Table. Variables / factors

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| Dimensions | Variables | Features | items | Scoring Formula |
| Student Backgrounds | Gender | gender | 1 | Categorical Variable Female-1 Male-2 |
| ESCS | ESCS | 3 indicators | Higher scores mean better socio-economic and cultural status of the student's family. |
| Student Disruptive Behavior | Bullying | BEINGBULLIED | 6 | The higher the value, the more serious bullying |
| Disciplinary Climate | DISCLIMA | 5 | The higher the value, the better disciplinary climate |
| Student Behavior Hindering Learning | SBHL | 3 | The higher the value, the student behaviors hinder learning to a greater degree |
| Teaching and Learning | Teacher Enthusiasm | TEACHINT | 4 | The higher the value, the higher teacher enthusiasm students perceived |
| Teacher Support | TEACHSUP | 4 | The higher the value, the stronger teacher support students perceived |
| Teacher-directed Instruction | DIRINS | 4 | The higher the value, the more frequently teacher-directed instruction, adaptive instruction, teacher feedback and cognitive stimulation students perceived |
| Adaptive Instruction | ADAPTIVITY | 3 |
| Teacher Feedback | PERFEED | 3 |
| Teachers' Stimulation of Reading Engagement | STIMREAD | 4 |
| Teacher Behavior Hindering Learning | TEACHBEHA | 11 | The higher the value, the teacher behaviors hinder learning to a greater degree |
| School Community | Student Competition | PERCOMP | 4 | The higher the value, the fiercer competition students perceived |
| Student Cooperation | PERCOOP | 4 | The higher the value, the more frequent cooperation between peers’ students perceived |
| Sense of Belonging | BELONG | 6 | The higher the value, the stronger students' sense of belonging at school |
| psychological | Students’ life satisfaction | STULS | 11 | range 0-10 (not at all satisfied, completely satisfied), step = 1 |
| Meaning in life | EUDMO | 3 | The higher the value, the greater meaning in life |
| Students’ positive feelings | SWBP | 9 | The higher the value, the higher positive feelings |
| self-efficacy | RESILIENCE | 5 | The higher the value, the higher self-efficacy |
| Fear of failure | GFOFAIL | 3 | The higher the value, the greater fear of failure |
| Other relevant factors | Motivation to master tasks | WORKMAST | 4 | The higher the value, the greater motivation |
| Learning goals | MASTGOAL | 3 | The higher the value, the bigger ambitious learning goals |
| Attitudes towards competition | COMPETE | 3 | The higher the value, the higher favorable attitudes towards competition |
| Parents’ emotional support | EMOSUPS | 3 | The higher the value, the greater levels of emotional support from their parents |
| Value of school | ATTLNACT | 3 | The higher the value, the student valued schooling to a greater extent |