THE ROLE OF ATTACHMENT TO SCHOOL AND OPEN CLASSROOM CLIMATE FOR DISCUSSION ON ADOLESCENT PRO-SOCIAL ENGAGEMENT

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Annotation

The present study aims to verify how attachment to school and open classroom climate for discussion is related to adolescent' pro-social engagement. Participants were adolescents from Lithuania (N = 1741, 727 boys and 1014 girls, age 15-19 years). To measure school atmosphere we used the *Attachment to school* scale from School atmosphere questionnaire (Ruchkin, Schwab-Stone, & Vermeiren, 2004) and *Open classroom climate for discussion* scale (Torney-Purta, et al., 2001). To measure prosocial engagement we used the *School activity scale (*Noack, 2003), *Voluntary activity* scale, and *Future social activity* scale (both constructed for this longitudinal study by the authors of this paper). The cluster analyses procedure using a modified LICUR procedure from the statistical package SLEIPNER (Bergman, Magnusson, & El Khouri, 2003) revealed five different groups of adolescents according to their perceived attachment to school and open classroom climate for discussion. MANOVA results revealed that those five groups differ in school activity, volunteering, and future social participation.

Keywords: school atmosphere, school activity, volunteering, future social activity, adolescents.

Introduction

Research on the development and correlates of pro-social behaviour became an active field of study only after 1970 (Eisenberg, Fabes, & Spinrad, 2006; Eisenberg, Morris, McDaniel, & Spinrad, 2009). Pro-social behaviour is described as a conscious, non-selfish behaviour directed towards other people when some effort is needed or contribution is made to others wellbeing (Eisenberg, et al., 2009). Usually pro-social behaviour is understood as an emphatic, altruistic, helping or supporting others behaviour. Otherwise it is accepted that pro-social behaviour is a complex, broad, and multidimensional phenomenon (Carlo & Randall, 2002), and this behaviour can come through different forms of behaviour, i.e. from common help as donating money to various complex forms of social participation, when general commonwealth is in the focus.

It is obvious that school provides an important developmental context for adolescents (Eccles, 2004) as adolescents spend a lot of time in it. In this study we examine how different forms of prosocial behaviour as engagement in school activities, volunteering, and plans for future social activity are related to school atmosphere, i.e. attachment to school and open classroom climate for discussion. By engagement in school activities in this study we mean the behavioural aspect of school engagement, i.e. participation in various school activities. Volunteering refers to a pro-social behaviour that indicates social commitment and sense of social responsibility for the well-being of others

(Flanagan & Gallay, 1995). Intended future social activity represents participation, usually in cooperation with others, when the main purpose is to improve or change societal conditions based on general community values (Adler & Goggin, 2005; Zukin, Keeter, Andolina, Jenkins, & Delli Carpini, 2006).

Increasingly, developmental researchers are recognizing the importance of the school context to adolescent adjustment and wellbeing. School context, and in particular school connectedness and the role it plays in a variety of adolescent health and academic outcomes has only recently come under close scrutiny. Usually "school connectedness" represents the term used to refer to the study of a student's relationship to school (Libbey, 2004). Research shows that students' perception of school climate is related to behavioural and emotional adjustment (Roeser & Eccles, 2000). Catalano, Haggerty, Oesterle, Fleming, and Hawkins (2004) identified school connectedness as an important protective factor in risky sexual, violence, and drug use behaviours in childhood and adolescence. Klem and Connell (2004) linked school connectedness to academic engagement and achievement. Results of Salmela-Aro, Kiuru, Pietikäinen, and Jokela (2008) longitudinal study revealed that negative school climate positively predicted, while support from school shared among school members negatively predicted school-related burnout among students' at comprehensive school. Recent studies show that good-quality school climate not only cultivates a connection to the school, and in this way protect youth from negative outcomes, but also is related to pro-social engagement (Campbell, 2008). Teachers' active engagement into school life is significantly related to not only to students' higher academic achievements (Herman & Tucker, 2000; Klem & Connell, 2004), but also to emotional components of school engagement (Brewster & Bowen, 2004; Jennings, 2003) and behavioural components as participation in school activities (Raiziene, Pilkauskaite-Valickiene, & Malinauskiene, 2009).

