if (tg70101 = 2, 3, 4)

PM_07 Please specify the main setting in which you did your doctorate.*Please select only one answer.*within the framework of a third-party funded position as research assistant at a higher education institution [1] ☐within the framework of a budget funded position as research assistant at a higher education institution [2] ☐as a research assistant at a non-university research institution [3] ☐in a structured doctorate program (e. g. graduate school) [4] ☐in the context of a scholarship program [10] ☐in the private sector (e.g. industrial research and development) [6] ☐while studying at the higher education institution [7] ☐without institutional integration, as a freelance doctoral student [8] ☐{survey aborted} [-91] ☐refused [-97] ☐

if (tg71221 = 2, -97)

Variables

tg71222	Doctorate context - update	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_08 The following questions relate to the general conditions of your doctorate: To what extent are the following offers available to you during your current doctoral phase? During my current doctoral phase... ..I have been provided with necessary working materials (e.g. literature, data, software, equipment).

Condition: if (tg70101 = 2, 3, 4)

PM_08 The following questions relate to the general conditions of your doctorate: To what extent were the following offers available to you during your doctoral phase? During my doctoral phase... ..I was provided with the necessary working materials (e.g. literature, data, software, equipment).

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg70101 = 1) OR (tg70101 = 2 & (pmunPRE = 0, 1)) OR (tg70101 = 3 & (pmabgebPRE = 0, 1)) OR (tg70101 = 4 & (pmabgesPRE = 0, 1))

Variables

tg71301	Basics: work equipment	pTargetCAWI
---------	------------------------	-------------

Condition: if (tg70101 = 1)

PM_08 The following questions relate to the general conditions of your doctorate: To what extent are the following offers available for you during your current doctoral phase? During my current doctoral phase... ..I have been provided with an appropriate work space (e.g. office, lab).

Condition: if (tg70101 = 2, 3, 4)

PM_08 The following questions relate to the general conditions of your doctorate: To what extent were the following offers available to you during your doctoral phase? During my doctoral phaseI was provided with an appropriate work space (e.g. office, lab).

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg70101 = 1) OR (tg70101 = 2 & (pmunPRE = 0, 1)) OR (tg70101 = 3 & (pmabgebPRE = 0, 1)) OR (tg70101 = 4 & (pmabgesPRE = 0, 1))

Variables

tg71302	Basics: work space	pTargetCAWI
---------	--------------------	-------------

Condition: if (tg70101 = 1)

PM_08 The following questions relate to the general conditions of your doctorate: To what extent are the following offers available for you during your current doctoral phase? During my current doctoral phase... ...I have been allowed to regularly attend doctoral/research colloquia.

Condition: if (tg70101 = 2, 3, 4)

PM_08 The following questions relate to the general conditions of your doctorate: To what extent were the following offers available to you during your doctoral phase? During my doctoral phase... ...I was allowed to regularly attend doctoral/research colloquia.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg70101 = 1) OR (tg70101 = 2 & (pmunPRE = 0, 1)) OR (tg70101 = 3 & (pmabgebPRE = 0, 1)) OR (tg70101 = 4 & (pmabgesPRE = 0, 1))

Variables

tg71303	Basics: participation colloquia	pTargetCAWI
---------	---------------------------------	-------------

Condition: if (tg70101 = 1)

PM_08 The following questions relate to the general conditions of your doctorate: To what extent are the following offers available to you during your current doctoral phase? During my current doctoral phase... ..I have been allowed to attend required trainings/courses/lectures.

Condition: if (tg70101 = 2, 3, 4)

PM_08 The following questions relate to the general conditions of your doctorate: To what extent were the following offers available to you during your doctoral phase? During my doctoral phase... ..I was allowed to attend required trainings/courses/lectures.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg70101 = 1) OR (tg70101 = 2 & (pmunPRE = 0, 1)) OR (tg70101 = 3 & (pmabgebPRE = 0, 1)) OR (tg70101 = 4 & (pmabgesPRE = 0, 1))

Variables

tg71304	Basics: participation courses	pTargetCAWI
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PM_08	The following questions relate to the general conditions of your doctorate: To what extent are the following offers available for you during your current doctoral phase? During my current doctoral phase... ...I have been allowed to attend meetings and conferences.	
PM_08	The following questions relate to the general conditions of your doctorate: To what extent were the following offers available to you during your doctoral phase? During my doctoral phase... ...I was allowed to attend meetings and conferences.	
Please mark the answer on the scale that best matches your assessment.		
does not apply at all [1]	<input type="checkbox"/>	
does rather not apply [2]	<input type="checkbox"/>	
does partly apply [3]	<input type="checkbox"/>	
does rather apply [4]	<input type="checkbox"/>	
does completely apply [5]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
if (tg70101 = 1) OR (tg70101 = 2 & (pmunPRE = 0, 1)) OR (tg70101 = 3 & (pmabgebPRE = 0, 1)) OR (tg70101 = 4 & (pmabgesPRE = 0, 1))		
Variables		
tg71305	Basics: participation conferences	pTargetCAWI

Doctorate Learning environment (E7/S2)

Condition: if (tg70101 = 1)

PM_09 To what extent do the following statements apply to your current doctoral phase?**I have had a specific research topic since the beginning of my doctoral phase.**

Condition: if (tg70101 = 2, 3, 4)

PM_09 To what extent do the following statements apply to your doctoral phase?**I had a concrete research topic since the beginning of my doctoral phase.***Please mark the answer on the scale that best matches your assessment.*does not apply at all [1] ☐does rather not apply [2] ☐does partly apply [3] ☐does rather apply [4] ☐does completely apply [5] ☐{survey aborted} [-91] ☐refused [-97] ☐

Variables

tg72121	Content continuity: topic	pTargetCAWI
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PM_09 To what extent do the following statements apply to your current doctoral phase?**From the beginning it was guaranteed that I could work on my topic in the context of a doctorate.****PM_09 To what extent do the following statements apply to your doctoral phase?****From the beginning it was guaranteed that I could work on my topic in the context of a doctorate.***Please mark the answer on the scale that best matches your assessment.*does not apply at all [1] ☐does rather not apply [2] ☐does partly apply [3] ☐does rather apply [4] ☐does completely apply [5] ☐{survey aborted} [-91] ☐refused [-97] ☐

Variables

tg72122	Content continuity: work on	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_09 To what extent do the following statements apply to your current doctoral phase?

There are clear requirements regarding the thematic content of my doctorate.

Condition: if (tg70101 = 2, 3, 4)

PM_09 To what extent do the following statements apply to your doctoral phase?

There were clear requirements regarding the thematic content of my doctorate.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

if (tg70101 = 1) OR (tg70101 = 2 & (pmunPRE = 0, 1)) OR (tg70101 = 3 & (pmabgebPRE = 0, 1)) OR (tg70101 = 4 & (pmabgesPRE = 0, 1))

Variables

tg72123	Content continuity: requirements	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_10 To what extent do the following statements on the topic research cooperation apply to your doctoral phase? So far, I have been encouraged to do research together with other researchers during my doctoral phase.

Condition: if (tg70101 = 2, 3, 4)

PM_10 To what extent do the following statements on the topic research cooperation apply to your doctoral phase? I was encouraged to do research together with other researchers during my doctoral phase.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72321	Cooperative research: research together	pTargetCAWI
---------	---	-------------

Condition: if (tg70101 = 1)

PM_10 To what extent do the following statements on the topic research cooperation apply to your doctoral phase? So far, I have had to do most of my research alone during my doctoral phase.

Condition: if (tg70101 = 2, 3, 4)

PM_10 To what extent do the following statements on the topic research cooperation apply to your doctoral phase? I had to do most of my research alone during my doctoral phase.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72322	Cooperative research: research on my own	pTargetCAWI
---------	--	-------------

Condition: if (tg70101 = 1)

PM_10 To what extent do the following statements on the topic research cooperation apply to your doctoral phase? So far my doctoral supervisors have explicitly promoted collaborative working between me and other researchers.

Condition: if (tg70101 = 2, 3, 4)

PM_10 To what extent do the following statements on the topic research cooperation apply to your doctoral phase? My doctoral supervisors explicitly promoted collaborative working between me and other researchers.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72323	Cooperative research: promotion of collaboration	pTargetCAWI
---------	--	-------------

Condition: if (tg70101 = 1)

PM_11 In the following, we would like to know, what demands and expectations you have been confronted with by the others during your current doctoral phase. During my current doctoral phase... .. I have been encouraged to publish as many scientific publications as possible.

Condition: if (tg70101 = 2, 3, 4)

PM_11 In the following, we would like to know, what demands and expectations you were confronted with by the others during your doctoral phase. During my doctoral phase I was encouraged to publish as many scientific publications as possible.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72311	Discourse participation: publications	pTargetCAWI
---------	---------------------------------------	-------------

PM_11 In the following, we would like to know, what demands and expectations you have been confronted with by the others during your current doctoral phase. During my current doctoral phase... .. I have had to regularly put my research up for discussion (e.g. in colloquia).

PM_11 In the following, we would like to know, what demands and expectations you were confronted with by the others during your doctoral phase. During my doctoral phase I had to regularly put my research up for discussion (e.g. in colloquia).

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72312	Discourse participation: discussion	pTargetCAWI
---------	-------------------------------------	-------------

Condition: if (tg70101 = 1)

PM_11 In the following, we would like to know, what demands and expectations you have been confronted with by the others during your current doctoral phase. During my current doctoral phase... .. I have been expected to give regular lectures at scientific conferences.

Condition: if (tg70101 = 2, 3, 4)

PM_11 In the following, we would like to know, what demands and expectations you were confronted with by the others during your doctoral phase. During my doctoral phase I was expected to give regular lectures at scientific conferences.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72313	Discourse participation: lectures	pTargetCAWI
---------	-----------------------------------	-------------

Condition: if (tg70101 = 1)

PM_12 Regardless of the extent to which you yourself have worked interdisciplinarily during your current doctoral phase: How important is it to your scientific environment, to acquire a good overview knowledge beyond your own discipline?

Condition: if (tg70101 = 2, 3, 4)

PM_12 Regardless of the extent to which you yourself worked interdisciplinarily during your doctoral phase: How important was it to your scientific environment, to acquire a good overview knowledge beyond your own discipline?

Please mark the answer on the scale that best matches your assessment.

not at all [1] ☐

hardly [2] ☐

moderately [3] ☐

strongly [4] ☐

very strongly [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72331	Interdisciplinarity: overview knowledge	pTargetCAWI
---------	---	-------------

Condition: if (tg70101 = 1)

PM_12 Regardless of the extent to which you yourself have worked interdisciplinarily during your current doctoral phase: How important is it to your scientific environment, to use scientific theories and findings from other disciplines for one' s own work?

Condition: if (tg70101 = 2, 3, 4)

PM_12 Regardless of the extent to which you yourself worked interdisciplinarily during your doctoral phase: How important was it to your scientific environment, to use scientific theories and findings from other disciplines for one' s own work?

Please mark the answer on the scale that best matches your assessment.

not at all [1] ☐

hardly [2] ☐

moderately [3] ☐

strongly [4] ☐

very strongly [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72332	Interdisciplinarity: theories	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_12 Regardless of the extent to which you yourself have worked interdisciplinarily during your current doctoral phase: How important is it to your scientific environment, to use methods and techniques from other disciplines?

Condition: if (tg70101 = 2, 3, 4)

PM_12 Regardless of the extent to which you yourself worked interdisciplinarily during your doctoral phase: How important was it to your scientific environment, to use methods and techniques from other disciplines?

Please mark the answer on the scale that best matches your assessment.

not at all [1] ☐

hardly [2] ☐

moderately [3] ☐

strongly [4] ☐

very strongly [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72333	Interdisciplinarity: methods	pTargetCAWI
---------	------------------------------	-------------

Condition: if (tg70101 = 1)

PM_13 Regardless of the extent to which you yourself have worked in international contexts during your current doctoral phase: How important is it to your scientific environment, to establish international contacts?

Condition: if (tg70101 = 2, 3, 4)

PM_13 Regardless of the extent to which you yourself worked in international contexts during your doctoral phase: How important was it to your scientific environment, to establish international contacts?

