# Results

## Sustainability competences over time and level of involvement (Research Question 1)

Or make into two questions: First over time and second across groups?

Looking at the relationship between sustainability competences over time and level of involvement, I found some significant differences between the two groups (see Figure XX, Table XX).

* Visually, all SCs peak at timepoint 2, straight after the ESD intervention and go down again after.
* Visually, involved group always higher, than control group
* I found no significant differences between of sustainability competences over time. See results of Kruskal Wallis Test in Table XX, Appendix XX.
* For behaviour, intention and TPB at start, there were already significant differences between the groups
* Attitude scored the highest, subjective norms, the lowest
* All sustainability competences differ at time point 2
* Only TPB, behaviour, and intention differ at time point 3

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Figure XX: Components of sustainablity competences differed at various timepoints between groups across the XX (nt1= XX, nt2= XX, nt3= XX) students surveyed using Wilcoxon test for significance (see Table XX for full testing outputs). Points represent calculated mean values from the self-reported survey. Error bars represent 95% confidence intervals. Stars indicate significance level resulting form the Wilcoxon test comparing the groups. See Table XX for meanings of number of stars.

## Sustainability competences and self-efficacy beliefs (Research Question 2)

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# All outputs from coding

Overview Data

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Normality test results

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Stichprobengröße und Zusammenhang Grundgesamtheit

<https://www.qualtrics.com/uk/experience-management/research/determine-sample-size/?rid=ip&prevsite=de&newsite=uk&geo=DE&geomatch=uk>

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Cronbachs alpha without B3/B4 and with means for missing answers:

* Create table with numbers of items per scale!

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1. Do students experience changes in climate attitude and behaviour over time (one year)*? // How do sustainability competences (climate attitude and behaviour) among students change over time (through different phases of an ESD intervention)?// How do students' sustainability competences develop in the dimensions of knowledge, attitudes and behavior over the course of a school year?*

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*A screenshot of a table

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A graph of different groups

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*A graph of groups by competencies

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1. How do climate attitude and behaviour and self-efficacy beliefs respond to levels of involvement of the students?// How does the level of participation relate to the development of students' sustainability competences?

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1. How is climate attitude and behaviour influenced by self-efficacy beliefs?

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A graph of values for competencies

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A graph of groups of groups

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EXTRA QUESTION?

Relationship CS and SW???

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