Research documented that school has an impact on youth preparation for active life in democratic society (Easton & Dennis, 1969; Hankins, 2005; Kennedy, 2007). Actually, students acquire socially accepted attitudes, norms and values at school and this experience encourage them to become socially active members of society (Smetana & Metzger, 2005). Researches became interested in school role on pro-social engagement as volunteering and social participation only in the end of 20th century, and the school role on social engagement became evident (Bekkers, 2005; Hoohge & Stole, 2003; Sherrod, Flanagan, & Youniss, 2002; Torney – Purta, 2002; Zaff, Moore, Papillo, & Williams, 2003). Otherwise it is known little what aspects of school context and how directly effects on pro-social engagement outside school. In this study, we hypothesize that positive school atmosphere, where general respect and cooperative spirit is developed through discussion together with adolescents' positive feelings toward school can contribute to adolescents various forms of social activity as active participation in school life, voluntary activity outside school, and to intended future participation in social activities emergence and flourishing. The following sections highlight school relationships and positive climate for discussions at class as contexts that promote positive development.

Moody and Bearman (1998 as cited in Libbey, 2004) described school attachment as the degree to which students feel close to people at school, they are happy to be at school, and feel like a part of school. Goodenow (1993) defined school attachment as attachment measured by student-teacher relationships, the students' caring others opinion, and students' investment in meeting other people's expectations. Despite the differences in definitions, each of them emphasize that attachment to school has a very strong emotional aspect. In this particular study the attachment to school is operationalized by emotions or feelings toward school as to the whole institution but not to separate school community members. Hill and Werner (2006) report that attachment to school is related to school engagement and participation in school activities, Eccles et al. (1993) propose that higher attachment to school is influenced by the opportunity to participate in extra- curriculum activities and school community support. Up till now there is too little research on schools climate on engagement in different social activities outside the school (Pilkauskaite-Valickiene & Zukauskiene, 2010). However we can hypothesize that attachment to school can be related not only to participation to school activities but also to other forms or behaviours of pro-social engagement as volunteering and future social activity.

More information on school context role on volunteering and future social activity can be obtained from research, where role of discussions at school were studied (Hoohge & Stole, 2003). After finishing National Youth Civic Engagement Index project the authors (Zukin, et al., 2006) concluded, that students who attend schools that provide civic training in the classroom or reward service opportunities are more involved than students whose schools do not and that the main civic behaviour facilitator is teachers' encouraging for open discussions at school. This notion supports different studies that show that open classroom climate for discussions has positive developmental outcomes as civic interests and competencies (Buhl & Abs, 2008; Niemi & Junn, 1998; Torney-Purta, Lehmann, Oswald, & Schulz, 2001), civic knowledge and appreciation of political conflict (Campbell, 2008), civic commitments (Flanagan, Cumsille, Gill, & Gallay, 2007), and willingness to participate in social activities

(Gniewosz, Noack, & Buhl, 2009; Torney–Purta, 2002). These findings suggest classroom discussion can play a critical role in youth involvement and that when teachers promote classroom participation, they are also encouraging involvement outside the classroom as well.

All these studies follow *variable oriented approach*. So there were not analyzed if attachment to school and open classroom climate for discussion is useful for all adolescents' positive social behaviour development. As holistic paradigm persists (Magnusson & Cairns, 1996), human person is as a whole which cannot be described by single aspects, but by their interrelations. Bergman (2001) indicates that it is very important to establish how different aspects of person life affect not separately but simultaneously. So, trying to understand how school atmosphere is related with adolescents' pro-social engagement, the different aspects of school atmosphere must be examined together (attachment to school and open classroom climate for discussion in this research). *The main purpose* of this research is to explore if adolescents differ according to attachment to school and open classroom climate for discussion, and if there are different groups according to same aspects, so do those groups differ in various pro-social engagement components, i.e. participation in school activities, volunteering, and intended future social activity. The assumptions are made (1) that adolescents who perceive high attachment to school and open classroom climate for discussions will be more inclined to school activities and social activities outside school; (2) and students who do not feel like members of school community (not attached) will not participate in discussions and otherwise will not be involved in current or future social activities.