Please mark the answer on the scale that best matches your assessment.

not at all [1] ☐

hardly [2] ☐

moderately [3] ☐

strongly [4] ☐

very strongly [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72341	Internationality: contacts	pTargetCAWI
---------	----------------------------	-------------

Condition: if (tg70101 = 1)

PM_13 Regardless of the extent to which you yourself have worked in international contexts during your current doctoral phase: How important is it to your scientific environment, to work together with scientists from abroad?

Condition: if (tg70101 = 2, 3, 4)

PM_13 Regardless of the extent to which you yourself worked in international contexts during your doctoral phase: How important was it to your scientific environment, to work together with scientists from abroad?

Please mark the answer on the scale that best matches your assessment.

not at all [1] ☐

hardly [2] ☐

moderately [3] ☐

strongly [4] ☐

very strongly [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72342	Internationality: researcher	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_13 Regardless of the extent to which you yourself have worked in international contexts during your current doctoral phase: How important is it to your scientific environment, to do research in international project contexts?

Condition: if (tg70101 = 2, 3, 4)

PM_13 Regardless of the extent to which you yourself worked in international contexts during your doctoral phase: How important was it to your scientific environment, to do research in international project contexts?

Please mark the answer on the scale that best matches your assessment.

not at all [1] ☐

hardly [2] ☐

moderately [3] ☐

strongly [4] ☐

very strongly [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72343	Internationality: projects	pTargetCAWI
---------	----------------------------	-------------

Condition: if (tg70101 = 1)

PM_14 With the following questions we would like to learn more from you about the supervision during your current doctorate. To what extent do the following statements apply to your current doctoral phase? The supervision of my doctorate is guaranteed throughout the entire doctoral period.

Condition: if (tg70101 = 2, 3, 4)

PM_14 With the following questions we would like to learn more from you about the supervision during your doctorate. To what extent do the following statements apply to your doctoral phase? The supervision of my doctorate was guaranteed throughout the entire doctoral period.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72111	Supervision: guaranteed	pTargetCAWI
---------	-------------------------	-------------

Condition: if (tg70101 = 1)

PM_14

With the following questions we would like to learn more from you about the supervision during your current doctorate. To what extent do the following statements apply to your current doctoral phase? There have been phases during my current doctorate in which I haven't been adequately supervised.

Condition: if (tg70101 = 2, 3, 4)

PM_14

With the following questions we would like to learn more from you about the supervision during your doctorate. To what extent do the following statements apply to your doctoral phase? There were phases during my doctorate in which I was not adequately supervised.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1]

☐

does rather not apply [2]

☐

does partly apply [3]

☐

does rather apply [4]

☐

does completely apply [5]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

Variables

tg72112

Supervision: not supervised

pTargetCAWI

Condition: if (tg70101 = 1)

PM_14 With the following questions we would like to learn more from you about the supervision during your current doctorate. To what extent do the following statements apply to your current doctoral phase? During my current doctoral phase, I have had to look for alternative supervision options.

PM_14 With the following questions we would like to learn more from you about the supervision during your doctorate. To what extent do the following statements apply to your doctoral phase? During my doctoral phase, I had to look for alternative supervision options.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72113	Supervision: alternatives	pTargetCAWI
---------	---------------------------	-------------

Condition: if (tg70101 = 1)

PM_14 With the following questions, we would like to learn more about the topic of supervision during your doctorate so far. To what extent do the following statements apply to your doctoral phase so far? My supervisor expects to be kept continuously informed about the progress of my doctorate.

Condition: if (tg70101 = 2, 3, 4)

PM_14 With the following questions, we would like to learn more about the topic of supervision during your doctorate. To what extent do the following statements apply to your doctoral phase? My supervisor expected to be kept continuously informed about the progress of my doctorate.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72131	Supervision intensity: informedness	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_14 With the following questions, we would like to learn more about the topic of supervision during your doctorate so far. To what extent do the following statements apply to your doctoral phase so far? There are regular, fixed appointments with the supervisor to discuss the progress of the doctorate.

Condition: if (tg70101 = 2, 3, 4)

PM_14 With the following questions, we would like to learn more about the topic of supervision during your doctorate. To what extent do the following statements apply to your doctoral phase? There were regular, fixed appointments with the supervisor to discuss the progress of the doctorate.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72132	Supervision intensity: appointments	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_14 With the following questions, we would like to learn more about the topic of supervision during your doctorate so far. To what extent do the following statements apply to your doctoral phase so far? I have to give frequent accounts to my supervisor about the status of my doctorate.

Condition: if (tg70101 = 2, 3, 4)

PM_14 With the following questions, we would like to learn more about the topic of supervision during your doctorate. To what extent do the following statements apply to your doctoral phase? I had to give frequent accounts to my supervisor about the status of my doctorate.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72133	Supervision intensity: accountability	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_15 How many professional supervisors do you currently have in total? Please also take into account persons who are not formally responsible for the supervision.

Condition: if (tg70101 = 2, 3, 4)

PM_15 How many professional supervisors did you have in total? Please also take into account persons who were not formally responsible for the supervision.

A problem occurred during filling out the question. Please enter only whole numbers between 0 and 20 or delete your entry.

|_|_| supervisors

{survey aborted} [-91] ☐

refused [-97] ☐

Range: 0 - 20

Variables

tg71401	Number of supervisors	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_16 Will your primary supervisor also be the referee for your dissertation?

Condition: if (tg70101 = 2, 3, 4)

PM_16 Was your primary supervisor also the referee for your dissertation?

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg71402	Referee	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_17 How often do you usually exchange ideas about your doctorate with your main supervisor?

Condition: if (tg70101 = 2, 3, 4)

PM_17 How often did you exchange ideas about your doctorate with your main supervisor?

less than once per semester [1] ☐

about once a semester [2] ☐

several times a semester [3] ☐

about once a week [4] ☐

several times a week [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg71403	Change Main supervisor	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_18 All in all, I am ... with the supervision of my doctorate

Condition: if (tg70101 = 2, 3, 4)

PM_18 All in all, I was ... with the supervision of my doctorate

Please mark the value that applies to you on the scale: if you are "completely dissatisfied", the value '0', if you are "completely satisfied", the value '10'. You can gradate your answer with the numbers in between.

0 completely dissatisfied [0]

☐

1 [1]

☐

2 [2]

☐

3 [3]

☐

4 [4]

☐

5 [5]

☐

6 [6]

☐

7 [7]

☐

8 [8]

☐

9 [9]

☐

10 completely satisfied [10]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

Variables

tg73101

Satisfaction supervision

pTargetCAWI

Condition: if (tg70101 = 1)

PM_19 We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who ... has helped me with questions concerning the content of my doctorate.

PM_19 We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who ... helped me with questions concerning the content of my doctorate.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72221	Professional support: content issues	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_19 We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who has helped me with methodical/technical questions concerning my doctorate.

Condition: if (tg70101 = 2, 3, 4)

PM_19 We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who helped me with methodical/technical questions concerning my doctorate.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72222	Professional support: methodical/technical questions	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_19 We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who has supported me with their expertise.

Condition: if (tg70101 = 2, 3, 4)

PM_19 We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who supported me with their expertise.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72223	Professional support: expert knowledge	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_19

We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who has given me emotional support.

Condition: if (tg70101 = 2, 3, 4)

PM_19

We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who gave me emotional support.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1]

☐

does rather not apply [2]

☐

does partly apply [3]

☐

does rather apply [4]

☐

does completely apply [5]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

Variables

tg72211

Emotional support: emotion

pTargetCAWI

Condition: if (tg70101 = 1)

PM_19 We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who ... has listened to my concerns and problems.

Condition: if (tg70101 = 2, 3, 4)

PM_19 We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who ... listened to my concerns and problems.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72212	Emotional support: listen	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_19

We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who has encouraged me in difficult times.

Condition: if (tg70101 = 2, 3, 4)

PM_19

We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who encouraged me in difficult times.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1]

☐

does rather not apply [2]

☐

does partly apply [3]

☐

does rather apply [4]

☐

does completely apply [5]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

Variables

tg72213

Emotional support: courage

pTargetCAWI

Condition: if (tg70101 = 1)

PM_19 We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who has put me in touch with researchers at other higher education institutions and research institutes.

Condition: if (tg70101 = 2, 3, 4)

PM_19 We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who put me in touch with researchers at other higher education institutions and research institutes.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72231	Networking support: contacts institutions	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_19 We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who has put me in touch with persons who are particularly relevant to my research topic.

Condition: if (tg70101 = 2, 3, 4)

PM_19 We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who put me in touch with persons who are particularly relevant to my research topic.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72232	Networking support: contacts topic-relevant persons	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_19 We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who ... has supported me in expanding my scientific contacts and networks.

Condition: if (tg70101 = 2, 3, 4)

PM_19 We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who ... supported me in expanding my scientific contacts and networks.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72233	Networking support: network	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_19

We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who has helped me plan my career.

Condition: if (tg70101 = 2, 3, 4)

PM_19

We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who helped me plan my career.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1]	<input type="checkbox"/>
does rather not apply [2]	<input type="checkbox"/>
does partly apply [3]	<input type="checkbox"/>
does rather apply [4]	<input type="checkbox"/>
does completely apply [5]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables

tg72241	Networking support: career	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_19 We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who has given me tips for my professional future.

Condition: if (tg70101 = 2, 3, 4)

PM_19 We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who gave me tips for my professional future.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72242	Networking support: tips	pTargetCAWI
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Condition: if (tg70101 = 1)

PM_19 We are also interested in how you are supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there has always been someone who has put me in contact with persons who could positively influence my professional career.

Condition: if (tg70101 = 2, 3, 4)

PM_19 We are also interested in how you were supported by different persons during your doctorate. To what extent do the following statements apply to your doctoral phase? In my scientific environment, there was always someone who put me in contact with persons who could positively influence my professional career.

Please mark the answer on the scale that best matches your assessment.

does not apply at all [1] ☐

does rather not apply [2] ☐

does partly apply [3] ☐

does rather apply [4] ☐

does completely apply [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg72243	Networking support: contacts	pTargetCAWI
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Doctorate Time budget (E7/S2)

PM_20 Now we are interested in the topic of time for the doctorate. How many hours do you currently spend in a typical week on the following activities?

If you are an employee at a university, please refer to the lecture period when providing your time specifications. Please make a specification for each activity and round to full hours. Mark "no time spent/does not apply" if you do not spend time on an activity or if an activity does not apply to you. er: A problem occurred during filling out the question. Please enter only whole numbers or delete your entry. If you do not spend any time on this activity/these activities, please mark the button "no time spent/does not apply".

