

**ESM 2: Table E2**

*Descriptive Statistics, Reliabilities, and Bivariate Correlations of All Measures*

	1	2	3	4	5	6	7	8	9	10	11
Range of Scale	1-5	1-5	1-5	1-5	1-5	1-5	0-10	0-10	0-10	0-10	0-10
Pretest: Mean (SD)	2.17 (0.98)	3.94 (0.82)	4.33 (0.73)	1.48 (0.66)	4.36 (0.67)	2.72 (1.05)	-	-	-	-	-
Posttest: Mean (SD)			4.25 (0.97 <sup>×</sup> )	1.84 (1.23 <sup>×</sup> )	4.05 (0.98 <sup>×</sup> )	2.96 (1.22)	1.46 <sup>s</sup> (2.04)	1.19 <sup>s</sup> (1.72)	1.43 <sup>s</sup> (1.89)	3.19 <sup>s</sup> (2.78)	7.79 <sup>s</sup> (2.31)
Reliability	.97/.83	.99/.90	.77	.81	.77	.67	.85	.84	.81	.88	.87
Peers	1. Relatedness satisfaction	-.04	.39*	-.30*	.32*	-.14					
	2. Relatedness frustration	-.04		.02	.06	-.00	.22*				
Well-/ Ill-being	3. Positive affect	.48*	-.15	<b>.49*</b>	-.50*	.43*	-.17	-.08	.06	-.19	.02
	4. Negative affect	-.19	.53*	-.21*	<b>.31*</b>	-.16	.18	.26*	-.02	.39*	-.12
	5. School satisfaction	.32*	-.16	.57*	-.05	<b>.61*</b>	-.14	-.04	-.06	-.09	-.15
	6. School anxiety	-.17	.32*	-.07	.44*	-.09	<b>.34*</b>	.07	.09	-.05	.07
Adjustment/ Psychopathology	7. Emotional symptoms	-.22*	.20*	-.22*	.03	-.16	.19*				
	8. Conduct problems	-.12	.21*	.01	.01	-.04	.02	.14			
	9. Peer problems	-.37*	-.03	-.29*	.15	-.12	.08	.45*	.23*		
	10. Hyperactivity-inattention	-.18	.27*	-.10	.22*	-.14	.19*	.04	.68*	.10	
	11. Prosocial behavior	.09	.01	.05	-.04	.22*	.02	.07	-.66*	-.20*	-.57*

*Note.* SD = standard deviation; Min = minimum; Max = maximum. Reliabilities of the measures were estimated using McDonald’s Omega. For relatedness satisfaction and frustration, reliabilities are provided separately for between- and within-person levels (Geldhof et al., 2014). Subjective well-/ill-being measures were assessed via self-report at pretest and posttest. Correlations between pretest assessments are presented above the diagonal, while correlations between posttest assessments are presented below the diagonal. Correlations between pretest and posttest assessments of the same measure are printed in bold in the diagonal. Relatedness satisfaction and relatedness frustration refer to person means that were calculated across the four weeks of daily assessments that took place in between pre- and posttests. Adjustment/Psychopathology were assessed once via teacher-report.

<sup>s</sup> = mean sum scores were calculated for these measures (see Goodman, 2001).

<sup>×</sup> = standard deviations in the posttest were significantly higher than in the pretest.

\* =  $p < .05$ .