Method

Participants. The data used is from an ongoing longitudinal Positive Youth Development study. Student participants were drawn from eight high schools in the administrative region of Klaipeda, Lithuania. For this particular study, we used data from the second assessment (N = 1741, 727 boys and 1014 girls, age 15-19 years (M=17.32, SD=0.96) which took place in spring, 2009.

Procedure. Each school was visited before the assessment took place in order to inform school administration and prospective participants about the date and time of the assessment. During the introductory meeting adolescents were informed that participation is voluntary. Parents were asked to contact the school or investigators if they did not want their children to participate. Questionnaires were administered by the researchers after obtaining the consent of school authorities and parents. Questionnaires were completed in class during regular class hours (35- 45 minutes). Adolescents were not paid for participation, but all students who completed the questionnaires were eligible for drawings provided by the project.

Measures. (I) *School atmosphere*. To measure school atmosphere we used the (1) *Attachment to school* scale from School atmosphere questionnaire (Ruchkin, Schwab-Stone, & Vermeiren, 2004). The Lithuanian version was prepared by R. Barkauskiene and V. Voisniene in 2005 and was used in several studies (Balaisiene & Barkauskiene, 2007; Pilkauskaite-Valickiene & Zukauskiene, 2010). The Attachment to school scale consists of five items, which are rated on four points Likert-type scale ranging from 1 (definitely not true) to 4 (definitely true). Cronbach's α was .76. *(2) Open classroom climate for discussion* scale (Torney-Purta, et al., 2001). The Lithuanian modification of this scale was developed for this longitudinal study by this study authors. This scale is designated to evaluate if students perceive that there class climate is beneficent to impart their opinion and that is considerate of adolescents' point of view by teachers. The Open classroom climate for discussion scale consists of five items, which are rated on four points Likert-type scale ranging from 1 (absolutely no) to 4 (absolutely yes). Cronbach's α was .86. (II) *Prosocial engagement.* To measure prosocial engagement we used the *(1) School activity scale,* based on P. Noack study (2003) and modified for Lithuanian adolescents by the authors of this study. School activity scale measures the actual participation in school activities. This scale consists of five items (students were asked if they participate or not in several school activities e.g., Planning class trips; Organizing various events or evenings at school; etc.) which are rated on a dichotomous scale from 0 (no) to 1 (yes). Cronbach's *α* of the scale was .67. (2) *Voluntary activity scale,* created by the authors of this study. This scale measures the frequency of actual civic activities carried out on a voluntary basis. This scale consists of six items (e.g., Helping elderly people; Helping homeless kids; etc.), which are rated on a four point Likert-type scale ranging from 1 (never) to 4 (more than once per month). Cronbach's *α* of the scale was .68. (3) *Future social activity scale*, constructed for this longitudinal study by the authors of this paper. This scale evaluates the future activities that students are going to participate in and consists of nine items (e.g., "Are you intending to participate in any of Lithuanian youth organizations, which unite young people with similar interests"?,

which are rated on a five-points Likert-type scale ranging from 1 (absolutely no) to 5 (absolutely yes). Cronbach's α of this scale was .84.

Data analyses. (I) *School atmosphere according to cluster analysis.* Data for assigning students into different School atmosphere groups by two variables, i.e. attachment to school (AS) and open class climate for discussion (OD) was prepared. To ensure that all included variables were allotted the same weight in the cluster analysis, the AS and OD variables were standardized. These standardized variables (AS and OD) were used as the input variables in a cluster analysis with the aim of empirically identifying groups with different profiles of school atmosphere. The cluster analysis was accomplished using a modified LICUR procedure from the statistical package SLEIPNER (Bergman, Magnusson, & El Khouri, 2003). First of all, a residue of possible multivariate outliers is removed and then the remaining participants are cluster analyzed using Ward's agglomerative hierarchical method. The size of EESS (estimated error sum of squares) for the cluster solution that is chosen should, preferably, reach about 67% to ensure reasonably homogeneous clusters, where EESS = 100 × (total ESS–ESS of cluster solution)/total ESS (Bergman, Magnusson, & El Khouri 2003). (II) *Multivariate analysis of variance*. A multivariate analysis of variance (MANOVA) was performed in order to establish differences in pro-social engagement components among school atmosphere clusters. All pro-social engagement variables' used in this analysis scores were standardized too.