Scientific activities: work on the doctorate [INFO TEXT] This also includes participation in conferences, research colloquia, working group meetings and the like, as long as there is a direct reference to your own doctorate. |__|__| hours per week

no time spent/does not apply [-93] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Range: 0 - 99

Scientific activities: other research activities without reference to the doctorate [INFO TEXT] This includes participation in conferences, research colloquia, working group meetings and the like without a direct reference to your own doctorate.	__ __ hours per week
<i>no time spent/does not apply [-93]</i>	<input type="checkbox"/>
<i>{survey aborted} [-91]</i>	<input type="checkbox"/>
<i>refused [-97]</i>	<input type="checkbox"/>
Range: 0 - 99	
Scientific activities: teaching and supervision of students [INFO TEXT] This also includes the examination and administration of examination results and correction work.	__ __ hours per week
<i>no time spent/does not apply [-93]</i>	<input type="checkbox"/>
<i>{survey aborted} [-91]</i>	<input type="checkbox"/>
<i>refused [-97]</i>	<input type="checkbox"/>
Range: 0 - 99	
Scientific activities: administration, management, committee work [INFO TEXT] This also includes the organization of conferences, scientific or university events and the like.	__ __ hours per week
<i>no time spent/does not apply [-93]</i>	<input type="checkbox"/>
<i>{survey aborted} [-91]</i>	<input type="checkbox"/>
<i>refused [-97]</i>	<input type="checkbox"/>
Range: 0 - 99	
Scientific activities: writing research funding applications	__ __ hours per week
<i>no time spent/does not apply [-93]</i>	<input type="checkbox"/>
<i>{survey aborted} [-91]</i>	<input type="checkbox"/>
<i>refused [-97]</i>	<input type="checkbox"/>
Range: 0 - 99	
Other activities (not related to research)	__ __ hours per week
<i>no time spent/does not apply [-93]</i>	<input type="checkbox"/>
<i>{survey aborted} [-91]</i>	<input type="checkbox"/>
<i>refused [-97]</i>	<input type="checkbox"/>
Range: 0 - 99	
Household (cleaning, shopping, etc.)	__ __ hours per week

2 Students, CAWI (ID 972)

no time spent/does not apply [-93]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
Range: 0 - 99		
Childcare	__ __ hours per week	
no time spent/does not apply [-93]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
Range: 0 - 99		
if (tg70101 = 1) we_out: (tg74011 = open) OR (tg74011 = -93) we_out: (tg74012 = open) OR (tg74012 = -93) we_out: (tg74013 = open) OR (tg74013 = -93) we_out: (tg74014 = open) OR (tg74014 = -93) we_out: (tg74015 = open) OR (tg74015 = -93) we_out: (tg74021 = open) OR (tg74021 = -93) we_out: (tg74031 = open) OR (tg74031 = -93) we_out: (tg74032 = open) OR (tg74032 = -93)		
Variables		
tg74011	Time budget: work on doctorate	pTargetCAWI
tg74012	Time budget: other research activities	pTargetCAWI
tg74013	Time budget: teaching and supervision	pTargetCAWI
tg74014	Time budget: administration	pTargetCAWI
tg74015	Time budget: applications	pTargetCAWI
tg74021	Time budget: other activities	pTargetCAWI
tg74031	Time budget: household	pTargetCAWI
tg74032	Time budget: childcare	pTargetCAWI

Doctorate Satisfaction (E7)

PM_21 How satisfied are you with your weekly time budget, that you have at your disposal for the work on your doctorate?		
<i>Please check the value that applies to you on the scale: If you are completely dissatisfied, the value "0", if you are completely satisfied, the value "10". You can gradate your answer with the numbers in between.</i>		
0 completely dissatisfied [0]		<input type="checkbox"/>
1 [1]		<input type="checkbox"/>
2 [2]		<input type="checkbox"/>
3 [3]		<input type="checkbox"/>
4 [4]		<input type="checkbox"/>
5 [5]		<input type="checkbox"/>
6 [6]		<input type="checkbox"/>
7 [7]		<input type="checkbox"/>
8 [8]		<input type="checkbox"/>
9 [9]		<input type="checkbox"/>
10 completely satisfied [10]		<input type="checkbox"/>
{survey aborted} [-91]		<input type="checkbox"/>
refused [-97]		<input type="checkbox"/>
Variables		
tg73201	Satisfaction: time availability doctorate	pTargetCAWI

Professional situation: school type (LAP)


LAP2_2 Which type of school does the school at which you (predominantly) work as a teacher belong to?

5: school with Hauptschule [lower secondary school] and Realschule [intermediate secondary school] branch without Gymnasium [upper secondary school] branch [INFO TEXT] School offering two courses of education: combined Hauptschule and Realschule, Realschule plus, Werkrealschule, Mittelschule, Mittelstufenschule, Regionale Schule, regular school, (integrated) secondary school without upper Gymnasium level, Gemeinschaftsschule [comprehensive school] without upper Gymnasium level, Oberschule [upper secondary school] without upper Gymnasium level, Gesamtschule [comprehensive school] without upper Gymnasium level, Stadtteilschule without upper Gymnasium level 6: Gesamtschule, also integrated schools, schools with Hauptschule, Realschule and Gymnasium branches [INFO TEXT] School offering three courses of education: Gesamtschule with upper Gymnasium level, Gemeinschaftsschule with upper Gymnasium level, integrated secondary school with upper Gymnasium level, Oberschule with upper Gymnasium level, Stadtteilschule with upper Gymnasium level 9: vocational school (without vocational Gymnasium) [INFO TEXT] e.g. vocational school, Wirtschaftsschule [type of secondary school in Bavaria providing general education in the field of business and administration], Fachoberschule [type of vocational school leading to a higher education entrance qualification], (vocational) Fachschule [school for vocational continuing education].

Elementary school [1]	<input type="checkbox"/>
Hauptschule [2]	<input type="checkbox"/>
Realschule [3]	<input type="checkbox"/>
Gymnasium (without vocational Gymnasium) [4]	<input type="checkbox"/>
School with Hauptschule branch and Realschule branch without Gymnasium branch [5]	<input type="checkbox"/>
Gesamtschule [comprehensive school], also integrated schools, schools with Hauptschule, Realschule and Gymnasium branches [6]	<input type="checkbox"/>
Special needs school [7]	<input type="checkbox"/>
Vocational Gymnasium [8]	<input type="checkbox"/>
Vocational school (without vocational Gymnasium) [9]	<input type="checkbox"/>
other type of school, namely: [10]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
(tg60211 = 1, 2, 3, 4, 5, 6, 7, 8, 9) OR (tg60211 = 10)	

Variables

tg60211	T - prof. situation: type of school (CAWI)	pTargetCAWI
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LAP2_2 [NCS]		
		
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
tg6021s an tg60211		
Variables		
tg6021s_O	T - prof. situation: other type of school, open (CAWI)	pTargetCAWI

Time at school (LAP)

LAP2_3 How long have you been working as a teacher at this school?		
<i>If applicable, please include the period of Referendariat [period as a trainee teacher], but do not include interruptions.</i>		
less than 3 months [1]	<input type="checkbox"/>	
3 to less than 6 months [2]	<input type="checkbox"/>	
6 months to less than 1 year [3]	<input type="checkbox"/>	
1 to less than 2 years [4]	<input type="checkbox"/>	
2 to 3 years [5]	<input type="checkbox"/>	
more than 3 years [6]	<input type="checkbox"/>	
{survey aborted} [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
Variables		
tg60251	T - prof. situation: time at school	pTargetCAWI

Change of school principal since last CAWI survey (LAP)

In the time from our last online survey (in fall 2018) up until now, has there been a change of principal at your school?

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg60253	T - prof. situation: change of principal since last CAWI survey	pTargetCAWI
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Proportion of students with a migrant background at school (LAP)

How many students at this school have a migrant background, i.e. they themselves or at least one parent was born abroad?

(almost) none [1] ☐

less than half [2] ☐

about half [3] ☐

more than half [4] ☐

(almost) all [5] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg60261	T - prof. situation: share migrant background (CAWI)	pTargetCAWI
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Professional situation: school principal (LAP)

LAP2_5 Do you work at this school as a school principal or as a assistant school principal?

yes [1] ☐

no [2] ☐

{survey aborted} [-91] ☐

refused [-97] ☐

Variables

tg60029	T - prof. situation: (assistant) principal (CAWI)	pTargetCAWI
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Professional situation: subjects (LAP)

LAP2_6 [MF] What subject or subjects do you teach at your school?

For each subject, please mark the subject group to which this subject is assigned. If you teach a subject that falls into more than one subject group, please indicate all the corresponding subject groups.

	not specified [0]	specified [1]
1: linguistic subject group (e.g. German, English, French, Spanish, Latin)	<input type="checkbox"/>	<input type="checkbox"/>
2: artistic-musical subject group (e.g. art, textile design, music, design)	<input type="checkbox"/>	<input type="checkbox"/>
3: social and economic sciences subject group (e.g. social sciences, politics, economics, administration, history, geography, education, psychology)	<input type="checkbox"/>	<input type="checkbox"/>
4: religious-philosophical subject group (e.g. religion, philosophy, ethics)	<input type="checkbox"/>	<input type="checkbox"/>
5: STEM subject group (e. g. mathematics, computer science, biology, chemistry, physics, technology)	<input type="checkbox"/>	<input type="checkbox"/>
6: physical education	<input type="checkbox"/>	<input type="checkbox"/>
7: special and socio-educational subject group (e.g. social learning)	<input type="checkbox"/>	<input type="checkbox"/>
8: medical-health science subject group (e.g. elderly care, nursing care, immunology, physiology)	<input type="checkbox"/>	<input type="checkbox"/>
9: household and nutritional science subject group (e.g. home economics, food technology, gastronomy)	<input type="checkbox"/>	<input type="checkbox"/>
10: other subject or other subject group, namely: [NCS: tg6022s]	<input type="checkbox"/>	<input type="checkbox"/>
11: -91: {survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>
12: -97: {refused}	<input type="checkbox"/>	<input type="checkbox"/>
13: -99: {filtered}	<input type="checkbox"/>	<input type="checkbox"/>

Variables

tg60221	T - prof. situation: subjects, linguistic subject group	pTargetCAWI
tg60222	T - prof. situation: subjects, arts and music subject group	pTargetCAWI
tg60223	T - prof. situation: subjects, social/economic subject group	pTargetCAWI
tg60224	T - prof. situation: subjects, religious-philosophical subject group	pTargetCAWI
tg60225	T - prof. situation: subjects, STEM subject group	pTargetCAWI
tg60226	T - prof. situation: subjects, physical education	pTargetCAWI
tg60227	T - prof. situation: subjects, special/socio-educational subject group	pTargetCAWI
tg60228	T - prof. situation: subjects, medical and health science subject group	pTargetCAWI
tg60229	T - prof. situation: subjects, household/nutritional science subject group	pTargetCAWI
tg60220	T - prof. situation: subjects, other subject or subject group	pTargetCAWI

LAP2_6 [NCS]

other subject/other subject group, namely:



{survey aborted} [-91]

☐

refused [-97]

☐

Variables

tg6022s_O	T - prof. situation: subjects, other subject or subject group, open	pTargetCAWI
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Professional situation: grades (LAP)

LAP2_7 Which grade do you mainly teach at your school?

If necessary, please select the grade you spend most of your time on (lessons plus preparation and follow-up).

grades 1 to 4 [1]

☐

grades 5 to 7 [2]

☐

grades 8 to 9/10 [3]

☐

grades 11 to 12/13 [4]

☐

no allocation to grade levels possible [INFO TEXT] Please select this answer only if you do not teach in grades or grade levels (e.g., vocational schools, adult education). [5]

☐

{survey aborted} [-91]

☐

refused [-97]

☐

Variables

tg60231	T - prof. situation: grades (CAWI)	pTargetCAWI
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Professional situation: class context (LAP)

LAP2_7 The following questions are about the class or course you have taught most frequently so far in the current school year 2020/2021. How many lessons per week do you teach in this class or course?

If you teach more than one class/course in equal shares, please select the class or course for which you spend the most time (teaching plus preparation and follow-up). If no class/course can be selected or you haven't taught yet in the school year 2020/2021, please mark "does not apply/no lessons". If unsure of the exact number, please estimate.

|__|__| lessons per week

does not apply/no lessons [-93] ☐

survey aborted [-91] ☐

does not apply [-93] ☐

refused [-97] ☐

Range: 0 - 99

0 - 99, -91, -93, -97, -99

Variables

tg60285	T - prof. situation: class context number of lessons/week (CAWI)	pTargetCAWI
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LAP2_7 How many students are in this class or course?

c

If unsure of the exact number, please estimate.

|__|__| students

survey aborted [-91] ☐

refused [-97] ☐

Range: 0 - 99

if (tg60285 <> -93)

0 - 99, -91, -97, -99

Variables

tg60286	T - prof. situation: class context, class size (CAWI)	pTargetCAWI
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LAP2_7 How many students in this class or course have special education needs?**d**

If you are unsure of the exact number, please estimate. If none of the students has special educational needs, please enter 0. A problem occurred during filling in the question. There are a total of @insert(tg60286.1) students in this class or course. Please correct your entry.

|_|_|_|_| students

survey aborted [-91]

☐

refused [-97]

☐

Range: 0 - 26,516

if (tg60285 <> -93)

0 - tg60286, -91, -97, -99

Variables

tg60287

T - prof. situation: class context, special educational needs (CAWI)

pTargetCAWI

LAP2_7 How many students in this class or course have a migrant background?**e**

If none of the students has a migrant background, please enter "none". A student has a migrant background if he/she or at least one of his/her parents was born abroad.

none [1]

☐

almost none [2]

☐

less than half [3]

☐

about half [4]

☐

more than half [5]

☐

almost all [6]

☐

all [7]

☐

survey aborted [-91]

☐

refused [-97]

☐
Variables

tg60288

T - prof. situation: class context, migrant background (CAWI)

pTargetCAWI

Professional action: cognitively activating teaching (LAP)

