

Appendix 1

Variables and Respective Indicators

Learner aspiration	How far in your education do you expect to go?
Positive School Climate	<ul style="list-style-type: none"> • I like being in school • I feel safe when I am at school • I feel like I belong at this school • I like to see my classmates at school • Teachers at my school are fair to me • I am proud to go to this school • I learn a lot in school
Negative School Climate	<ul style="list-style-type: none"> • Made fun of me or called me names • Left me out of their games or activities • Spread lies about me • Stole something from me • Hit or hurt me (e.g. shoving, hitting, kicking) • Made me do things I didn't want to do • Shared embarrassing information about me • Posted embarrassing things about me online • Threatened me
Self-efficacy	<ul style="list-style-type: none"> • I usually do well in mathematics • Mathematics is more difficult for me than for many of my classmates • Mathematics is not one of my strengths • I learn things quickly in mathematics • Mathematics makes me nervous • I am good at working out difficult mathematics problems • My teacher tells me I am good at mathematics • Mathematics is harder for me than any other subject • Mathematics makes me confused
School Resources	<p>How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following?</p> <ul style="list-style-type: none"> • Instructional materials (e.g textbooks) • Supplies (e.g papers, pencils, materials) • School buildings and grounds • Heating/cooling and lighting systems • Instructional space (e.g classrooms) • Technologically competent staff • Audio-visual resources for delivery of instruction (e.g interactive white boards, digital projectors) • Computer technology for teaching and learning (e.g., computers or tablets for student use)