Results

Longitudinal Cluster Analysis of School Atmosphere. The LICUR procedure (Bergman, 1998) enabled all students to be placed in a cluster regarding two school atmosphere aspects—attachment to school and open class climate for discussion (i.e., no students needed to be removed as outliers). The main criteria in finding an appropriate number of clusters to extract indicated that a five-cluster solution was acceptable. For that solution, the cluster analysis explained 70.4 % of the total error sum of squares, which is enough to ensure fairly homogeneous clusters. Below the clusters are described by number of participants and homogeneity coefficient. The standardized cluster mean profiles (centroids) are presented in Figure 1.

Cluster 1: *Average* cluster (n=622, hc=0.37). The cluster centroids indicate average school atmosphere (average AS and average OD); Cluster 2: *Negative* cluster (n=277, hc=1.2). The cluster centroids indicate low school atmosphere (low AS and low OD); Cluster 3: *Positive discussing* cluster (n=310, hc=0.70). The cluster centroids indicate school atmosphere with open discussions (average AS and high OD); Cluster 4: *Positive attachment* cluster (n=306, hc=0.46). The cluster centroids indicate high school atmosphere (high AS and average OD); Cluster 5: *Non-discussing* cluster (n= 226, hc=0.49). The cluster centroids indicate school atmosphere with no open discussions (average AS and low OD).

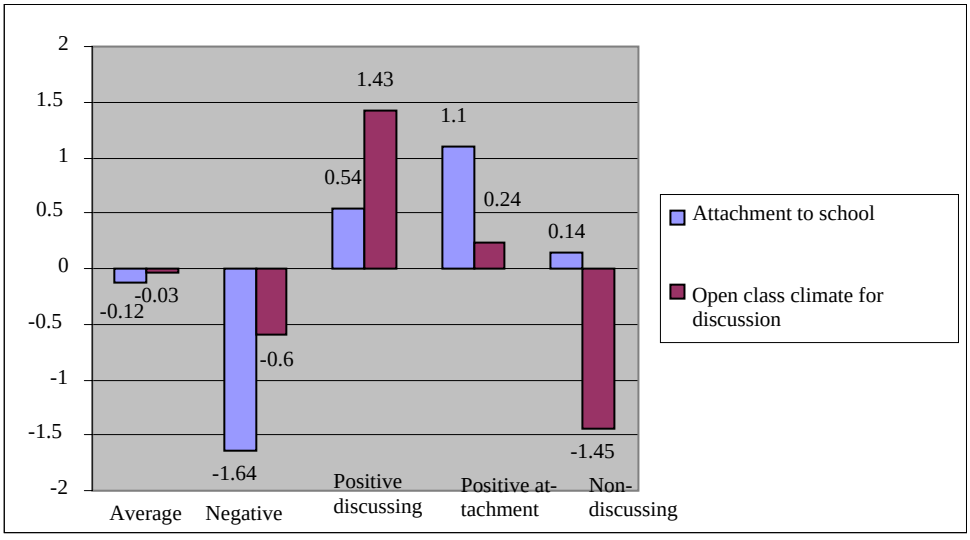

Fig. 1. The cluster means of the five-cluster solution

Comparison of prosocial engagement among the five school atmosphere clusters and gender. Differences among five clusters in prosocial engagement were examined with a multivariate analysis of variance (MANOVA). Three dependant variables were used: participation in school activities, volunteering, and future social involvement. The independent variables were cluster assignment and gender. There was a statistically significant difference among the five clusters (F(12,4938)=10,624, p<0.001; Pillai's Trace=.076; partial eta squared =0.025) and between boys and girls (F(3,1644)= 17,212, p<0.001; Pillai's Trace=0.03; partial eta squared=0.03) on the combined dependent variables. The interaction between cluster assignment and gender was insignificant (F(12,4938)=1,608, p>0.05; Pillai's Trace=0.012; partial eta squared =0.004). When the results for the dependent variables were considered separately there were several differences to reach statistical significance using a Bonferoni adjusted alpha level of 0.017 (In this study we had three dependant variables to investigate, therefore we divided 0.05 by 3, giving a new alpha level of 0.017). Descriptive statistics (mean and standard deviations of dependent variables of boys and girls and regarding five cluster assignment) is presented in Table 1. So in following sections we discuss cluster assignment and gender role on prosocial engagement indicators separately.