LAP2_8 The following is about your teaching and how you design your lessons. Think about the experiences you have already had as a (prospective) teacher. How often do you use the following techniques in your lessons?

	never [1]	very rarely [2]	rarely [3]	sometimes [4]	often [5]	very often [6]	refused [-97]
refused [-97]							
How often do you use the following techniques in your lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
I encourage the students to think independently about the correctness of their answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
In discussions, I make sure that different opinions are contrasted on purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
I work out contradictions in the topics that are supposed to be solved by the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
I ask questions that cannot be answered spontaneously, but rather force you to think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
I start with students' ideas and play through the consequences with them until they recognize inconsistencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
tg69911	T - challenge: cognitive activation 1	pTargetCAWI
tg69912	T - challenge: cognitive activation 2	pTargetCAWI
tg69913	T - challenge: cognitive activation 3	pTargetCAWI
tg69914	T - challenge: cognitive activation 4	pTargetCAWI
tg69915	T - challenge: cognitive activation 5	pTargetCAWI

Professional acting: class management (LAP)

LAP2_9 To what extent do the following statements apply to your lessons? Again, think about the experiences you have already had as a (prospective) teacher.

	does not apply at all [1]	does not apply for the most part [2]	does rather not apply [3]	does rather apply [4]	does mainly apply [5]	does completel y apply [6]	refused [- 97]
refused [-97]							
survey aborted [-91]							
refused [-97]							
I notice immediately when students are not engaged in their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
In my classes it's hard to start lessons on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
I always know exactly what's going on in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
At the beginning of the lesson it takes a long time for the students to calm down and start working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
I take great care that the students pay attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
I often get the impression that a lot of time is wasted in my lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							
I immediately notice when students start to do something else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							
refused [-97]							

I also keep an eye on what other students are doing while dealing with individual students.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Variables

tg69725	T - structure (class management): monitoring 5	pTargetCAWI
tg69711	T - structure (class management): class disruption 1	pTargetCAWI
tg69721	T - structure (class management): monitoring 1	pTargetCAWI
tg69712	T - structure (class management): class disruption 2	pTargetCAWI
tg69722	T - structure (class management): monitoring 2	pTargetCAWI
tg69713	T - structure (class management): class disruption 3	pTargetCAWI
tg69723	T - structure (class management): monitoring 3	pTargetCAWI
tg69724	T - structure (class management): monitoring 4	pTargetCAWI

Professional action: individualized teaching (LAP)

LAP2_1 How often do you use the following work methods during practice and repetition?
0 Again, think about the experiences you have already had as a (prospective) teacher.

	never [1]	very rarely [2]	rarely [3]	sometimes [4]	often [5]	very often [6]	refused [-97]
refused [-97]							<input type="checkbox"/>
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
I give students homework of varying difficulty depending on their performance level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
I give high-performing (fast) students extra tasks that really challenge them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
During the quiet work, I vary the tasks in order to meet the needs of students of different performance levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
In group work I differentiate between different performance groups, each of which has its own tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
I demand much more from students with good grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
During the quiet work, I like to give tasks that high-performing and weaker students can work on or solve in different ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
tg69811	T - support: individualized teaching 1	pTargetCAWI
tg69812	T - support: individualized teaching 2	pTargetCAWI
tg69813	T - support: individualized teaching 3	pTargetCAWI
tg69814	T - support: individualized teaching 4	pTargetCAWI
tg69815	T - support: individualized teaching 5	pTargetCAWI
tg69816	T - support: individualized teaching 6	pTargetCAWI

Facets of professional competence: self-regulation (LAP)

LAP2_1	Now we would like you to describe some of your usual behaviors, attitudes and habits in terms of working life. Below you will find a number of statements. Please state for each statement to what extent it applies to you personally.						
refused [-97]	<input type="checkbox"/>						
	does not apply at all [1]	does rather not apply [2]	does partly apply [3]	does rather apply [4]	does completel y apply [5]	refused [- 97]	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
For me, work is the most important part of my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
As for my professional development, I consider myself quite ambitious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
I also deal with many work problems in my free time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

survey aborted [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
It's hard for me to cope with failures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Work is my everything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
I strive for higher professional goals than most others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
After work I can switch off without any problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Professional failures can easily discourage me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
I need the work like the air to breathe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
I have set myself a lot of goals for my professional future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Work problems keep me busy all day long.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
When I'm unsuccessful at work, it depresses me very much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>					
refused [-97]		<input type="checkbox"/>					
Professional success is an important life goal for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
tg69511	T - self-regulation (commitment): subjective importance 1	pTargetCAWI
tg69521	T - self-regulation (commitment): professional ambition 1	pTargetCAWI
tg69611	T - self-regulation (resistibility): ability to distance 1	pTargetCAWI
tg69621	T - self-regulation (resistibility): resignation tendency 1	pTargetCAWI
tg69512	T - self-regulation (commitment): subjective importance 2	pTargetCAWI
tg69522	T - self-regulation (commitment): professional ambition 2	pTargetCAWI
tg69612	T - self-regulation (resistibility): ability to distance 2	pTargetCAWI
tg69622	T - self-regulation (resistibility): resignation tendency 2	pTargetCAWI
tg69513	T - self-regulation (commitment): subjective importance 3	pTargetCAWI
tg69523	T - self-regulation (commitment): professional ambition 3	pTargetCAWI
tg69613	T - self-regulation (resistibility): ability to distance 3	pTargetCAWI
tg69623	T - self-regulation (resistibility): resignation tendency 3	pTargetCAWI
tg69524	T - self-regulation (commitment): professional ambition 4	pTargetCAWI

Collegial cooperation (LAP)

LAP2_1 The following is about collaboration among the colleagues at your school.

refused [-97]	<input type="checkbox"/>						
	never [1]	very rarely [2]	rarely [3]	sometimes [4]	often [5]	very often [6]	refused [-97]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
I exchange teaching materials with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
I create worksheets together with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
My colleagues and I support each other with the correction of tests and exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
I keep up to date with my colleagues on issues relevant to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
Together with colleagues I develop concepts for new teaching units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
To get feedback, I conduct sitting in on classes with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
I communicate with my colleagues about the content of my lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
It happens that I prepare lessons together with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
It happens that I teach a class together with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
I coordinate the content of topics with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
tg81111	T - colleagues: cooperation (exchange), teaching materials	pTargetCAWI
tg81121	T - colleagues: cooperation (synchronization), worksheets	pTargetCAWI
tg81131	T - colleagues: cooperation (co-construction), correction of tests/exams	pTargetCAWI
tg81112	T - colleagues: cooperation (exchange), work related topics	pTargetCAWI
tg81122	T - colleagues: cooperation (synchronization), concepts new teaching series	pTargetCAWI
tg81132	T - colleagues: cooperation (co-construction), sitting in on lessons	pTargetCAWI
tg81113	T - colleagues: cooperation (exchange), lesson content	pTargetCAWI
tg81123	T - colleagues: cooperation (synchronization), lesson preparation	pTargetCAWI
tg81133	T - colleagues: cooperation (co-construction), teaching together	pTargetCAWI
tg81134	T - colleagues: cooperation (co-construction), agreements subject area contents	pTargetCAWI

School principal: transformational leadership (LAP)

LAP2_1 Below are a few statements that help to describe your principal. Each of these statements refers to a certain behavior. Please estimate as best you can, how often the school principal shows this behavior. The school principal ...

	never [1]	rarely [2]	sometimes [3]	often [4]	very often [5]	refused [-97]
refused [-97]						
survey aborted [-91]						
refused [-97]						
... provides an interesting picture of the future of our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]						
refused [-97]						
... cultivates cooperation at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]						
refused [-97]						
... leads by "actions" rather than by "instructions".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]						
refused [-97]						
... has a clear understanding of where our school is heading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]						
refused [-97]						
... gets the group to work together towards a common goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]						
refused [-97]						
... is a good role model that is easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]						
refused [-97]						
... inspires by his/her plans for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]						
refused [-97]						
... develops a sense of unity and team spirit among the colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
... leads by exemplary behavior.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Variables		
tg82111	T - transformational school management: visions, future school	pTargetCAWI
tg82121	T - transformational school management: group goals, cooperation in school	pTargetCAWI
tg82131	T - transformational school management: role model, leads by actions	pTargetCAWI
tg82112	T - transformational school management: visions, understanding future school	pTargetCAWI
tg82122	T - transformational school management: group goals, working together for goal	pTargetCAWI
tg82132	T - transformational school management: role model, easy to follow	pTargetCAWI
tg82113	T - transformational school management: visions, inspiring future plans	pTargetCAWI
tg82123	T - transformational school management: group goals, we-feeling/team spirit	pTargetCAWI
tg82133	T - transformational school management: role model, exemplary behavior	pTargetCAWI

School principal: instructional leadership (LAP)

LAP2_1 The following describes various more structural aspects of the principal's leadership style. Please estimate how often the following statements apply to your principal.

	never [1]	rarely [2]	sometimes [3]	often [4]	very often [5]	refused [-97]
refused [-97]						
survey aborted [-91]						
refused [-97]						
The principal makes sure that teachers are informed about the opportunities for keeping their knowledge and skills up to date.						
survey aborted [-91]						
refused [-97]						
When a teacher has problems in his or her class, the principal takes the initiative to talk about it.						
survey aborted [-91]						
refused [-97]						
The principal makes sure that the work of the teachers is in accordance with the teaching objectives of the school.						
survey aborted [-91]						
refused [-97]						
The principal gives the teachers suggestions on how they can improve their teaching.						
survey aborted [-91]						
refused [-97]						
The principal makes sure that teachers' further training activities are aligned with teaching goals.						

Variables		
tg82201	T - instructional school management: informs about opportunities	pTargetCAWI
tg82202	T - instructional school management: is proactive when problems arise	pTargetCAWI
tg82203	T - instructional school management: ensures consistency with objectives	pTargetCAWI
tg82204	T - instructional school management: gives suggestions for improvements	pTargetCAWI
tg82205	T - instructional school management: alignment further training activities	pTargetCAWI

Understanding of Democracy (S5)

QS21_1 The following questions are about democracy. There are no right or wrong answers. Please indicate what you personally think.
 How important you think is it for democracy in general

Please answer on a scale from 0 to 10. ,0' means „not at all important for democracy in general“ and ,10' means „extremely important for democracy in general“. You can gradate your answer with the numbers in between.

that the elections of the national parliament are free and fair?

not at all important for democracy in general [0] ☐

1 [1] ☐

2 [2] ☐

3 [3] ☐

4 [4] ☐

5 [5] ☐

6 [6] ☐

7 [7] ☐

8 [8] ☐

9 [9] ☐

extremely important for democracy in general [10] ☐

survey aborted [-91] ☐

refused [-97] ☐

Variables

t516400	Understanding of Democracy: free elections	pTargetCAWI
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QS21_2 [ITEMBAT] that opposition parties are free to criticise the government?		
not at all important for democracy in general [0]		<input type="checkbox"/>
1 [1]		<input type="checkbox"/>
2 [2]		<input type="checkbox"/>
3 [3]		<input type="checkbox"/>
4 [4]		<input type="checkbox"/>
5 [5]		<input type="checkbox"/>
6 [6]		<input type="checkbox"/>
7 [7]		<input type="checkbox"/>
8 [8]		<input type="checkbox"/>
9 [9]		<input type="checkbox"/>
extremely important for democracy in general [10]		<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>
refused [-97]		<input type="checkbox"/>

Variables		
t516401	Understanding of Democracy: criticism opposition	pTargetCAWI

QS21_3 [ITEMBAT] that the media are free to criticise the government?	
not at all important for democracy in general [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
extremely important for democracy in general [10]	<input type="checkbox"/>
<i>survey aborted [-91]</i>	<input type="checkbox"/>
<i>refused [-97]</i>	<input type="checkbox"/>

Variables		
t516402	Understanding of Democracy: criticism media	pTargetCAWI

QS21_4 [ITEMBAT] that the rights of minority groups are protected?	
not at all important for democracy in general [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
extremely important for democracy in general [10]	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
t516403	Understanding of Democracy: protection of minorities	pTargetCAWI

QS21_5 [ITEMBAT] that the courts treat everyone the same?	
not at all important for democracy in general [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
extremely important for democracy in general [10]	<input type="checkbox"/>
<i>survey aborted [-91]</i>	<input type="checkbox"/>
<i>refused [-97]</i>	<input type="checkbox"/>

Variables		
t516404	Understanding of Democracy: equality before the courts	pTargetCAWI

QS21_6 [ITEMBAT] that the courts are able to stop the government acting beyond its authority?not at all important for democracy in general [0] ☐1 [1] ☐2 [2] ☐3 [3] ☐4 [4] ☐5 [5] ☐6 [6] ☐7 [7] ☐8 [8] ☐9 [9] ☐extremely important for democracy in general [10] ☐survey aborted [-91] ☐refused [-97] ☐**Variables**

t516405 Understanding of Democracy: government control courts pTargetCAWI

Position generator (S3/S4)**QS21_8 Here is a list of professions. Please mark in each case whether you know a person in your personal environment who is currently pursuing such an profession in Germany. In your personal environment, do you know ...**survey aborted [-91] ☐refused [-97] ☐

	yes [1]	no [2]	survey aborted [-91]	refused [-97]
a nurse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

survey aborted [-91] ☐refused [-97] ☐

	yes [1]	no [2]	survey aborted [-91]	refused [-97]
an engineer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

survey aborted [-91] ☐refused [-97] ☐

	yes [1]	no [2]	survey aborted [-91]	refused [-97]
a warehouse or transport worker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

survey aborted [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
a social worker?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
a salesperson?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
a police officer?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
a physician?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
a bank clerk?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
a motor mechanic?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
a legal practitioner (e.g. lawyer or judge)?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
an optician?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
a translator?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]		<input type="checkbox"/>			
refused [-97]		<input type="checkbox"/>			
an elementary school teacher, a teacher at a Hauptschule [lower secondary school]/Realschule [intermediate secondary school]	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables					

t32600a	Position generator: nurse	pTargetCAWI
t32600b	Position generator: engineer	pTargetCAWI
t32600c	Position generator: warehouse/transport worker	pTargetCAWI
t32600d	Position generator: social worker	pTargetCAWI
t32600e	Position generator: salesperson	pTargetCAWI
t32600f	Position generator: police officer	pTargetCAWI
t32600g	Position generator: physician	pTargetCAWI
t32600h	Position generator: banker	pTargetCAWI
t32600k	Position generator: motor mechanic	pTargetCAWI
t32600l	Position generator: legal practitioner	pTargetCAWI
t32600m	Position generator: optician	pTargetCAWI
t32600n	Position generator: translator	pTargetCAWI
t32600o	Position generator: teacher	pTargetCAWI

QS21_9 What country is this person from that is ...?

If you know more than one person: Please think only of the person who is closest to you.

survey aborted [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
		<div style="display: flex; justify-content: space-around; text-align: center;"> <div>Germany [1]</div> <div>Bosnia and Herzegovina [2]</div> <div>Greece [3]</div> <div>Italy [4]</div> <div>Kazakhstan (and/or Kazakh Soviet Republic) [5]</div> <div>Croatia [6]</div> <div>Poland [7]</div> <div>Russian Federation (and/or Russian Soviet Republic) [8]</div> <div>Serbia [9]</div> <div>Turkey [10]</div> <div>Ukraine (and/or Ukrainian Soviet Republic) [11]</div> <div>from another country [12]</div> <div>survey aborted [-91]</div> <div>refused [-97]</div> </div>
nurse if (t32600a = 1)	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
engineer if (t32600b = 1)	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
warehouse or transport worker if (t32600c = 1)	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	

social worker if (t32600d = 1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
salesperson if (t32600e = 1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
police officer if (t32600f = 1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
physician if (t32600g = 1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
banker if (t32600h = 1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
motor mechanic if (t32600i = 1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
legal practitioner if (t32600j = 1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
optician if (t32600k = 1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
translator if (t32600l = 1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
elementary school teacher, teacher at a Hauptschule [lower secondary school]/Realschule [intermediate secondary school] if (t32600m = 1)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Variables	

t32601a	Position generator country: nurse	pTargetCAWI
t32601b	Position generator country: engineer	pTargetCAWI
t32601c	Position generator country: warehouse/transport worker	pTargetCAWI
t32601d	Position generator country: social worker	pTargetCAWI
t32601e	Position generator country: salesperson	pTargetCAWI
t32601f	Position generator country: police officer	pTargetCAWI
t32601g	Position generator country: physician	pTargetCAWI
t32601h	Position generator country: banker	pTargetCAWI
t32601k	Position generator country: motor mechanic	pTargetCAWI
t32601l	Position generator country: legal practitioner	pTargetCAWI
t32601m	Position generator country: optician	pTargetCAWI
t32601n	Position generator country: translator	pTargetCAWI
t32601o	Position generator country: teacher	pTargetCAWI

Integration aspects (S4)

QS21_1 Now let's move on to an aspect of living together. What about your friends in Germany? How many people in your circle of friends have a migrant background, i.e. they themselves were or at least one parent was born abroad?		
none [1]	<input type="checkbox"/>	
almost none [2]	<input type="checkbox"/>	
less than half [3]	<input type="checkbox"/>	
about half [4]	<input type="checkbox"/>	
more than half [5]	<input type="checkbox"/>	
almost all [6]	<input type="checkbox"/>	
all [7]	<input type="checkbox"/>	
survey aborted [-91]	<input type="checkbox"/>	
I have no friends [-21]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
Variables		
t451200	Share Friends with migrant background	pTargetCAWI

QS21_1 And to what extent do you feel belonging to people in Germany?		
1		
very strongly [1]	<input type="checkbox"/>	
strongly [2]	<input type="checkbox"/>	
moderately [3]	<input type="checkbox"/>	
hardly [4]	<input type="checkbox"/>	
not at all [5]	<input type="checkbox"/>	
<i>refused [-97]</i>	<input type="checkbox"/>	
Variables		
t428050	Sense of belonging people in Germany	pTargetCAWI

Module 9: teaching

LAP3_1 In the NEPS study "Educational Trajectories in Germany", the competencies of students in different areas are recorded. What results do you think students from the following groups achieve in the competence area Reading compared to other students in Germany as a whole?

The further to the left you make your cross, the worse the group results will be in your estimation, the further to the right you make your cross, the better they will be.

[illegible]

Variables		
t31602a	Teacher stereotypes reading - lower social stratum	pTargetCAWI
t31602b	Teacher stereotypes reading - middle social stratum	pTargetCAWI
t31602c	Teacher stereotypes reading - upper social stratum	pTargetCAWI

LAP3_2 And what results do students from the following groups achieve in the competence area Reading compared to other students in Germany as a whole?

[illegible]

Variables		
t31602d	Teacher stereotypes Reading - girls	pTargetCAWI
t31602e	Teacher stereotypes Reading - boys	pTargetCAWI

LAP3_3 And what results do students from the following groups achieve in the competence area Reading compared to other students in Germany as a whole?

{survey aborted} [-91]	<input type="checkbox"/>												
refused [-97]	<input type="checkbox"/>												
	far below-average [0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	far above-average [10]	{survey aborted} [-91]	refused [-97]
Students with migrant background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>												
refused [-97]	<input type="checkbox"/>												
Students with Turkish migrant background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>												
refused [-97]	<input type="checkbox"/>												
Students with Russian migrant background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>												
refused [-97]	<input type="checkbox"/>												
Students without migrant background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t31602f	Teacher stereotypes Reading - migrant background	pTargetCAWI
t31602g	Teacher stereotypes Reading - Turkish migrant background	pTargetCAWI
t31602h	Teacher stereotypes Reading - Russian migrant background	pTargetCAWI
t31602i	Teacher stereotypes Reading - without migrant background	pTargetCAWI

LAP3_4 How much parental support do you think students from the following groups receive compared to students in Germany as a whole at home? By parental support we mean, for example, support with homework.

The further to the left you make your cross, the less parental support you think the children receive, and the further to the right you make your cross, the greater the parental support.

[illegible]

Variables		
t31603a	Teacher stereotypes support - lower social stratum	pTargetCAWI
t31603b	Teacher stereotypes support - middle social stratum	pTargetCAWI
t31603c	Teacher stereotypes support - upper social stratum	pTargetCAWI

LAP3_5 And how much parental support do students from the following groups receive at home compared to other students in Germany as a whole?		
{survey aborted} [-91]		
refused [-97]		
Girls	<div> <div>far below-average [0]</div> <div>far above-average [10]</div> </div> <div> <div>[0]</div> <div>[1]</div> <div>[2]</div> <div>[3]</div> <div>[4]</div> <div>[5]</div> <div>[6]</div> <div>[7]</div> <div>[8]</div> <div>[9]</div> <div>[10]</div> <div>{survey aborted} [-91]</div> <div>refused [-97]</div> </div>	
{survey aborted} [-91]		
refused [-97]		
Boys	<div> <div>far below-average [0]</div> <div>far above-average [10]</div> </div> <div> <div>[0]</div> <div>[1]</div> <div>[2]</div> <div>[3]</div> <div>[4]</div> <div>[5]</div> <div>[6]</div> <div>[7]</div> <div>[8]</div> <div>[9]</div> <div>[10]</div> <div>{survey aborted} [-91]</div> <div>refused [-97]</div> </div>	
Variables		
t31603d	Teacher stereotypes support - girls	pTargetCAWI
t31603e	Teacher stereotypes support - boys	pTargetCAWI

LAP3_6 And how much parental support do students from the following groups receive at home compared to other students in Germany as a whole?

[illegible]

Variables		
t31603f	Teacher stereotypes support - migrant background	pTargetCAWI
t31603g	Teacher stereotypes support - Turkish migrant background	pTargetCAWI
t31603h	Teacher stereotypes support - Russian migrant background	pTargetCAWI
t31603i	Teacher stereotypes support - without migrant background	pTargetCAWI

Corona questions - start and status recording

COR_0a Is this the same occupation you are currently doing?

if tg76001=filled As a reminder: you have specified <tg76001>.

yes [1] ☐

no [2] ☐

survey aborted [-91] ☐

refused [-97] ☐

if tg51100 = 1 & corstatus=1

Variables

tg55112	same employment since February 2020	pTargetCAWI
---------	-------------------------------------	-------------

COR_0b Was this occupation in February 2020 a paid employment or self-employment/freelance work?

paid employment [1] ☐

self-employed/freelance [2] ☐

survey aborted [-91] ☐

refused [-97] ☐

don't know [-98] ☐

if (corkonti <> 1) & corstatus=1

Variables

tg55113	Employment main employment before corona	pTargetCAWI
---------	--	-------------

COR_0c And did you pursue this occupation in March 2020 or later?

yes [1] ☐

no [2] ☐

survey aborted [-91] ☐

refused [-97] ☐

if (corkonti <> 1) & corstatus=1

Variables

tg55114	Employment at the start of corona	pTargetCAWI
---------	-----------------------------------	-------------

COR_0d In addition, have you been working (also temporarily) in any other occupations in the period from March 2020 up until now?

This includes all kinds of employment as an employee or self-employed person (also jobs), but also employment of a training nature, such as a trainee program, a Referendariat or an internship. Please tick as appropriate.

	not specified [0]	specified [1]
yes, paid employment	<input type="checkbox"/>	<input type="checkbox"/>
yes, self-employed/freelance	<input type="checkbox"/>	<input type="checkbox"/>
3: no, neither The answer option coretgen3 should be exclusive.	<input type="checkbox"/>	<input type="checkbox"/>
4 {-91 survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>
5 {-97 refused}	<input type="checkbox"/>	<input type="checkbox"/>
6 {-99 filtered}	<input type="checkbox"/>	<input type="checkbox"/>
<i>if (coretgen1 = 1 OR/& coretgen2 = 1) OR coretgen3 = 1</i>		

Variables		
tg55115	other employment during corona (paid empl.)	pTargetCAWI
tg55116	other employment during corona (self-empl.)	pTargetCAWI
tg55117	other employment during corona (no)	pTargetCAWI

Direct consequences

Condition: if corstatus=3

COR_1a Have you lost a training position because of the corona crisis from March 2020 until today?