Table 1. **Means and standard deviations of pro-social engagement variables by gender and cluster assignment**

Cluster assignment / *Pro-social engagement*		*School activities, Mean (SD)*	*Volunteering, Mean (SD)*	*Future social activity, Mean (SD)*
Average	boys	-0.12 (1.06)	0.03 (1.1)	-0.03 (0.95)
	girls	0.04 (0.95)	-0.05 (0.91)	0.05 (0.88)
	total	-0.04 (1.00)	-0.01 (1.00)	0.02 (0.91)
Negative	Boys	-0.55 (0.84)	-0.27 (1.03)	-0.71 (1.1)
	Girls	-0.24 (0.91)	-0.25 (0.84)	-0.26 (0.92)
	Total	-0.41 (0.88)	-0.26 (0.94)	-0.5 (1.04)
Positive discussing	boys	0.11 (1.11)	0.26 (1.25)	0.08 (1.04)
	girls	0.38 (0.97)	0.03 (0.86)	0.27 (0.98)
	Total	0.29 (1.03)	0.11 (1.01)	0.2 (1.00)
Positive attachment	Boys	0.11 (0.94)	0.22 (1.04)	0.27 (0.89)
	Girls	0.26 (0.80)	0.05 (0.88)	0.19 (0.93)
	Total	0.22 (0.84)	0.1 (0.93)	0.21 (0.92)
Non-discussing	Boys	-0.4 (1.01)	-0.02 (1.18)	-0.24 (1.13)
	Girls	0.11 (1.04)	0.00 (0.92)	0.17 (0.98)
	Total	-0.13 (1.06)	-0.01 (1.05)	-0.03 (1.07)
Total	Boys	-0.19 (1.03)	0.02 (1.12)	-0.15 (1.06)
	Girls	0.13 (0.95)	-0.03 (0.89)	0.1 (0.94)
	Total	0.00 (1.00)	-0.01 (0.99)	0.00 (1.00)

Differences of participation in school activities. The MANOVA results for the dependant variable "participation in school activities" (see fig.2) revealed significant multivariate effects due to cluster assignment (F(4,1646)=18,285, p<0.001; partial eta squared=.043), and to gender (F(1,1646) =28,349,

p<0.001; partial eta squared=.017). The interaction between cluster assignment and gender was non significant (F(4,1646)=1,504, p>0.05; partial eta squared=.004). Post hoc comparisons indicated that adolescents from "Positive discussing" (M=0.29, SD=1.03) and "Positive attachment" (M=0.22, SD=0.84) clusters are more involved in school activities than adolescents from "Average" (M=-0.04, SD=1), "Negative" (M=-0.4, SD=0.88), and "Non-discussing" (M=-0.13, SD=1.06) clusters (p<.001), and that adolescents from "Average" and "Non-discussing" clusters are more involved in school activities than adolescents from "Negative" cluster (p<.001) (see Figure 2). An inspection of the mean scores indicated that girls reported higher levels of participation in school activities (M=0.13, SD=0.95) than boys (M=-0.2, SD=1.03).

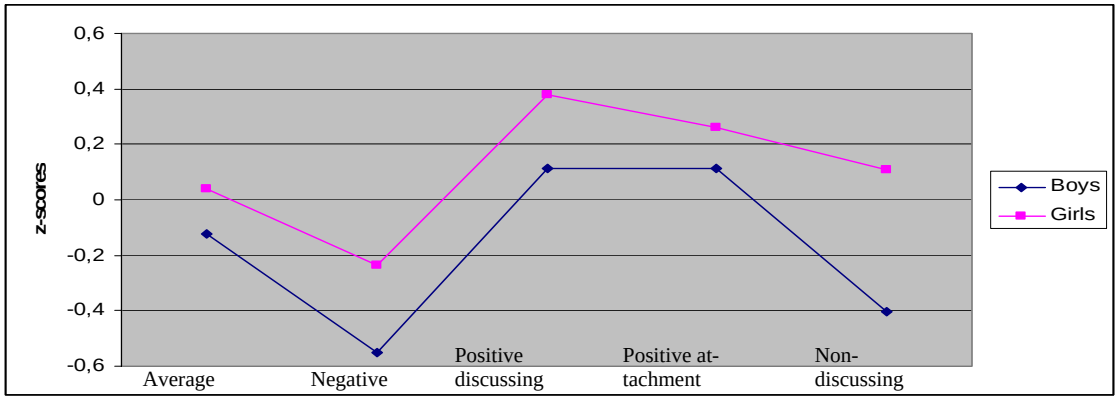

Fig. 2. Boys and girls mean profiles of participation in school activities in five clusters