Condition: if corstatus=1

COR_1a Have you lost a job because of the corona crisis from March 2020 until today?

if corkonti = 1 Please think here of occupations you may have pursued in addition to your occupation as <tg76001>.

yes [1]	<input type="checkbox"/>
no [2]	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
does not apply, did not have a job/training position [-93]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
<i>if (corstatus= 1, 3)</i>	

Variables		
th18001	Loss of job/training position	pTargetCAWI

COR_1b Haven't you been able to take an exam from March 2020 until today because of the corona crisis?yes [1] ☐no [2] ☐does not apply, no exam planned [-93] ☐survey aborted [-91] ☐refused [-97] ☐

if (corstatus= 2, 3, 4)

Variables

th18002 Exam not taken pTargetCAWI

COR_2 How much have you personally been affected by the following things as a result of the corona crisis from March 2020 until today?

Please mark the applicable answer alternative.

survey aborted [-91] ☐does not apply [-93] ☐refused [-97] ☐

	not at all [1]	hardly [2]	moderat ely [3]	strongly [4]	very strongly [5]	survey aborted [-91]	does not apply [- 93]	refused [-97]
Restrictions of your standard of living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

survey aborted [-91] ☐does not apply [-93] ☐refused [-97] ☐

Money problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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survey aborted [-91] ☐does not apply [-93] ☐refused [-97] ☐

Illness of people close to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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survey aborted [-91] ☐does not apply [-93] ☐refused [-97] ☐

Conflicts family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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survey aborted [-91] ☐

does not apply [-93]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
Loneliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
does not apply [-93]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
Care bottlenecks for children or relatives in need of care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
does not apply [-93]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
School problems of your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
does not apply [-93]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
Problems with reconciling family and work life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
th18010	Direct consequences - restrictions	pTargetCAWI
th18011	Direct consequences - money problems	pTargetCAWI
th18012	Direct consequences - illness of persons close to you	pTargetCAWI
th18013	Direct consequences - family conflicts	pTargetCAWI
th18014	Direct consequences - loneliness	pTargetCAWI
th18015	Direct consequences - care bottlenecks	pTargetCAWI
th18016	Direct consequences - school problems	pTargetCAWI
th18017	Direct consequences - reconciliation	pTargetCAWI

Learning materials

COR_3 How did you predominantly receive learning materials or other information about homeschooling from the school during the school closure?digitally via online platforms, online courses or digital classroom or school-cloud [1] ☐virtual conferences or video chats with a teacher, e.g. Skype or other providers [2] ☐e-mails [3] ☐short message services, such as SMS, WhatsApp, Threema etc. [4] ☐phone contact with a teacher [5] ☐letters or via mail [6] ☐other, namely: [7] ☐survey aborted [-91] ☐no learning materials/information received [-93] ☐refused [-97] ☐don't know [-98] ☐**Variables**


tm00055	Learning materials	pTargetCAWI
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COR_4 What does most likely apply in your situation: All in all, you learned during the school closures in the major subjects...more or as much as he/she normally learned in school [1] ☐a little less than usually in school [2] ☐significantly less than usually in school [3] ☐survey aborted [-91] ☐refused [-97] ☐don't know [-98] ☐**Variables**

th18030	Homeschooling major subjects	pTargetCAWI
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Learning opportunities

COR_5 We are also interested in whether you used other or new learning opportunities. How often did you use the following learning opportunities during the school closure compared to the time before the corona crisis? Please mark the applicable answer alternative for each learning opportunity. If never used, please check "as frequently as before".

survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
	much more frequently [1]	slightly more frequently [2]	as frequently as before [3]	slightly less frequently [4]	much less frequently [5]	survey aborted [- 91]	refused [- 97]
Online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
Learning software, e.g. language learning apps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
Textbooks or non-fiction books [i: both e-books and print books]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
Learning videos, e.g. on YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
Offers of public broadcasting, e.g. „Schule daheim“, documentaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
Virtual study groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
Other, namely: [NCS: lernangebsonsts]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
open:							
survey aborted [-91]							<input type="checkbox"/>
refused [-97]							<input type="checkbox"/>
lernangebsonsts an (lernangebsonst = 1 , 2, 3, 4, 5)							
Variables							

tm00090	Changed learning opportunities during school closure - online courses	pTargetCAWI
tm00091	Changed learning opportunities during school closure - learning software	pTargetCAWI
tm00092	Changed learning opportunities during school closure - textbooks	pTargetCAWI
tm00093	Changed learning opportunities during school closure - learning videos	pTargetCAWI
tm00094	Changed learning opportunities during school closure - broadcasting	pTargetCAWI
tm00095	Changed learning opportunities during school closure - virtual study groups	pTargetCAWI
tm00096	Changed learning opportunities during school closure - other	pTargetCAWI
tm00097_O	Changed learning opportunities during school closure - other, open	pTargetCAWI

Information higher education institution

COR_6 How did you predominantly receive information about your course of study during the closure of the higher education institutions?	
digitally via online platforms, online courses or cloud systems [1]	<input type="checkbox"/>
virtual conferences or video chats with lecturers, e.g. Skype or other providers [2]	<input type="checkbox"/>
e-mails [3]	<input type="checkbox"/>
short message services, such as SMS, WhatsApp, Threema etc. [4]	<input type="checkbox"/>
phone contact with lecturers [5]	<input type="checkbox"/>
letters or via mail [6]	<input type="checkbox"/>
other, namely: [7]	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables

tm00114	Information higher education institution	pTargetCAWI
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COR_6 [NCS]



survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables

tm00115_O	Information higher education institution, open	pTargetCAWI
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Consequences Closure higher education institution

COR_7 To what extent do the following statements apply to you for this time?								
survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
don't know [-98]	<input type="checkbox"/>							
	does not apply at all [1]	does rather not apply [2]	does partly apply [3]	does rather apply [4]	does complete ly apply [5]	survey aborted [-91]	refused [-97]	don't know [- 98]
Due to the closure of the higher education institution, my course of studies was delayed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
don't know [-98]	<input type="checkbox"/>							
I had difficulties reaching the supervisor of my thesis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
don't know [-98]	<input type="checkbox"/>							
The limited access to offers of the higher education institution, e.g. to libraries or to computer center, restricted my studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>							
refused [-97]	<input type="checkbox"/>							
don't know [-98]	<input type="checkbox"/>							
The limited access to the administration of the higher education institution, e.g. examination office, made it difficult to organize my studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables								
th18060	Consequences closure high. educ. inst. - delay studies					pTargetCAWI		
th18061	Consequences closure high. educ. inst. - availability supervisor					pTargetCAWI		
th18062	Consequences closure high. educ. inst. - limited access offers					pTargetCAWI		
th18063	Consequences closure high. educ. inst. - limited access higher educ. administr.					pTargetCAWI		

COR_8 Haven't you been able to take an exam from March 2020 until today because of the corona crisis?	
yes [1]	<input type="checkbox"/>
no [2]	<input type="checkbox"/>
does not apply, no exam planned [-93]	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
th18064	Consequences closure high. educ. inst. - exam	pTargetCAWI

COR_9 Haven't you been able to finish a qualification thesis such as seminar paper or final thesis from March 2020 until today because of the corona crisis?	
yes [1]	<input type="checkbox"/>
no [2]	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
does not apply, no thesis planned [-93]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
th18065	Consequences closure high. educ. inst. - written thesis	pTargetCAWI


COR_10 Did you have to interrupt a mandatory internship because of the corona crisis from March 2020 until today?	
yes [1]	<input type="checkbox"/>
no [2]	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
does not apply, no mandatory internship planned [-93]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
th18066	Consequences closure high. educ. inst. - internship interruption	pTargetCAWI

Questions for persons in dual vocational training

COR_10 From the beginning of the corona crisis in March 2020 until today, has your training company been temporarily or permanently closed?	
no [1]	<input type="checkbox"/>
yes, the company was closed temporarily [2]	<input type="checkbox"/>
yes, the company was closed permanently or went bankrupt [3]	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

Variables		
th18130	Affectedness closure of training company	pTargetCAWI

COR_10 [NCS]	
	
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
corschließung3s an (corschließung3 = 2) 1 - 99, -91, -97, -99	

Variables		
th18131	Affectedness closure of training company - duration in weeks	pTargetCAWI

Mobile working

Condition: if tg76001=gefüllt

COR_11 How often did you work from home in your occupation as <tg76001> before the corona crisis began in February 2020?

Condition: if tg76001=nicht gefüllt

COR_11 How often did you work from home before the corona crisis began in February 2020?

never [1] ☐

once a month or less [2] ☐

several times a month or once a week [3] ☐

several times a week [4] ☐

almost daily or daily [5] ☐

survey aborted [-91] ☐

refused [-97] ☐

Variables

th18070	Mobile working before corona	pTargetCAWI
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Condition: if tg76001= gefüllt

COR_12 How often did you work from home in your occupation as <tg76001> during the first months of the corona crisis 2020?

Condition: if tg76001= nicht gefüllt

COR_12 How often did you work from home during the first months of the corona crisis 2020?

never [1] ☐

once a month or less [2] ☐

several times a month or once a week [3] ☐

several times a week [4] ☐

almost daily or daily [5] ☐

survey aborted [-91] ☐

refused [-97] ☐

Variables

th18071	Mobile working during corona	pTargetCAWI
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Functional learning resources

Condition: if (corPRE= 1 & (corstatus = 2, 3, 4))

COR_13 While schools are or were closed due to the corona crisis, learning needed to be continued at home with the support of teachers. How would you rate the following aspects of learning at home in the first months of the corona crisis? In the first months means at the beginning of the crisis. "Schools" also means vocational schools.

Condition: if (corPRE = 1 & corstatus = 5)

COR_13 How would you rate the following aspects of learning at home in the first months of the corona crisis? In the first months means at the beginning of the crisis.

Condition: if (corkonti = 1 & mobilwährend <> 1)

COR_13 How would you rate the following aspects of working at home in the first months of the corona crisis? In the first months means at the beginning of the crisis.

survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
don't know [-98]	<input type="checkbox"/>						
	was/were completel y suffic ient [1]	was/were rather suffic ient [2]	was/were rather insuffic ient [3]	was/were completel y insuffic ient [4]	survey aborted [- 91]	refused [- 97]	don't know [- 98]
The technical equipment at my home, e.g. with WLAN, printers, tablets, laptops or scanners ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
don't know [-98]	<input type="checkbox"/>						
The living situation at my home, e.g. a quiet place,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
don't know [-98]	<input type="checkbox"/>						
My technical and digital skills, e.g. in using the internet, tablets or laptops...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
don't know [-98]	<input type="checkbox"/>						
The technical and digital skills of the teachers, e.g. in using the internet, tablets or laptops, to support homeschooling...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
if (corPRE = 1 & (corstatus = 2, 3, 4))							

Variables

th18080	Learning/working at home, equipment	pTargetCAWI
th18082	Learning/working at home, my own technical skills	pTargetCAWI
th18081	Learning/working at home, home situation	pTargetCAWI
th18083	Learning at home, technical skills teachers	pTargetCAWI

Mobile working today

Condition: if tg76001=gefüllt

And how often do you work from home as <tg76001> today?

Condition: if tg76001=nicht gefüllt

And how often do you work from home today?

never [1] ☐

once a month or less [2] ☐

several times a month or once a week [3] ☐

several times a week [4] ☐

almost daily or daily [5] ☐

survey aborted [-91] ☐

refused [-97] ☐

Variables

th18090	Mobile working today	pTargetCAWI
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Questions to employees

COR_15 Have you been on short-time or leave without pay at any point since the corona crisis began in March 2020?

short-time work [1] ☐

leave without pay [2] ☐

both [3] ☐

none of it [4] ☐

survey aborted [-91] ☐

refused [-97] ☐

Variables

th18100	Affectedness short-time work / unpaid leave	pTargetCAWI
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COR_16 And how long was this the case in total? If necessary, please round to full months.

Please enter only whole numbers between 0 and 12 or delete your entry.

|_|_| month(s)

survey aborted [-91]

☐

refused [-97]

☐

Range: 0 - 12

if (kurzarbeit = 1, 2, 3)

0 - 12, -91, -97, -99

Variables

th18101

Duration short-time work / leave of absence

pTargetCAWI

COR_17 By what percentage were your normal working hours reduced during short-time work? If the reduction in working hours has varied, please specify an approximate, estimated average value

Please enter only whole numbers up to a maximum of 100 or delete your entry.

by __ percent |_|_|_| percent

survey aborted [-91]

☐

refused [-97]

☐

Range: 0 - 100

if (kurzarbeit = 1, 3)

0 - 100, -91, -97, -99

Variables

th18102

Percentage short-time work

pTargetCAWI

COR_18 Did you use the time freed up by short-time work to pursue further training? By further training, we mean courses and trainings as well as self-study. [i: Self-study refers to self-paced learning using, for example, books or video tutorials, as opposed to courses that are guided by a course instructor.]

yes [1]

☐

no [2]

☐

survey aborted [-91]

☐

refused [-97]

☐

if (kurzarbeit = 1, 2, 3)

Variables

th18103

Reason for further education course corona crisis

pTargetCAWI

Screening questions further education

Condition: if (kurzarbeit <> 1, 2, 3)

COR_18 Did you pursue further training during the corona crisis? By further training, we mean courses and trainings as well as self-study. [i: Self-study refers to self-paced learning using, for example, books or video tutorials, as opposed to courses that are instructed by a course instructor.]

Condition: if (kurzarbeit = 1, 2, 3)

COR_18 Regardless of short-time work: Did you pursue further training during the corona crisis? By further training, we mean courses and trainings as well as self-study. [i: Self-study refers to self-paced learning using, for example, books or video tutorials, as opposed to courses that are instructed by a course instructor.]

Please also think of further training that you have already started before the corona crisis in March 2020.

yes [1] ☐no [2] ☐survey aborted [-91] ☐refused [-97] ☐**Variables**

tg55331	Further education during corona crisis	pTargetCAWI
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Questions further education

COR_19 Thinking about the continuing professional education you have attended since the corona crisis began in March 2020, was one or were more of those courses organized specifically because of the corona crisis?

no [1] ☐yes, one [2] ☐yes, several [3] ☐does not apply, no participation in courses/trainings [-93] ☐survey aborted [-91] ☐refused [-97] ☐don't know [-98] ☐**Variables**

th18140	Reason for further education course corona crisis	pTargetCAWI
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COR_20 Was one or were more of the continuing professional education courses you took switched to a digital or virtual course because of the corona crisis, but still taught by a course instructor?		
no [1]	<input type="checkbox"/>	
yes, one [2]	<input type="checkbox"/>	
yes, several [3]	<input type="checkbox"/>	
survey aborted [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
don't know [-98]	<input type="checkbox"/>	
if ((wbkurz = 1 OR cor_wb = 1) & wbgrundcorona <> -93)		
Variables		
th18141	Switch digital/virtual course formats	pTargetCAWI

COR_21 Was one or were more of the continuing professional education courses you took completely converted to self-study because of the corona crisis? [i: Self-study refers to self-paced learning using, for example, books or video tutorials, as opposed to courses that are instructed by a course instructor.]		
no [1]	<input type="checkbox"/>	
yes, one [2]	<input type="checkbox"/>	
yes, several [3]	<input type="checkbox"/>	
survey aborted [-91]	<input type="checkbox"/>	
refused [-97]	<input type="checkbox"/>	
don't know [-98]	<input type="checkbox"/>	
Variables		
th18142	Switching from non-formal courses to informal learning	pTargetCAWI

Cancellation further education

COR_22 Did you plan or already start one or more continuing professional education courses that were completely cancelled due to the corona crisis?

no [1] ☐

yes, one [2] ☐

yes, several [3] ☐
survey aborted [-91] ☐
refused [-97] ☐
don't know [-98] ☐
Variables

th18143	Cancellation courses	pTargetCAWI
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Questions to self-employed
COR_23 Now let's move on to your self-employment. How has your order or income situation changed since the corona crisis began in March 2020?

more orders or income [1] ☐

no change [2] ☐

rather fewer orders or less income [3] ☐

much fewer orders or less income [4] ☐

no orders or income at all [5] ☐
survey aborted [-91] ☐
refused [-97] ☐
Variables

th18110	Change order situation	pTargetCAWI
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And have you received any of the following financial aid for your self-employment or your business since the corona crisis began in March 2020?

Please mark all that apply.

survey aborted [-91]	<input type="checkbox"/>			
refused [-97]	<input type="checkbox"/>			
	yes [1]	no [2]	survey aborted [-91]	refused [-97]
Emergency assistance programs and one-time payments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>			
refused [-97]	<input type="checkbox"/>			
Short-time work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>			
refused [-97]	<input type="checkbox"/>			
State-supported loans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>			
refused [-97]	<input type="checkbox"/>			
Deficiency guarantees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
th18120	Financial aid - emergency assistance programs and one-time payments	pTargetCAWI
th18121	Financial aid - short-time work	pTargetCAWI
th18122	Financial aid - state-supported loans	pTargetCAWI
th18123	Financial aid - deficiency guarantees	pTargetCAWI

LAP corona survey

CORLA P_1 As a (prospective) teacher, you may have been particularly affected by the consequences of the corona pandemic through school closures alone. Also, because the impact may have been quite different, we would like you to answer once again some questions specifically about your professional situation in the second school semester 2019/20. Did you teach in the second school semester 2019/20?

This means both face-to-face and distance teaching as a teacher in a general school or vocational school.

yes [1] ☐

no [2] ☐

survey aborted [-91] ☐

refused [-97] ☐

Variables

tg84001	Classes in the second school semester 2019/20	pTargetCAWI
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CORLA P_1a Just to be sure: did this class take place during your Referendariat [period as a trainee teacher]?

yes [1] ☐

no [2] ☐

survey aborted [-91] ☐

refused [-97] ☐

Variables

tg84002	Screening Referendariat 2nd school semester 2019/2020	pTargetCAWI
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Questions context during corona

CORLA P_2	In order to accurately track the situation in the school year 2019/20, we have to ask you a few questions again in a similar way for technical reasons. This is extremely important for the evaluation of the data later on. At which type of school did you predominantly teach in the second school semester 2019/20?
Elementary school [1]	<input type="checkbox"/>
Hauptschule [lower secondary school] [2]	<input type="checkbox"/>
Realschule [intermediate secondary school] [3]	<input type="checkbox"/>
Gymnasium [upper secondary school] (without vocational Gymnasium) [4]	<input type="checkbox"/>
School with Hauptschule branch and Realschule branch without Gymnasium branch [5]	<input type="checkbox"/>
Gesamtschule [comprehensive school], also integrated schools (with Hauptschule, Realschule and Gymnasium branches) [6]	<input type="checkbox"/>
Special needs school [7]	<input type="checkbox"/>
Vocational Gymnasium or vocational school with upper Gymnasium level [8]	<input type="checkbox"/>
Vocational school (without vocational Gymnasium) [9]	<input type="checkbox"/>
other type of school [10]	<input type="checkbox"/>
<i>survey aborted [-91]</i>	<input type="checkbox"/>
<i>Please click and select [-97]</i>	<input type="checkbox"/>

Variables		
tg84101	T - prof. situation 2nd school semester 2019/20: type of school	pTargetCAWI

CORLA P_2	In which grades did you primarily teach during the second school semester 2019/20?
Grades 1 to 4 [1]	<input type="checkbox"/>
Grades 5 to 7 [2]	<input type="checkbox"/>
Grades 8 to 9/10 [3]	<input type="checkbox"/>
Grades 11 to 12/13 [4]	<input type="checkbox"/>
no classification in grades possible [5]	<input type="checkbox"/>
<i>survey aborted [-91]</i>	<input type="checkbox"/>
<i>Please click and select [-97]</i>	<input type="checkbox"/>

Variables		
tg84102	T - prof. situation 2nd school semester 2019/20: grade	pTargetCAWI

CORLA Which subject group does the subject you predominantly taught in the second school semester 2019/2020 belong to?

linguistic subject group (e.g. German, English, ...) [1]	<input type="checkbox"/>
artistic-musical subject group (e. g. art, textile design, ...) [2]	<input type="checkbox"/>
social and economic sciences subject group (e.g. social sciences, history, geography, ...) [3]	<input type="checkbox"/>
religious-philosophical subject group (e. g. religion, philosophy, ...) [4]	<input type="checkbox"/>
STEM subject group (e. g. mathematics, computer science, biology, ...) [5]	<input type="checkbox"/>
physical education [6]	<input type="checkbox"/>
special and socio-educational subject group (e.g. social learning) [7]	<input type="checkbox"/>
medical-health science subject group (e.g. elderly care, nursing care, ...) [8]	<input type="checkbox"/>
household and nutritional science subject group (e.g. home economics, food technology, ...) [9]	<input type="checkbox"/>
other subject group [10]	<input type="checkbox"/>
<i>survey aborted [-91]</i>	<input type="checkbox"/>
<i>Please click and select. [-97]</i>	<input type="checkbox"/>

Variables		
tg84103	T - prof. situation 2nd school semester 2019/20: reference subject	pTargetCAWI

LAP-C - Learning materials

CORLA P_3 How did you provide learning materials for your students during the first few months of school closures?

Please mark all that apply in relation to the subject you predominantly taught.

	not specified [0]	specified [1]
1: digitally via online platforms, online courses or digital classroom/school-cloud	<input type="checkbox"/>	<input type="checkbox"/>
2: virtual conferences or video chats (e.g. Skype or other providers)	<input type="checkbox"/>	<input type="checkbox"/>
3: e-mails	<input type="checkbox"/>	<input type="checkbox"/>
4: short message services, such as SMS, WhatsApp, Threema etc.	<input type="checkbox"/>	<input type="checkbox"/>
5: phone contact with students or their parents	<input type="checkbox"/>	<input type="checkbox"/>
6: letters or via mail	<input type="checkbox"/>	<input type="checkbox"/>
7: in printed form for picking up	<input type="checkbox"/>	<input type="checkbox"/>
8: in another way, namely: [NCS: tg8421s]	<input type="checkbox"/>	<input type="checkbox"/>
9: {-91 survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>
10: {-97 refused}	<input type="checkbox"/>	<input type="checkbox"/>
11: {-99 filtered}	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
tg84211	Ways of providing learning materials: digitally	pTargetCAWI
tg84212	Ways of providing learning materials: virtually	pTargetCAWI
tg84213	Ways of providing learning materials: e-mails	pTargetCAWI
tg84214	Ways of providing learning materials: short messages	pTargetCAWI
tg84215	Ways of providing learning materials: phone	pTargetCAWI
tg84216	Ways of providing learning materials: letters	pTargetCAWI
tg84217	Ways of providing learning materials: pick up	pTargetCAWI
tg84218	Ways of providing learning materials: other	pTargetCAWI

CORLA [NCS] P_3

OPEN:



survey aborted [-91]

☐

refused [-97]

☐

tg8421s an tg84218

Variables		
tg8421s_O	Ways of providing learning materials: other, open	pTargetCAWI

CORLA P_4 And what did you use predominantly as a way to provide learning materials to your students during the first few months of school closure?