Differences of volunteering. The MANOVA results for the dependant variable "volunteering" (see fig.3) revealed significant multivariate effect due to cluster assignment (F(4,1646)= 7,056, p<.001; partial eta squared=.,017). The multivariate effect was non significant due to gender (F(1,1646) =2,574, p>.05; partial eta squared=.002). The interaction between cluster assignment and gender was non significant (F(4,1646)= ,778, p>.05; partial eta squared=.002) also. Post hoc comparisons indicated that adolescents from "Positive discussing" (M=0.11, SD=1.01), "Positive attachment" (M=0.1, SD=1.05), and "Average" (M=-0.01, SD=1), and "Non-discussing" (M=-0.01, SD=0.99) clusters are more involved in volunteering than adolescents from "Negative" (M=-0.27, SD=0.94) cluster (p<.01) (see Figure 3). There were no more significant differences among "Positive discussing", "Positive attachment", "Average", and "Non-discussing" clusters in volunteering (p>0.05).

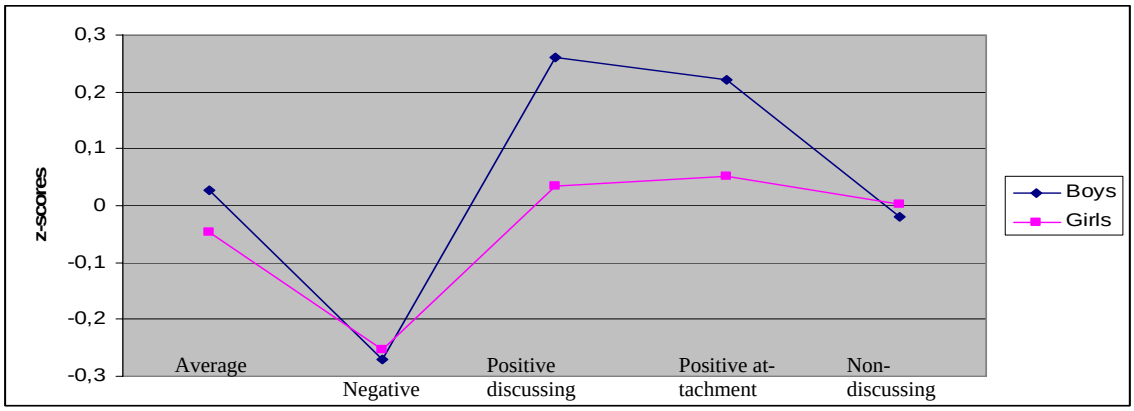

Fig. 3. Boys and girls mean profiles of participation in voluntary activities in five clusters

Differences of participation in future social activity. The MANOVA results for the dependant variable "future social activity" (see fig.4) revealed significant multivariate effect due to cluster assignment (F(4,1646)= 21,456, p<.001; partial eta squared=.05) and to gender (F(1,1646) =15,687, p<.001; partial eta squared=.009). However, the interaction between cluster assignment and gender was sig-

nificant (F(4,1646)= 3,425, p<.01; partial eta squared=.008) too. Post hoc comparisons indicated that adolescents from "Positive discussing" (M=0.2, SD=1) and "Positive attachment" (M=0.21, SD=0.91) clusters reported higher levels of perceived future social involvement than adolescents from "Average" (M=0.02, SD=0.91), "Negative" (M=-0.5, SD=1.04), and "Non-discussing" (M=-0.03, SD=1.07) clusters (p<.01), and that adolescents from "Average" and "Non-discussing" clusters are more involved in future social activity than adolescents from "Negative" cluster (p<.001) (see Figure 4). An inspection of the mean scores indicated that girls reported higher levels of participation in future social activity (M=0.1, SD=0.94) than boys (M=-0.15, SD=1.06).

What concerns the interaction Cluster assignment x Gender separate one-way ANOVAs for girls and boys were conducted. Post hoc analyses revealed that girls from "Non-discussing" cluster reported the same level of involvement in future social activity as girls from "Positive discussing" and "Positive attachment" clusters; otherwise the boys from "Non-discussing" cluster reported lower level of involvement in future social activity than boys from "Positive discussing" and "Positive attachment" clusters.

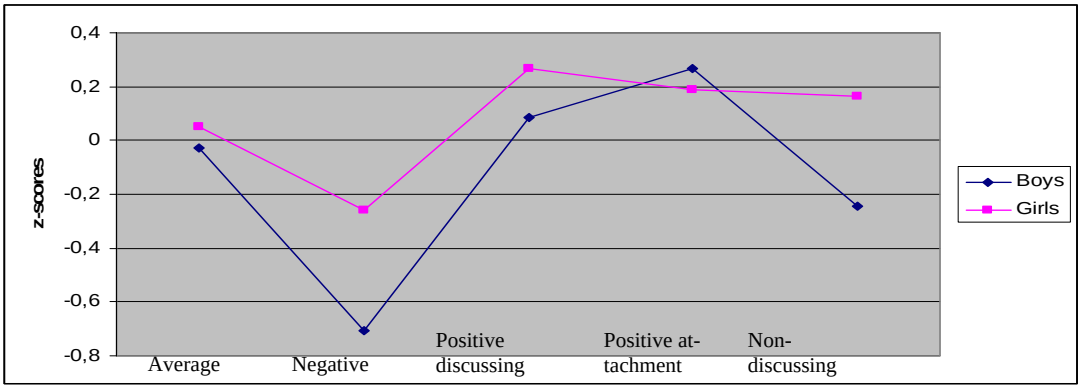

Fig. 4. Boys and girls mean profiles of participation in social activities in future in five clusters

Discussion and conclusions

This study explored the links between school context and prosocial engagement of adolescent boys and girls. In line with our predictions, positive links between school context components and prosocial engagement indicators were identified in this study. In our study results of cluster analyses revealed that there were five different school atmosphere groups of adolescents according to their attachment to school and open classroom climate for discussion: "Average" cluster, "Negative" two positive clusters, i.e. "Positive discussing" and "Positive attachment" and "Non-discussing" cluster. As we see there were no revealed cluster with average or high discussions and low attachment to school scores. So we can hypothesize that at school where emotional atmosphere is perceived as negative, no discussions can appear at all. Otherwise results revealed that when attachment to school is perceived as average or high, discussions itself can be hold at class or cannot at all, so adolescents can feel at school emotionally positively, but may be or may not be involved in various discussions.

As it was expected, a multivariate analysis of variance for three dependant indicators of prosocial engagement revealed significant multivariate effects due to cluster assignment and gender. It was revealed that cluster assignment is a significant factor for all three pro-social engagement aspects, which were involved in our study, i.e. participation in school activities, volunteering, and future social activity. Actually the analyses of multiple comparisons showed that adolescents from positive clusters, i.e. "Positive discussing" and "Positive attachment" are significantly more involved in school activities and future social activity than adolescents from other three clusters. It is worth to notice that adolescents from "Negative" cluster are significantly less involved in those activities not only than adolescent from positive clusters but also than adolescents from "Average" and "Non-discussing" clusters. So, the interaction of absence of positive feelings toward school and non-discussing climate is related to lowest engagement in school activities and future social activities. Thus, adolescents perceiving school atmosphere as negative are not interesting nor in current possibilities of involvement in different school activities, neither they perceive themselves as contributing persons in social wellbeing of others in future. Otherwise we see that at least average level of positive feelings toward school can effect higher adolescents' involvement in those activities than totally negative atmosphere regarding involved

school atmosphere indicators in this study. Thus at least average positive feelings toward school can prevent adolescents from total disengagement in school activities and future social activity; and the higher level of attachment when discussions level is average and the higher level of discussions when attachment to school level is average can effect the increase in participation in school activities and adolescents perceive contribution to society in future. What concerns the volunteering, the analyses of multiple comparisons showed that adolescents from positive clusters, i.e. "Positive discussing" and "Positive attachment" are significantly more involved in volunteering than adolescents from other three clusters. Thus, only the interaction of higher attachment to school with open class climate for discussions or interaction of higher level of open class climate for discussions with attachment to school can affect the increase of engagement of voluntary activity in adolescence.