Please select one answer. Again, please relate your statement to the subject you predominantly taught.

digitally via online platforms, online courses or digital classroom/school-cloud [1]	<input type="checkbox"/>
virtual conferences or video chats (e.g. Skype or other providers) [2]	<input type="checkbox"/>
e-mails [3]	<input type="checkbox"/>
short message services, such as SMS, WhatsApp, Threema etc. [4]	<input type="checkbox"/>
phone contact with students or their parents [5]	<input type="checkbox"/>
letters or via mail [6]	<input type="checkbox"/>
in printed form for picking up [7]	<input type="checkbox"/>
<tg8421s> [8]	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>

(if tg84211 = 1) 1: digitally via online platforms, online courses or digital classroom/school-cloud (if tg84212 = 1) 2: virtual conferences or video chats (e.g. Skype or other providers) (if tg84213 = 1) 3: e-mails (if tg84214 = 1) 4: short message services, such as SMS, WhatsApp, Threema etc. (if tg84215 = 1) 5: phone contact with students or their parents (if tg84216 = 1) 6: letters or via mail (if tg84217 = 1) 7: in printed form for picking up (if tg84218 = 1) 8: <tg8421s>

Variables		
tg84221	Predominant way of providing learning materials	pTargetCAWI

LAP-C: Professional challenges through corona

Now, please think about the weeks of school closure due to the corona crisis and specify how strongly you agree with each of the statements. During the school closure in the second school semester of 2019/20 ...

survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	disagree [1]	rather disagree [2]	rather agree [3]	agree [4]	survey aborted [- 91]	refused [- 97]	
... it was easy for me to provide learning materials for homeschooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
... I did well in motivating the students to study at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
... the colleagues supported each other very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
survey aborted [-91]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
... my principal was an important support for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
survey aborted [-91]	<input type="checkbox"/>						
does not apply/no digital teaching [-93]	<input type="checkbox"/>						
refused [-97]	<input type="checkbox"/>						
	disagree [1]	rather disagree [2]	rather agree [3]	agree [4]	does not apply/no digital teaching [-93]	survey aborted [- 91]	refused [- 97]
... I was well prepared for digital teaching thanks to my previous experience in teacher training and on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
tg84311	T - professional challenge: learning materials for homeschooling	pTargetCAWI
tg84312	T - professional challenge: student motivation	pTargetCAWI
tg84313	T - professional challenge: support colleagues	pTargetCAWI
tg84314	T - professional challenge: support principal	pTargetCAWI
tg84315	T - professional challenge: digital teaching	pTargetCAWI

Professional experience in terms of digital media

How much experience do you have in using digital media in the class?*Please think of every class you have taught so far.*very little [1] ☐rather little [2] ☐rather much [3] ☐very much [4] ☐survey aborted [-91] ☐does not apply/no experience [-93] ☐**Variables**

tg84411	T - professional experience: use of digital media in class	pTargetCAWI
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LAP-C: use of digital media

CORLA P_7 Now, thinking about the time when schools reopened and about your classes, do you use digital media in face-to-face classes for the following purposes less, as frequently as before, or more compared to the time before the corona crisis?


*Please mark the applicable answer alternative in each case. If you do not use digital media in class, please select "as frequently as before".*survey aborted [-91] ☐does not apply/no lessons before corona [-93] ☐refused [-97] ☐

	less [1]	as frequently as before [2]	more [3]	does not apply/no lessons before corona [-93]	survey aborted [-91]	refused [-97]
For the presentation of subjects relevant topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

survey aborted [-91] ☐refused [-97] ☐

	less [1]	as frequently as before [2]	more [3]	survey aborted [-91]	refused [-97]
For students to research information on subjects relevant topics. if tg84421 <> -93	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

survey aborted [-91] ☐refused [-97] ☐

To complete certain work assignments with corresponding computer programs (e.g. for word processing or visualization). [INFO: By this we mean work assignments such as reading or writing texts or creating diagrams.] if tg84421 <> -93	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
For individual support using selected learning software. if tg84421 <> -93	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				
For something else, namely [NCS: tg8442s]. if tg84421 <> -93	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					
survey aborted [-91]	<input type="checkbox"/>				
refused [-97]	<input type="checkbox"/>				

Variables		
tg84421	T - professional experience: use of digital media, presentations	pTargetCAWI
tg84422	T - professional experience: use of digital media, research purposes	pTargetCAWI
tg84423	T - professional experience: use of digital media, word processing/visualization	pTargetCAWI
tg84424	T - prof. experience: use of digital media, support through learning software	pTargetCAWI
tg84425	T - professional experience: use of digital media, other	pTargetCAWI
tg8442s_O	T - professional experience: use of digital media, other (open)	pTargetCAWI

Self-efficacy expectation in terms of digital media

Now it's about the use of digital media in class in general. How much do the following statements apply to you personally?

	does not apply at all [1]	does not apply for the most part [2]	does rather not apply [3]	does rather apply [4]	does mainly apply [5]	does complete ly apply [6]	survey aborted [-91]	refused [-97]
survey aborted [-91]								
refused [-97]								
I am confident in my ability to design lessons using digital media so that students use learning time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]								
refused [-97]								
I can get students interested in the lesson content by using digital media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]								
refused [-97]								
I can handle most of the difficulties I encounter while using digital media in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]								
refused [-97]								
I feel inferior to my students regarding the use of digital media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
survey aborted [-91]								
refused [-97]								
I am confident that I can use digital media to provide appropriate learning opportunities for each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
tg83111	T - self-efficacy digital media: designing effectively	pTargetCAWI
tg83112	T - self-efficacy digital media: interested in lesson content	pTargetCAWI
tg83113	T - self-efficacy digital media: dealing with difficulties	pTargetCAWI
tg83114	T - self-efficacy digital media: inferior using digital media	pTargetCAWI
tg83115	T - self-efficacy digital media: provide appropriate learning opportunities	pTargetCAWI

LAP-C: Consequences for Referendariat/2nd Stex

CORLA Now let's take another look at your Referendariat [period as a trainee teacher]. What were the consequences of the corona crisis for your Referendariat?

	not specified [0]	specified [1]
1: At least one of my final exams could not take place at the scheduled time.	<input type="checkbox"/>	<input type="checkbox"/>
2: Sitting in on my classes could not take place.	<input type="checkbox"/>	<input type="checkbox"/>
3: Classes at my study seminar were canceled.	<input type="checkbox"/>	<input type="checkbox"/>
4: Due to the consequences of the crisis, my Referendariat has been extended.	<input type="checkbox"/>	<input type="checkbox"/>
5: The limited access to facilities that were important for me (e.g. examination office, library) made the course of my Referendariat more difficult.	<input type="checkbox"/>	<input type="checkbox"/>
6: Other, namely: [NCS: tg8451s].	<input type="checkbox"/>	<input type="checkbox"/>
7: none of it.	<input type="checkbox"/>	<input type="checkbox"/>
11 {-93} does not apply/no Referendariat during corona	<input type="checkbox"/>	<input type="checkbox"/>
8: {-91 survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>
9: {-97 refused}	<input type="checkbox"/>	<input type="checkbox"/>
10: {-99 filtered}	<input type="checkbox"/>	<input type="checkbox"/>
if (tg84511 = 1 OR/ & tg84512 = 1 OR/ & tg84513 = 1 OR/ & tg84514 = 1 OR/ & tg84515 = 1 OR/ & tg84516 = 1) OR (tg84517 = 1) OR (ref_kon_missing4 = 1)		

Variables		
tg84511	Consequences Referendariat: exams	pTargetCAWI
tg84512	Consequences Referendariat: sitting in on classes	pTargetCAWI
tg84513	Consequences Referendariat: study seminar	pTargetCAWI
tg84514	Consequences Referendariat: extension	pTargetCAWI
tg84515	Consequences of Referendariat: more difficult course	pTargetCAWI
tg84516	Consequences Referendariat: other	pTargetCAWI
tg84517	Consequences Referendariat: none	pTargetCAWI

CORLA [NCS]

P_9



survey aborted [-91]

☐

refused [-97]

☐

tg8451s an tg84516

Variables

tg8451s_O

Consequences Referendariat: other, open

pTargetCAWI

Willingness to take risks

How do you personally assess yourself: Are you generally willing to take risks or do you try to avoid risks?

Please answer on a scale from 0 to 10. '0' means you are not willing to take risks at all, '10' means you are very willing to take risks. You can gradate your answer with the numbers in between.

0 not willing to take risks at all [0]

☐

1 [1]

☐

2 [2]

☐

3 [3]

☐

4 [4]

☐

5 [5]

☐

6 [6]

☐

7 [7]

☐

8 [8]

☐

9 [9]

☐

10 very willing to take risks [10]

☐

survey aborted [-91]

☐

Variables

t515051

Willingness to take risks in general

pTargetCAWI

Social participation

You may feel that you are part of society and that you belong to it or that you feel excluded. What about you? To what extent do you feel more like belonging or excluded?

Please answer on a scale from 0 to 10. ,0' means that you feel completely excluded from social life, ,10' means that you feel completely belonging to it. You can gradate your answer with the numbers in between.

0 completely excluded [0] ☐

1 [1] ☐

2 [2] ☐

3 [3] ☐

4 [4] ☐

5 [5] ☐

6 [6] ☐

7 [7] ☐

8 [8] ☐

9 [9] ☐

10 completely belonging [10] ☐

survey aborted [-91] ☐

refused [-97] ☐

Variables

t517400	Social belonging/Social exclusion	pTargetCAWI
---------	-----------------------------------	-------------

COR_28 Generally speaking: Do you think that you can trust most people, or that you can't be careful enough when dealing with other people?

Please answer on a scale of 0 to 10, where 0 means "you can't be too careful" and 10 means "you can trust most people". You can gradate your answer with the numbers in between.

0 You can't be too careful. [0]

☐

1 [1]

☐

2 [2]

☐

3 [3]

☐

4 [4]

☐

5 [5]

☐

6 [6]

☐

7 [7]

☐

8 [8]

☐

9 [9]

☐

10 You can trust most people. [10]

☐

survey aborted [-91]

☐

refused [-97]

☐**Variables**

t517100

Social trust: trust

pTargetCAWI

Healthy Days**COR_29 Now please think about your mental health - this also includes stress, depression, or your mood in general. On how many days in the last 30 days did you not feel well due to your psychological condition?**

If you did not feel bad "on any day" or "at all", please enter '0'. If you did not feel well "on any day" or "all the time", please enter '30'. Please enter only whole numbers between 0 and 30 or delete your entry.

|_|_| days

survey aborted [-91]

☐

refused [-97]

☐

Range: 0 - 30

0 to 30, -91, -97

Variables

t521051

Healthy Days – mental health

pTargetCAWI

Online device usage and survey setting (E7)

QS22_2 Have you changed the device with which you are answering our online survey during the survey?	
yes [1]	<input type="checkbox"/>
no [2]	<input type="checkbox"/>
{survey aborted} [-91]	<input type="checkbox"/>
refused [-97]	<input type="checkbox"/>
if (breakcount > 0)	

Variables		
tg59102	Online device use: change of device (query TP)	pTargetCAWI

QS22_3 [MF] Which devices did you use to participate in our survey?			
Please mark all that apply.			
	not specified [0]	specified [1]	
1: stationary computer/PC	<input type="checkbox"/>	<input type="checkbox"/>	
2: laptop/notebook	<input type="checkbox"/>	<input type="checkbox"/>	
3: tablet	<input type="checkbox"/>	<input type="checkbox"/>	
4: smartphone	<input type="checkbox"/>	<input type="checkbox"/>	
5: Other, namely: [NCS: tg59125]	<input type="checkbox"/>	<input type="checkbox"/>	
6: {-91: survey aborted}	<input type="checkbox"/>	<input type="checkbox"/>	
refused [-97]		<input type="checkbox"/>	
	not specified [0]	specified [1]	refused [-97]
7: {-97: refused}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	not specified [0]	specified [1]	
8: {-99: filtered}	<input type="checkbox"/>	<input type="checkbox"/>	
if (tg59102 = 1, -97)			

Variables		
tg59120	Device type: desktop computer/PC	pTargetCAWI
tg59121	Device type: laptop/notebook	pTargetCAWI
tg59122	Device type: tablet computer	pTargetCAWI
tg59123	Device type: smartphone	pTargetCAWI
tg59124	Device type: other, namely:	pTargetCAWI

QS22_3 [AUTO] Online device usage: window resolution (JavaScript)

|_|_|_|_|_|_|_| px

survey aborted [-91]

☐**Variables**

tg59111_g2	Online device use: horizontal window resolution during interruption of survey	pTargetCAWI
tg59111_g3	Online device use: vertical window resolution during interruption of survey	pTargetCAWI
tg59111_O	Online device use: window resolution (JavaScript) during survey interruption	pTargetCAWI

QS22_6 We are also interested in the conditions under which you took part in our online survey. Where did you mainly answer the questions?

at home [1]

☐

on the way (e.g. in the train, in the underground/suburban train) [2]

☐

in the library/computer pool/office [3]

☐

in the canteen/cafeteria/restaurant/cafe [4]

☐

other, namely: [5]

☐

survey aborted [-91]

☐

refused [-97]

☐

(tg59200 = 1, 2, 3, 4) OR (tg59200 = 5)

Variables

tg59200	Survey setting	pTargetCAWI
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QS22_6

[NCS]



survey aborted [-91]

☐

refused [-97]

☐

tg59201 an (tg59200 = 5)

Variables

tg59201_O	Survey setting, open	pTargetCAWI
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