Analyses of gender effect on dependant variables of pro-social engagement revealed that there were some differences in engagement in pro-social activities between girls and boys. The mean scores indicated that girls reported higher levels of participation in school activities and future social activity than boys. Otherwise there was no difference between girls and boys in volunteering. Some our findings are in a line with research that reports that girls are more engaged in pro-social activities (Eisenberg, et al., 2009), otherwise, finding that girls are not more involved in volunteering than boys is in contrary to studies that suppose that volunteering is more associated with girls rather than boys (e.g., Hutchings, Valentino, Philpot, & White, 2004; Ruble, Martin, & Berenbaum, 2006). The only Cluster assignment x Gender interaction effect was related to future social activity. It appeared that girls' level of future social activity contrary to boys was not affected by non-discussing climate when attachment to school was high or moderate. So open classroom climate for discussion could affect higher engagement in social activities in future for boys than for girls. Thus our study suggests that different mechanisms of pro-social engagement development related to school context could exist for girls and boys.

This study revealed that pro-social engagement is also related not only to open classroom climate for discussion, but to emotional state of adolescents at school too. Possible differences in the role of attachment to school and open classroom climate for discussions on pro-social engagement for boys and girls should be further explored in the research on pro-social behaviour. Otherwise we see that positive feelings toward school, open classroom climate for discussions, and their interaction in could be very important in development of pro-social activity which is indispensable for a person in a democratic society. Taken together we conclude that attachment to school, discussions at school, and their interaction, and gender must be taken into account when effects of school context on pro-social engagement of adolescents are discussed and programs for positive development are prepared and implemented.

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PRIERAIŠUMO MOKYKLAI IR ATVIRO DISKUSIJOMS KLIMATO KLASĖJE VAIDMUO PROSOCIALIAM ĮSITRAUKIMUI PAAUGLYSTĖJE

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Santrauka

Šio tyrimo tikslas buvo nustatyti, kaip prieraišumas mokyklai ir atviras klimatas diskusijoms klasėje yra susiję su prosocialiu įsitraukimu paauglystėje. Tiriamieji buvo Klaipėdos regiono vyresniųjų klasių moksleiviai (N = 1741; 727 vaikinai ir 1014 merginos, kurių amžius – 15–19 metų). Mokyklos atmosferai matuoti naudojome *Prieraišumo mokyklai* skalę iš Mokyklos atmosferos klausimyno (Ruchkin, Schwab-Stone, ir Vermeiren, 2004) ir *Atviro klimato diskusijoms klasėje* skalę (Torney-Purta, ir kt., 2001). Prosocialaus įsitraukimo konstruktui matuoti naudojome *Aktyvumo mokykloje* (Noack, 2003), *Savanoriškos veiklos* ir *Numatomos* socialinės veiklos ateityje skales (abi pastarosios skalės šiai longitudinei studijai buvo sukurtos straipsnio autorių). Klasterinė analizė atlikta, taikant modifikuotą LICUR procedūrą iš statistinio paketo SLEIPNER (Bergman, Magnusson, ir El Khouri, 2003). Klasterine analize atskleista, kad visi paaugliai patenka į penkis mokyklos aplinkos klasterius pagal suvokiamo prieraišumo ir atviro klimato diskusijoms klasėje įverčius. Šie klasteriai buvo pavadinti: „Vidutinis", „Negatyvus", „Pozityvus diskusijų", „Pozityvus prieraišumo" ir „Ne diskusijų". Atlikus dvifaktorinę dispersinę analizę, paaiškėjo, kad šios grupės skiriasi pagal jų aktyvios veiklos mokykloje, savanoriškos veiklos ir numatomos socialinės veiklos ateityje įverčių vidurkius. Lytis taip pat buvo reikšmingas faktorius dviems iš trijų prosocialaus įsitraukimo komponentų: aktyvumui mokykloje ir numatomam socialiniam aktyvumui ateityje.

Reikšminiai žodžiai: klasės atmosfera, aktyvumas mokykloje, savanoriška veikla, socialinis aktyvumas ateityje, paaugliai.